LANGUAGE, PHILOSOPHY, AND CULTURE #1
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 205

3. Texas Common Course Number: N/A

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

5. Semester credit hours: 3

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

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

   (current Cor = Yes
   (current ICD = Yes

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

   ☒ Yes
   ☐ No

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

9. Number of class sections per semester: 5-11

10. Number of students per semester: 900


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]

   [Name]

   Date: 3/26/13

14. Department Head

   [Signature]

   [Name]

   Date: 3/27/13

15. College Dean/Designee

   [Signature]

   [Name]

   Date: 3/28/13

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Anth 205, Peoples and Cultures of the World, is an existing Texas A&M Core Curriculum course in Humanities. It is being proposed for inclusion in the Language, Philosophy and Culture area of the new TAMU Core Curriculum. In this course, students learn what “Culture” is through the lens of anthropology and gain an appreciation for the rich fabric of humanity. It provides an introduction to ethnographic inquiry and a survey of the peoples of the world. This course examines the numerous dimensions by which human cultures vary, including a detailed look at economy and subsistence, family formation, religion, language, political structure, gender roles and relationships, and many more. Students uncover a number of different populations around the world, learning their unique customs and ways of life. Additionally, students explore current impacts of colonization and globalization on Earth’s peoples. This course instills an understanding of the amazing variation of the human condition and ability to reflect upon their own culture in relation to regional, national and global contexts. Students leave this course with a cultural awareness that can and should inform future evaluations of domestic and global issues. Through this cross-cultural experience, students 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 the different peoples and their cultures. As such, students are forced to grapple with complex questions like “how do different cultural groups deal with aggression”, instead of just “which cultures are more aggressive than others”; or “how and why do some cultures practice pastoralism”, instead of just “which cultures practice pastoralism”. Since these “how” and “why” questions in anthropology typically reflect informed interpretations of evidence, students are repeatedly exposed to alternative theories and perspectives on these problems, instead of just general 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 anthropological information (e.g., “The two-spirit people or ‘Berdaches’ in Native American cultures always consider themselves transgendered” or “By western standards, Yanomami people are violent”). Second, students write two critical essays—in the example syllabus attached to this
Texas A&M University  
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*Initial Request for a Course Addition to the Fall 2014 Core Curriculum*

Proposal one asks students to consider whether gender is biologically or socially driven, and the other asks students to consider ways in which societies have been affected by colonialism. Third, over the course of the semester four problem-solving impromptu quizzes require students to come to class well-read so they can actively engage in lecture and be prepared to creatively and innovatively evaluate and synthesize that day’s topic in an impromptu fashion.

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

In this course, students are challenged to practice all three forms of communication, written, oral, and visual. Each exam requires students to respond with written, argumentative essays that defend a thesis. Likewise, written assignments offer students the opportunity to conduct library research, create an argument, and write an essay again that defends a thesis. Students learn to follow a style guide, properly cite other works, and paraphrase accurately and correctly. Further, the impromptu quizzes afford students the opportunity to effectively express their interpretations of the day’s reading and lecture topic. These quizzes are given in class and during a limited time (10-15 minutes) so students have to come to class prepared to efficiently express their ideas.

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 creating an interactive lecture environment in which students are encouraged to ask questions, answer questions, and comment on topics being presented in class. On some days during the semester, students will be given the opportunity to break out into small groups to discuss the day’s topic. 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 videos, pictures, charts, and maps expressing or summarizing anthropological observations and evidence. As an observational field, the practice of anthropology 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 visual representations similar to those 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):

Social responsibility is an important part of being an anthropologist. Anthropologists have an ethical responsibility of championing cross-cultural knowledge and intercultural competency, spreading knowledge of civic responsibility, and engaging effectively in regional, national, and global communities. Our goals are to educate people (and our students) about the rich diversity of humanity, why difference is not something to fear but something to embrace, and the benefits of living and working in a highly diverse community. Through readings, lectures, and assignments students of ANTH 205 are instilled with these values and expected to come away from this course with a sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

1) Course content repeatedly demonstrates humanity’s rich diversity through cross-cultural comparisons of today’s cultures, thereby instilling a sense of intercultural competency and sensitivity to other ways of doing, thinking, and being.

2) Through lectures, readings, and assignments, students encounter the potential social and political power of anthropological information, learning that many human societies use (and have used) anthropology to create a sense of ethnicity and nationalism, or to downplay another society’s claims to lands, resources, and traditions. Students walk away from this course, however, with a sense of cultural sensitivity towards other peoples and cultures.
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

3) Lectures, readings, and assignments demonstrate how anthropology informs on the value of the diversity seen in today’s peoples and cultures of the world, providing students a means of becoming effective, educated members of a global community. This is especially important since the state and nation in which they live are increasingly becoming more and more diverse. Students leave ANTH 205 with a greater respect for other lifeways.

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

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

The two writing assignments in this course require students to consider how to ethically use sources to craft a persuasive argument/answer to an anthropological problem. In the sample syllabus that accompanies this proposal, two ethical issues in anthropological are used as the problems to tackle in these writing assignments. First, they write an essay on the long-term affects of colonialism on human societies, in which they consider the ways in which the economics and politics have affected native peoples’ access to land and other resources that were traditionally theirs. Second, they write an essay on the cultural perceptions of gender, in which they consider how culture affects ways we think about gender and interact with members of differing and same genders. Both of these writing assignments are designed to introduce students to ethical choices people make. 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.
Anthropology 205
Peoples and Cultures of the World
Section 503
Fall 2013

Instructor: Dr. Jeff Winking
Class: Tue/Thur 12:45-2:00 p.m.; ILSB Rm 1105
Office: Bolton, Rm 305B
Telephone: 979-845-5242
e-mail: jwinking@tamu.edu
Office Hours: Tuesday 11:00 – 12:00; Wednesday 10:30 – 11:30

TA: Insung Lee
Office: e-mail: lis1013@neo.tamu.edu
Office Hours:

Course Description

The course will provide students with an introduction to ethnographic inquiry and a survey of the wide diversity of humanity and human cultures. We will examine the numerous dimensions by which human cultures vary, including economy and subsistence, family formation, religion, language, political structure, gender relationships, and many more. Students will uncover a number of different populations around the world, learning their unique customs and ways of life. Additionally, students will explore current impacts of colonization and global zation on the earth’s peoples. In this course, students will develop a greater understanding of the amazing variation of the human condition and a greater ability to reflect upon their own culture. They should leave with a cultural awareness that can inform future evaluations of domestic and global issues.

Prerequisites: None.

Course Learning Outcomes and Core Curriculum Objectives for Language, Philosophy and Culture

First and foremost, from an anthropological perspective students will gain an appreciation for the diverse ways peoples of the earth live. In this class will evaluate anthropological literature to identify theses and key arguments, and this will be given the opportunity to hone writing skills.

This course meets the core curriculum objective for the Language, Philosophy and Culture foundational component area. Through this course students will develop critical thinking skills by critically evaluating topics such as the ethical limits of cultural relativism, impacts and responsibilities of colonial cultures, and nature and origin of gender roles. They will develop written, oral, and visual communication skills by exploring cross-cultural patterns of language and expressive culture and learning the importance of expressing oneself in culturally appropriate and respectful ways. They will develop personal responsibility by investigating the sometimes conflicting intersection between ethical beliefs and cultural norms and by exploring the moral framework of their own culture in comparison to that of others. Finally, they will develop social responsibility by increasing their awareness of the great variance in the human condition and the cultural arbitrariness of many elements of their own society that many mistakenly hold to be “natural” or “normal.”
Course Structure and Requirements

This is a 200-level introductory course that meets for one hour and 15 minutes, two days each week of the semester. Class meetings consist primarily of lectures, but occasionally short videos representing specific case studies may be used. Students will also be expected to arrive to class having read the assigned reading for the day and prepared to participate in class discussion during lectures and following film viewing. Class writing assignments, quizzes, 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 human condition on Earth, multidimensional aspect of cultural variance, and the rich and diverse fabric of human lifeways.

Three exams will test students on course content—issues in ethnographic inquiry and details about 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 diagram such as a picture, 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 world peoples and cultures gained throughout the semester.

Two written essays (three to five pages long each) will explore core concepts in anthropology and in studying the peoples and cultures of the world. Essay 1 will focus on the question "is gender biologically determined." Essay 2 will focus on the question "what are the social and political ramifications on societies that have been directly affected by colonialism." In both essays students will be asked to address the topic question, give real life examples from 2-3 different cultures, and discuss the topic in terms of one's sense of personal and social responsibility. Due dates for essays can be found in the course schedule below. Guidelines for each essay will be uploaded at e-learning (via Howdy Portal) four weeks prior to the due date.

Four Impromptu "Pop" In-Class Quizzes. Students are expected to come to class prepared (having read assigned readings for that day) for the day's topic. Throughout the semester there will be a total of 4 impromptu quizzes. These are not listed in the course schedule because they will be used to gage students' preparedness for class. Quizzes will cover some aspect of the day's topic by engaging students in a critical thinking and effective communication exercise. These quizzes will be given in the last 15 minutes of class time.

Grading Procedure

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams 1 &amp; 2 (100 pts each)</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
<td>125</td>
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<td>Attendance</td>
<td>25</td>
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<tr>
<td>Essay 1</td>
<td>50</td>
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<tr>
<td>Essay 2</td>
<td>50</td>
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<tr>
<td>Impromptu Quizzes (4 x 25 pts)</td>
<td>100</td>
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<tr>
<td>Total Point</td>
<td>550</td>
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*Attendance is taken to ensure student participation in class lectures on a day-to-day basis.
Final grades will be based on a traditional scale of grading: A, \( \geq 90\% \) of 550 points (\( \geq 495 \) points); B, 80-89\% of 550 points (440-494 points); C, 70-79\% of 550 points (385-439 points); D, 60-69\% of 550 points (330-384 points); F, \(< 60\% \) of 550 points (<330 points).

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

**The 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](http://disability.tamu.edu).

**Academic Integrity Statement**

Cheating will not be tolerated. To view the guidelines of academic honesty laid out by the university, please visit this site: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

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

**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, geographic locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences ([http://diversity.tamu.edu](http://diversity.tamu.edu)).

**Required Texts**


Other: PDF packet readings provided by instructor at course e-learning website (Howdy Portal).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Event</th>
<th>Haines</th>
<th>Peters-Golden</th>
<th>Chagnon</th>
<th>Other</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Introduction to Anthropology</td>
<td></td>
<td>pp.1-16, Chapter 1 Anthropological Basics</td>
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<td></td>
<td>Packet</td>
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<tr>
<td>8/29</td>
<td>Culture &amp; Evolution</td>
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<tr>
<td>9/3</td>
<td>Ethnographic methodology</td>
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<tr>
<td>9/5</td>
<td>Cultural Relativism; Race</td>
<td>pp.18-25 Chapter 2 Adaptations</td>
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<td>9/12</td>
<td>Jo/hoansi</td>
<td>Video: N'lai</td>
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<td>9/17</td>
<td>Subsistence: Horticulturists</td>
<td>Quiz 1</td>
<td>pp.38-50 Chapter 4 Horticulturists</td>
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<td>9/19</td>
<td>Semoa</td>
<td>Video: Margaret Mead &amp; Samoa</td>
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<td>pp.203-221 The Semoons</td>
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<td>9/24</td>
<td>Subsistence: Pastoralists</td>
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<td>pp.65-75 Chapter 6 Pastoralists</td>
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<tr>
<td>9/26</td>
<td>Iran / Basseri</td>
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<td>pp. 37-56 The Basseri</td>
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<td>10/1</td>
<td>Exam 1</td>
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<td>10/3</td>
<td>Psychology of Culture</td>
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<td>10/8</td>
<td>Maasai</td>
<td>Video: Chronicle of a Savanna Marriage</td>
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<td>pp.94-116 Chapters 8-9 Structures / Kinship</td>
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<td>10/10</td>
<td>Kinship</td>
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<td>pp.168-185 The Nuer</td>
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<td>10/15</td>
<td>Nuer</td>
<td>Video: Nuer</td>
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<td>Family formation/Reproduction</td>
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<td>pp.119-133 Chapter 10 Kinship: Descent &amp; Marr</td>
<td>pp.222-237 The Tiwi</td>
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<td>10/22</td>
<td>Tiwi &amp; Australian Aborigines</td>
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<td>Gender &amp; Sexuality</td>
<td>Quiz 2</td>
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<td>Sambia Packet</td>
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<td>10/29</td>
<td>Homosexuality / Sambia</td>
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<td>10/31</td>
<td>Political organization/Kapauku</td>
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<td>pp.151-166 Chapter 12 Politics</td>
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<td>11/5</td>
<td>Exam 2</td>
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<td>pp.167-180 Chapter 13 Religion</td>
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<td>Religion</td>
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<td>pp. 1-16 The Azande</td>
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<td>Azande</td>
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<td>pp. 1-43 Chapter 1</td>
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<td>11/14</td>
<td>Warfare and violence</td>
<td>Video: A Man Called Bee: Studying the Yanomamo</td>
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<td>pp. 45-98 Ch. 2</td>
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<td>11/19</td>
<td>Intro to Yanomamo</td>
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<td>pp. 95-110 Ch. 3</td>
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<td>11/21</td>
<td>Yanomamo II</td>
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<td>11/26</td>
<td>Yanomamo III</td>
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<td>12/3</td>
<td>Yanomamo IV</td>
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<td>pp. 120-158 Ch. 4</td>
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Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ANTH 210

3. Texas Common Course Number: 2351

4. Complete course title: Introduction to Social and Cultural Anthropology

5. Semester credit hours: 3

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

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

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

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

10. Number of students per semester: 180


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

14. Department Head
   [Signature]

15. College Dean/Designee
   [Signature]

Date: 3/26/13

Date: 3/26/13

Date: 3/27/13

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Anth 210, Introduction to Social and Cultural Anthropology, is an existing Texas A&M Core Curriculum course in Social and Behavioral Sciences. It is being proposed for inclusion in the Language, Philosophy and Culture area of the new TAMU Core Curriculum. This course will provide students with an introduction to the fields of social and cultural anthropology. Social and cultural differences make life as a human being both interesting and intimidating. On the one hand, culture is something that can unite people (e.g., same language, values, religion, politics, hobbies, interpretations of acceptable gender roles, etc.). On the other hand, culture can divide peoples because of differences in this aspect of culture. This course examines the numerous dimensions by which human cultures vary. We will also explore different theoretical perspectives that attempt to explain how and why cultures vary the way they do along these dimensions around the world. After completing this course, students will leave with an understanding of the major concepts and methods of cultural anthropology. They will gain an appreciation for the amazing variation of the human condition and learn how to explain why such variation exists. This knowledge will provide a cultural awareness that can inform future evaluations of regional and global issues. Students learn to appreciate the diversity of human culture and come to realize 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 cultural diversity. As such, students are forced to grapple with complex questions such as “how and why do members of different cultural groups practice the same religion”, instead of just “which cultural groups practice the same religion”. Since “how” and “why” questions in anthropology typically reflect informed interpretations of evidence, students are repeatedly exposed to alternative theories and perspectives on these problems, instead of just general 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 anthropological information. Second, every day students are asked a quiz question that makes them think critically before answering. These questions come from reading and lecture materials and challenge students worldview, getting them to think outside the box of middle America. Third, lectures and class discussions constantly challenge students to think beyond their own cultural awareness.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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

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, in homework assignments students are asked to conduct research, create an argument, and write an essay again that defends a thesis. With these homework exercises, students learn to accurately reflect the cultural practices of others. Further, daily quizzes afford student the opportunity to effectively express their interpretations of the day's reading and lecture topic.

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 creating an interactive lecture environment in which students are encouraged to ask questions, answer questions, and comment on topics being presented in class. On some days during the semester, students will be given the opportunity to break out into small groups to discuss the day's topic. 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 videos, pictures, charts, and maps expressing or summarizing anthropological observations and evidence. As an observational field, the practice of anthropology 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 visual representations similar to those 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):

Social responsibility is an important part of being an anthropologist. Anthropologists have an ethical responsibility of championing cross-cultural knowledge and intercultural competency, spreading knowledge of civic responsibility, and engaging effectively in regional, national, and global communities. Our goals are to educate people (and our students) about the rich diversity of humanity, why difference is not something to fear but something to embrace, and the benefits of living and working in a highly diverse community. Through readings, lectures, and assignments students of ANTH 210 are instilled with these values and expected to come away from this course with a sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

1) Cultural anthropology demonstrates humanity's rich diversity through cross-cultural studies of human cultures. In this course, students are taught intercultural competence and civic responsibility.
2) Through lectures, readings, and assignments, students encounter the potential social and political power of anthropological information, learning that many human societies use (and have used) anthropology to create a sense of ethnicity and nationalism, or to downplay another society's claims to lands, resources, and traditions. Students walk away from this course, however, with a sense of cultural sensitivity towards other peoples and cultures.
3) Lectures, readings, and assignments demonstrate how anthropology informs on the value of human cultural diversity, providing students a means of becoming effective, educated members of a global community. This is especially important since the state and nation in which they live are increasingly becoming more and more diverse. Students leave ANTH 210 with a greater respect for other lifeways.
4) Student performance on exams and homework exercises is used as a proxy to gage their knowledge of the world's varied cultural traditions and emerging ability to function in a multi-cultural world.
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Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The three homework assignments in this course require students to collect anthropological observations and data, evaluate these observations and data and share these data in an ethically responsible way that is meaningful and respectful of the cultures being represented. These exercises show students how to take personal responsibility for their decisions. Further, through participating in class discussions students are held responsible for the decisions they make when contributing to discussion. Their questions and responses to questions need to be respectful of all others in class, regardless if they agree or disagree with them.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Anthropology 210 
Social and Cultural Anthropology 
Section 502 
Spring 2013

Instructor: Dr. Jeff Winking
Prerequisites: None
Office: Anthropology 309E
Telephone: 979-845-5242
e-mail: jwinking@tamu.edu
Office Hours: Tue 11:00 – 12:00, Thur 1:00 – 2:00

TA: Kersten Bergstrom
Office: READ 159H
e-mail: kersten.bergstrom@neo.tamu.edu
Office Hours: Wed 9:00 – 10:00, Fri 12:00 – 1:00

Course Description:

The course will provide students with an introduction to the fields of Social and Cultural Anthropology. We will examine the numerous dimensions by which human cultures vary, including economy and subsistence, family formation, religion, language, political structure, gender relationships, and many more. We will also explore different theoretical perspectives that attempt to explain how and why cultures vary the way they do along these dimensions around the world. After completing this course, students will leave with an understanding of the major concepts and methods of cultural anthropology. They will gain a greater understanding of the amazing variation of the human condition and ideas as to why such variation exists. This knowledge will provide a cultural awareness that can inform future evaluations of domestic and global issues.

Prerequisites None.

Course Learning Outcomes and Core Curriculum Objectives for Language, Philosophy and Culture

First and foremost, from an anthropological perspective students will gain an appreciation for the diverse ways peoples of the earth live. In this class will evaluate anthropological literature to identify theses and key arguments, and this will be given the opportunity to hone writing skills.

Students will develop critical thinking skills through their assessments of competing theoretical models of cultural and behavioral variation. They will develop communication skills by exploring cross-cultural patterns of language and expressive culture and learning the importance of expressing oneself in culturally appropriate and respectful ways. They will develop personal responsibility by investigating the sometimes conflicting intersection between ethical beliefs and cultural norms and by exploring the moral framework of their own culture in comparison to that of others. Finally, they will develop social responsibility by increasing their awareness of the great variance in the human condition and the cultural arbitrariness of many elements of their own society that many mistakenly hold to be "natural."

Course Structure and Requirements

This is a 200-level introductory course that meets for one hour and 15 minutes, two days each week of the semester. Class meetings consist primarily of lectures, but occasionally short videos representing specific case studies may be used. Students will also be expected to arrive to class having read the assigned reading for the
day and prepared to participate in class-wide discussion during lectures and following film viewing. Exams, class writing assignments and discussions will instill core objectives: critical thinking, effective communication, as well as social and personal responsibility.

Three exams will test students on course content—issues in culture theory and method and details about 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 diagram such as a picture, 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 social and cultural anthropology gained throughout the semester.

Three homeworks will give students the opportunity to apply cultural anthropological concepts they are learning from class lectures and textbook readings. These exercises help develop critical thinking skills because they are innovating, making inquiries, evaluating and synthesizing information. They also force students to develop both written and visual skills, and all three help students gain a sense of social and personal responsibility. Homework 1 engages students in mock participant-observation by attending a cultural event/practice (sporting event, restaurant outing, concert, etc.) and describing what they observe as if they were a "foreign" anthropologist. The goal of the exercise is to introduce students to cultural anthropology methods and to illustrate how important shared, culture-specific information is to all aspects of our lives. This instills a sense of social responsibility and helps student develop visual communication skills. Homework 2 requires students to draw a kinship diagram of the Corleone family and answer questions about familial relationships. Students learn about kinship methods (and to "never take sides with anyone against the family") and visually communicating anthropological data. Homework 3 has students choose three passages from books of the Old Testament or Quran that relate to social life and try to infer from them aspects of the cultures that produced these writings (e.g. subsistence method, martial patterns, political system, gender roles, etc.). This assignment illustrates how religious beliefs and symbolism are intimately tied to other dimensions of culture, ultimately demonstrating how all cultural elements are interrelated. This assignment gives students a sense of social responsibility. All three homeworks teach personal responsibility in that they enhance students' understanding of how to ethically use and present data and sources.

Daily Clicker Quizzes will evaluate students preparedness for class and ability to thinking critically and communicate visually. They will frequently assess students' sense of both social and personal responsibility. These quizzes will consist of a single multiple-choice question that based on the reading or lecture and will be answered with I-clickers (see below) at the beginning or end of classes. Daily quizzes are designed to be easily answered if students are prepared and actively learning in class. An incorrect response or an unexcused absence will result in a zero for that daily quiz. It is the responsibility of the student to bring his/her clicker every day. If you do not have your clicker, you will receive a zero. If your clicker is not working or out of batteries, you will be allowed to write your response on a piece of paper.

Grading Procedure

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2 x 70 pts)</td>
<td>140</td>
<td>35</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Homeworks (3 x 40 pts)</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>Daily Clicker Quizzes (1.82 pts each)</td>
<td>40</td>
<td>10</td>
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<tr>
<td>Total Point</td>
<td>400</td>
<td>100</td>
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</table>

Final grades will be based on a traditional scale of grading: A, >=90% of 400 points (>=360 points); B, 80-89% of 550 points (440-494 points); C, 70-79% of 550 points (385-439 points); D, 60-69% of 550 points (330-384 points); F, <60% of 550 points (<330 points).

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. 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., an auto accident, other emergency), written notification must be made within two working days following the absence.

The 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.

Academic Integrity Statement

Cheating will not be tolerated. To view the guidelines of academic honesty laid out by the university, please visit this site: http://aggiehono.tamu.edu.

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

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/).

Required Course Textbook and Equipment


I-clickers

An i-clicker remote is required for daily quizzes in this course. For this class, you have the option of purchasing an i-clicker remote (ISBN: 10716779390) or an i-clicker2 remote (ISBN: 1429280476). You may purchase the remote through the bookstore or online at http://iclicker.com/purchase/. I will only ask multiple choice questions in class, which can be achieved with the cheaper i-clicker; however, you might want to go ahead and invest in the i-clicker 2 if you think future classes will require alphanumeric responses. Daily quizzes will commence the third week of classes. Please see me if you still have not been able to purchase an i-clicker by that time. If you have an earlier CPS clicker, you can receive a rebate. Please refer to the website for instructions.

Registration:

Once you have your i-clicker, you need to register it by going to: http://www.iclicker.com/support/registeryourclicker/ (the link is also on the eLearning site). For Student ID, use your UIN.

For further information concerning i-clickers, please refer to this website: https://wikis.tamu.edu/display/itsdocs/Getting+Started+with+iClicker+-+Student+Version

Clicker Policy:

Students will not be allowed to make up a daily quiz if they simply forget their clicker. If you brought your clicker to class, but it is not working, you will be allowed to write your answer on a piece of paper. Please be sure to occasionally review your daily quiz grades so as to ensure that your clicker is working properly.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Event</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/15</td>
<td>Introduction to Anthropology</td>
<td></td>
<td>Kottak: Ch. 1, Ch. 3: p. 51-61</td>
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<tr>
<td>Th 1/17</td>
<td>Ethnographic methodology</td>
<td></td>
<td>Kottak: Ch. 2</td>
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<td>T 1/22</td>
<td>Culture</td>
<td></td>
<td>Kottak: Ch. 3: p. 61-72, “Theory in Anthro. over Time”</td>
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<td>Th 1/24</td>
<td>Cultural Theory</td>
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<tr>
<td>T 1/29</td>
<td>Evolution &amp; Culture</td>
<td>HW1 Due</td>
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<td>Th 1/31</td>
<td>Cultural Relativism; Race</td>
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<td>Kottak: Ch. 6</td>
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<td>T 2/5</td>
<td>Language &amp; Communication</td>
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<td>Kottak: Ch. 5</td>
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<td>Th 2/7</td>
<td>Video: American Tongues (56 min) PE2841_A67</td>
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<td>T 2/12</td>
<td>Making a Living: Hunting &amp; Gathering &amp; Horticulturalism</td>
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<td>Kottak: Ch. 7</td>
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<td>Th 2/14</td>
<td>Making a Living II: Pastoralism &amp; Agriculture</td>
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<td>T 2/19</td>
<td>EXAM 1</td>
<td>EXAM 1</td>
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<tr>
<td>Th 2/21</td>
<td>Cooperation &amp; Society</td>
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<td>T 2/26</td>
<td>Political Systems</td>
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<td>Kottak: Ch. 8</td>
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<tr>
<td>Th 2/28</td>
<td>Sex &amp; Gender</td>
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<td>Kottak: Ch. 9</td>
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<tr>
<td>T 3/5</td>
<td>Sexuality / Discrimination</td>
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<td>Th 3/7</td>
<td>Kinship &amp; Descent</td>
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<tr>
<td>T 3/12</td>
<td>SPRING BREAK</td>
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<td>Th 3/14</td>
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<td>Kottak: Ch. 10</td>
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<tr>
<td>T 3/19</td>
<td>Reproduction, Childhood &amp; Parenting</td>
<td>HW2 Due</td>
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<tr>
<td>Th 3/21</td>
<td>Marriage</td>
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<td>Kottak: Ch. 11</td>
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<td>T 3/26</td>
<td>Video: Masai women (62 min) GT442 M37</td>
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<td>Th 3/28</td>
<td>EXAM 2</td>
<td>EXAM 2</td>
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<td>T 4/2</td>
<td>Religion</td>
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<td>Kottak: Ch. 12</td>
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<td>Th 4/4</td>
<td>Video: Inside Islam (100 min) BP191.2; IS0 2022</td>
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<td>T 4/9</td>
<td>Art</td>
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<td>Kottak: Ch. 13</td>
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<td>Th 4/11</td>
<td>Colonialism</td>
<td>HW3 Due</td>
<td>Kottak: Ch. 14</td>
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<tr>
<td>T 4/16</td>
<td>Video: We Shall Remain: After the Mayflower (113 min) <a href="http://www.pos.org/wgbh/arnet/weshallremain/the_film/episode_1_trailer">http://www.pos.org/wgbh/arnet/weshallremain/the_film/episode_1_trailer</a></td>
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<td>Th 4/18</td>
<td>Modernity</td>
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<td>Kottak: Ch. 15</td>
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<tr>
<td>T 4/23</td>
<td>Applied Anthropology</td>
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<td>Kottak: Ch. 4</td>
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<tr>
<td>Th 4/25</td>
<td>Debates in Anthropology / Current Issues</td>
<td></td>
<td>Packet</td>
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<tr>
<td>Th 5/3</td>
<td>FINAL: 12:30 – 2:30 p.m.</td>
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Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: ARAB 201

3. Texas Common Course Number: ARAB 2311

4. Complete course title: INTERMEDIATE ARABIC I

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 semester

9. Number of class sections per semester: F: 3

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 51 37 41

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

12.

13. Submitted by:

Course Instructor

14. Department Head

15. College Dean/Designee

Date: 3-7-2013

Date: 3-19-2013

Date: 3/2013

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

www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

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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?

In keeping with the vision of the INTS Department to provide "a curriculum that captures the broad range of social, political, cultural, and economic forces at play in an increasingly interdependent world", ARAB 201 uses the National Standards for Foreign Language Learning in the 21st Century as a framework to design and organize its language and culture content. More specifically, this first intermediate language course enables students to:

1. communicate in Arabic through face-to-face interaction, interpreting written and spoken messages on a variety of topics, and presenting information verbally and in writing in ways that are culturally appropriate and linguistically accurate.
2. gain cross-cultural skills by learning about cultural products, perspectives and practices found in Arabic-speaking countries, and by identifying areas of similarities and differences between the target culture and their own culture.
3. go beyond language learning by enriching and expanding their knowledge about the Arabic literature, art, geography and history.
4. become more productive and accountable through collaboration by completing class activities and projects and presenting them to the class in a timely fashion.
5. develop the desire and the ability to use language and culture skills beyond the school setting through study abroad programs in Arabic-speaking countries in ways that will contribute to their personal and intercultural growth and open up career opportunities for them.

Materials covered in the course include a variety of written texts, audio samples, selected video segments about current events in the Arab world, and other works that enhance students' appreciation of artistic works, cultural and historical traditions, and social values and beliefs. Studying these materials in Arabic not only helps students to gain a deep appreciation of other cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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 text used in this course, Al-Kitaab, evolves around the story of several Egyptian characters (high school and college students who are males and females) as they describe, directly and indirectly, their interests, emotions, ambitions, likes and dislikes, life challenges, among others. The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic, to understand and reflect upon different points of view held by the characters, the social, political and economic context and constraints that are shaping their feelings, attitudes,
Texas A&M University

Core Curriculum

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

decisions and behaviors. As they engage in class discussion, reading activities and written assignments, students get a chance to critically reflect on the life of young men and women in Egypt and to compare the lives of these young college students with their own. Through their final projects and power point presentations at the end of the course, students also get a chance to learn more about different Arab countries and dispel stereotypes they might have about these countries.

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

The textbook used in the course comes with a DVD and a companion website, allowing the students to listen to and read about the characters as they talk about different aspects of their lives. To ensure comprehension, students get to discuss and write about what they watch and read about both in groups and individually. Linguistic and cultural information gained from the reading and listening materials are assessed in different ways (multiple choice, true/false, open-ended questions). Students also use graphic organizers to capture different aspects of the characters’ lives and how they relate to each others. Finally students react to what they see and read by giving physical and personal descriptions of the different characters through written assignments (short paragraphs).

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

As they listen to and read about the different characters, students are invited to identify areas of commonalities and differences with the Egyptian youth. They learn to suspend judgements and demonstrate empathy with the characters and understand the broader context (economic and social) that affect people’s views and practices in ways that help them to better communicate with Arabic-speaking people in the future. By learning about the economic and social conditions of the characters, students also get to understand what’s driving people’s quest for migration in search of a better life, what’s leading to population movements with great cultural and linguistic implications. This is depicted when describing the desire of some characters in the story to work in Dubai in order to fulfill their dreams. The course goes beyond the textbook and provides students with selected video segments dealing with a variety of topics in Arabic-speaking countries, including forms of entertainment, likes and dislikes of people in order to understand the impact of globalization on the lives of young people everywhere. Class discussion, personal reflections expressed in short paragraphs, power point presentations and regular quizzes are used to ensure students’ development in these areas of social responsibility.

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

The stories covered in this course depict the struggle of the characters as they make important choices and decisions having to do with balancing work and family life, how to preserve family values, whether all the parents should stay with their children or live in nursing homes, wrestling with the decision to leave one’s home country in search of better economic opportunities and the impact of that decision on family relations. Listening to these stories and discussing the causes and consequences of the characters’ decisions through short written assignments provide the students with an opportunity to demonstrate their understanding of some aspects of Egyptian society and to reflect on important issues that they might need to grapple with directly or indirectly in the short and long term, such as study abroad, choosing a career, getting married, joining the army, whether they would prefer to see their parents stay with them or in a nursing home, etc.
Texas A&M University

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

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 International Studies

ARAB 201 – Intermediate Arabic I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
Course Syllabus

ARAB 201 is designed to bring student functional ability in Arabic to the Intermediate Low level as measured by ACTFL in terms of speaking, writing, listening, and reading. Students go beyond memorized expressions and start understanding and using more complex language forms to perform a variety of functions. The course is also designed to help students gain better understanding of cultural practices, perspectives and products found in Arabic-speaking countries. By the end of the semester, students are expected to attain the following learning outcomes:

Learning outcomes:

Upon completion of the course students will be able to:

- Express personal opinion in the target language
- Talk about past events and future plans in the target language
- Tell the time and the date in the target language
- Express preference, likes and dislikes in the target language
- Give reasons/justify/defend a point of view in the target language
- Read and understand simple paragraphs in the target language
- Listen to short video clips from Al-Jazeera and Al-Arabiyya to learn about current events in the Arab world while reinforcing certain language forms
- Write sentences and short paragraphs in the target language with few or no grammatical/spelling mistakes
- Gain more knowledge about and understanding of the Arabic culture(s), including family, youth hobbies, food, historical places, etc.

Core Curriculum Objectives

Using the National Standards for Foreign Language Learning in the 21st Century as a framework to organize its content, this course seeks to accomplish the following outcomes:

Critical Thinking: The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic, to understand and reflect upon different points of view held by the characters, the social, political and economic context and constraints that are shaping their feelings, attitudes, decisions and behaviors. Students will enrich and expand their knowledge about the Arabic literature, art, geography and history. Through their final projects
and power point presentations at the end of the course, students also get a chance to learn more about different Arab countries and dispel stereotypes they might have about these countries.

*Communication:* Students will communicate in Arabic in different modes by interacting with each other verbally, interpreting written and spoken messages on a variety of topics, and presenting information through written and oral tasks. Students also use graphic organizers to capture different aspects of the characters’ lives and how they relate to each other.

*Social Responsibility:* Students will gain social and cross-cultural skills by understanding cultural products, perspectives and practices in the Arab world, and how they are similar and/or different from their own. Students will demonstrate the desire and the ability to study abroad in Arabic-speaking countries and deal with language and cultural challenges effectively, as well as the desire to be a lifelong learner of the Arabic language and culture.

*Personal Responsibility:* Engagement with course materials provides students the opportunity to demonstrate their understanding of some aspects of Egyptian society and to reflect on important issues that they might need to grapple with directly or indirectly in the short and long term. Students will gain better productivity and accountability through collaborative work to complete class activities and projects.

**Prerequisite**

Students enrolled in this class must have completed and passed ARAB 102 with a grade of “C” or higher. Students can test out of ARAB 102 and enroll in this course (ARAB 201) by taking the placement test available at the Office of Measurement. Students must “pass” the placement test by scoring at or above 60% in order to enroll in ARAB 201.

**Required Textbook**


*The Hans Wurz Dictionary of Modern Written Arabic, Spoken Language Services, Inc*

**Grading**

- Class participation: 10% Students are expected to work in pairs and small groups, in every class meeting, to use language forms and complete certain tasks involving the use of certain language forms.
- Quizzes: 40% There will be a total of four quizzes, each covering the materials from the current lesson, including grammar, vocabulary, culture, reading and writing.
- Homework: 20% Each homework assignment needs to be submitted on time and complete in order to receive full credit.
- Project: 10% (see project description). These are individual projects. Each person is expected to select an Arabic-speaking country, use a power point presentation, present information about that country for up to ten minutes. The project will be graded based on pronunciation, grammar, vocabulary and the information presented (see guidelines).
- Final: 20% The final exam is comprehensive, covering all lessons taught during the semester.

**Attendance and punctuality**

If you are late to class more than 10 minutes, you will be marked absent. Similarly, if you leave early without an approved excuse, you will be counted absent. *Any graded assignment you miss will not be*
made up if you do not have a university excused absence. Because class meets three times a week only, any unexcused absence will result in your final grade being reduced by 2 percentage point. (No penalty will be incurred in case of a University-excused absence). If you have five unexcused absences, you will not pass the course.

**Excused absences**

Excused absences (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)) are legitimate but must always be documented. Please provide the explanation of student absence form as outlined in the Texas A&M student attendance rules (see [http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf](http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf)). It is your responsibility to meet with me or with your classmates to see what you have missed.

**Homework**

Class time will not be enough to meet course objectives. You are therefore expected to put in enough time outside of class to complete your homework assignments and prepare for the lesson before coming to class (listening to the CD and understanding the new words). Homework assignments should be completed before you come to class. If you do your homework in class, it will not count (even though I may take it from you). Late homework will be marked down. Incomplete homework will be collected and graded but will not count.

**Academic Integrity**

You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that “an Aggie does not lie, cheat, or steal, or tolerate those who do” (see [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)).

**Americans with Disabilities Act**

The American 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 Office of Support Services for Students with Disabilities in B-113 Cain Hall (845-1637).
Calendar

Aug. 27 – 31

Review lesson 6

- About مها and خاد
- Verbal nouns المصدر
- Reading and spelling

Sept. 3 - 21

(الله يرحمها)

Lesson 7

Story about Khalid

- The Superlative
- Sentence structure الجملة الاسمية
- Reading and spelling

Quiz # 1 (September 21)

Sept. 24 – Oct. 12

Lesson 8

(المستقبل للتجارة)

- Expressing opinion ما رأيك في الفعل الماضي
- Using past tense/talking about past events
- Giving reasons إذا نجحت... سأعمل في...
- Conditional (if ... then)
- Verb root
- How to use an Arabic dictionary

Quiz # 2 (Oct. 12)

Oct. 15 – Nov. 2

Lesson 9

(جدعتى توقفتى في الساسة والنصب)

- Talking about daily schedule
- Expressing preference
- Ordinal numbers
- Telling time

Quiz # 3 (Nov. 2)
Nov. 5 – Nov. 21

Lesson 10 (بيت العائلة)

- القصة
- Describing daily activities
- Conjugating verbs (نام جاء صحا)
- More on verbal nouns
- المضاف الذي يجعل pronouns
- Combining the prepositions إلى على with pronouns (إليه على عائلا)
- Object pronouns (ضمار النصب: ساعتي ساعتها)

Quiz # 4 (Nov. 16)

Nov. 26 – Dec. 3

Country Projects Due

Dec. 10 Final (8:00 – 10:00 a.m.)

Note: changes to this syllabus will be made whenever necessary
Country Project

- Select an Arabic-speaking from the list below:

المغرب موريتانيا الجزائر تونس ليبيا مصر السودان الصومال اليمن عمان السعودية
الإمارات قطر الكويت البحرين العراق سوريا لبنان فلسطين الأردن

- Research the selected country and find information about: geographical location – major cities, weather conditions, population, cuisine, traditional clothes, etc. (use words from vocab. list below)

<table>
<thead>
<tr>
<th>اسم البلد والموقع والسكان</th>
<th>أهم المدن ومواقعها</th>
<th>أحوال الطقس</th>
<th>صور وتعليقات</th>
</tr>
</thead>
<tbody>
<tr>
<td>تقع توجد شمال جنوب شرق غرب البحر الأبيض المتوسط البحر الأحمر المحيط الأطلسي الهند</td>
<td>مدينة/من العاصمة</td>
<td>أكثر قيّمة حديثة في الشمال في الجنوب في الشرق في الغرب</td>
<td>هذه صورة من... تيار جنحه ريال ليرة درهم مكولات حلويات السلطات المقبيلات المشروبات طبق أطباق أشهر المكولات في تونس...</td>
</tr>
<tr>
<td>-</td>
<td>جميع</td>
<td>جملي عاصف مطر أمطار جاف الصيف مشمس الخريف الشتاء الرياض الريبي فصل/فصل درجة الرطوبة عالية</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- Give 5 to 10 minute power point in presentation

- Your presentation should be in Arabic 100%

Grading criteria

- Use of proper vocabulary
- Use of proper pronunciation
- Use of complete sentences
- Accurate and complete information
- Richness of presentation (pictures)
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: ARAB 202

3. Texas Common Course Number: ARAB 2312

4. Complete course title: INTERMEDIATE ARABIC II

5. Semester credit hours: 3

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

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

Current Core - Yes  Current ICD - No

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

☒ Yes  ☐ No

8. How frequently will the class be offered? every Spring semester

9. Number of class sections per semester: S: 3

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 50 39 50

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

12. Submitted by:

[Signature]  Date: 3-7-2013

[Signature]  Date: 3-19-2013

[Signature]  Date: 3/08/13

13. Course Instructor

14. Department Head

15. College Dean/Designee

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

In keeping with the vision of the INTS Department to provide "a curriculum that captures the broad range of social, political, cultural, and economic forces at play in an increasingly interdependent world", ARAB 202 uses the National Standards for Foreign Language Learning in the 21st Century and the 21st Century Skills as a framework to design and organize its language and cultural content. More specifically, this second intermediate language course seeks to enable students to:

1. use Arabic to communicate more confidently and effectively on a wide range of topics and in a variety of modes: face-to-face interaction, interpreting written and spoken messages in Arabic on a variety of topics, presenting information in manners that are culturally appropriate and linguistically accurate.
2. expand their cross-cultural skills and show flexibility and adaptability by learning more about cultural products, perspectives and practices found in the Arab world, and by identifying areas of similarities and differences between the target culture and their own culture.
3. use language learning as a tool to reinforce and acquire new knowledge about the literature, art, geography and history of the Arab World.
4. become more productive and accountable through collaboration and group work to complete class activities and projects and present them to the class in a timely fashion.
5. develop the mindset and preparedness (linguistically and culturally) to live and study in an Arabic-speaking environment in ways that will contribute to their personal and intercultural growth and open up career opportunities for them.

Materials covered in the course includes a variety of written and electronic, culturally authentic texts, selected video segments about current events in the Arab world, and other authentic materials that enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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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):

Course materials consist of 13 lessons from Al-Kitaab, and companion website, all of which evolve around the life of several Egyptian characters (males and females) who are college students as they describe in different ways their conditions, interests, feelings, ambitions, life challenges, and their perceptions about America, among others. The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic,
Texas A&M University
Core Curriculum

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

to understand and reflect upon the points of view of the characters, the social, political and economic context and constraints that shape their feelings, attitudes, decisions and behaviors and their views on American culture. As the students engage in class activities and written assignments, they get a chance to critically reflect on the life of these young men and women in Egypt and to compare it with their own life. Students also get a chance to describe and reflect upon their perceptions about the characters, and Arabic-speaking people in general, and the extent to which what they have learned from the stories reinforces or dispels preconceived ideas about the Arab world. They also describe and discuss, verbally and writing, the stereotypes held by these Egyptians characters about the American culture, such as friendship, family life, etc.

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

The course materials, which include a textbook, DVDs, a companion website and selected video segments from popular Arab media sources (Al-Jazeera and Al-Arabyiya), provide the students with linguistic and cultural content that they can view, discuss, read and write about. Students work individually and in groups to answer questions and show their comprehension of the reading and listening materials and to perform writing tasks and even sing popular songs. Linguistic and cultural information gained from the reading and listening materials is assessed in different ways (multiple choice, true/false, open-ended questions). Students also use graphic organizers and power point presentations to capture different aspects of the characters' lives and the complex relationships that exist among these characters. Finally students react to what they have learned about the different characters by giving personality descriptions and back them with different information that they gathered from the reading and listening activities.

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

As they read about the different characters in the stories and as they watch different video segments from Al-Jazeera and Al-Arabyiya, students are invited to identify areas of commonalities and differences with the Egyptian youth and life in major Arab cities. They learn to suspend judgments, show empathy and understand the broader economic and social and cultural context that affects people's views, practices and dreams. By doing so, students become better equipped, linguistically and culturally, to communicate effectively with native speakers of Arabic. Students also learn about popular forms of entertainment, likes and dislikes of the youth and the cultural norms that define forms of entertainment, interpersonal and gender communication. While talking about one of the character's decision to study in America and stay there after graduation, students get to learn about the economic conditions in Egypt, cultural and linguistic implications of such decisions and the struggle of the first generation to cope with two cultures. Class discussion, personal reflections, power point presentations and regular quizzes are used to ensure students' development in these areas of social responsibility.

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

The stories contained in the textbook, and the different characters that they depict, embody the struggle of ordinary people as they grapple with important choices and decisions in their lives having to do with immigration in search of better opportunities, grappling with the generation gap especially between immigrant parents and their children, among others. Listening to these stories and discussing the causes and consequences of the characters' decisions and choices provide the students with an opportunity to reflect on issues that might affect them directly and indirectly in the short and long term, such as study abroad and identity issues, choosing a career that has major implications on family's stability, choosing a spouse, joining the army, maintaining family relations, among others. In addition to class discussion, students demonstrate their understanding of the characters' choices and consequences and react to them
Texas A&M University

Core Curriculum

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

through multiple choice questions, and short written assignments.

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 International Studies

ARAB 202 – Intermediate Arabic II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
أهلا وسهلا بكم!
قسم الدراسات الدولية
جامعة تكساس أي آند أم
ARAB 202 - Intermediate Arabic - Spring 2013

Instructor: Salah Ayari
Office: ACAD 103B
Office Hours: TR (3:00 – 4:00)
E-mail: ayari-s@tamu.edu

Class meets: MWF (11:30 – 12:20; ZACH 322)
Grader/Conversation partner: Lamia Arfaoui (targaoui@tamu.edu)

Course Description

ARAB 202 is designed to bring students' functional ability in Arabic to the intermediate Mid level in terms of speaking, writing, listening, and reading. Students go beyond memorized expressions and start using the language creatively in strings of sentences when speaking about familiar and uncomplicated topics related to their daily life, including personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. The course is also designed to help students gain better understanding of cultural practices, perspectives and products found in Arabic-speaking countries. By the end of the semester, students are expected to attain the following learning outcomes:

Learning Outcomes:

Upon completion of the course students will be able to:

- Describe physical appearance (colors, clothes, body parts) in the target language
- Describe personality traits in the target language
- Express emotions and feelings in the target language
- Give reasons/justify/defend a point of view in the target language
- Talk about past and future events in the target language
- Describe different parts of a house/apartment in the target language
- Search for housing information online in the target language
- Congratulate people on various occasions in the target language
- Connect sentences to form a paragraph in the target language
- Read an extended text (paragraph) fluently and understand the gist of it in the target language
- Gain cultural awareness about the Arabic-speaking world

Core Curriculum Objectives

Using the National Standards for Foreign Language Learning in the 21st Century as a framework to organize its content, this course seeks to accomplish the following outcomes:

Critical Thinking: The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic, to understand and reflect upon different points of view held by the characters, the social, political and economic context and constraints that are shaping their feelings, attitudes, decisions and behaviors. Students will enrich and expand their knowledge about the Arabic literature, art, geography and history. Through their final projects and power point presentations at the end of the course, students also get a chance to learn more about different Arab countries and dispel stereotypes they might have about these countries.
Communication: Students will communicate in Arabic in different modes by interacting with each other verbally, interpreting written and spoken messages on a variety of topics, and presenting information through written and oral tasks. Students also use graphic organizers to capture different aspects of the characters’ lives and how they relate to each other.

Social Responsibility: Students will gain social and cross-cultural skills by understanding cultural products, perspectives and practices in the Arab world, and how they are similar and/or different from their own. Students will demonstrate the desire and the ability to study abroad in Arabic-speaking countries and deal with language and cultural challenges effectively, as well as the desire to be a lifelong learner of the Arabic language and culture.

Personal Responsibility: Engagement with course materials provides students the opportunity to demonstrate their understanding of some aspects of Egyptian society and to reflect on important issues that they might need to grapple with directly or indirectly in the short and long term. Students will gain better productivity and accountability through collaborative work to complete class activities and projects.

Prerequisite

Students enrolled in this class must have completed and passed ARAB 201 with a grade of “C” or higher. Students can test out of ARAB 201 and enroll in this course (ARAB 202) by taking the placement test available at the Office of Measurement. Students must “pass” the placement test by scoring at or above 80% in order to enroll in ARAB 201.

Required Textbook

الكتب المقرر


- The Hans Wher Dictionary of Modern Written Arabic, Spoken Language Services, Inc

Grading

التقييم

- Unit Quizzes (50%): There will be five quizzes, each is worth 10% of the final grade. Each quiz will cover materials from one unit and will include reading, vocabulary, grammar and writing.
- Homework assignments (10%): Homework assignments are graded for completion and not for accuracy. Late homework will be marked down.
- Vocabulary Quizzes (10%): Every Friday, there will be a short quiz in which you will use new vocabulary in meaningful sentences. The list of vocabulary will be given in advance.
- Project (10%): The final project consists of introducing your family and residence. You will be expected to provide a thorough description of your family and residence using vocabulary pertaining to these topics from different lessons.
- Final exam (20%): The final exam will be comprehensive, covering all materials covered during the semester.

Attendance and Punctuality

الحضور

All students are expected to come to class regularly and on time. If you are late to class more than 10 minutes, you will be marked absent. Similarly, if you leave early without an approved excuse, you will be counted absent. Any graded assignment you miss will not be made up if you do not have a verifiable excused absence. Because class meets twice a week only, any unexcused absence will result in your final grade being reduced by 1 percentage point. (No penalty will be incurred in case of a University-excused absence). If you reach five unexcused absences, you will not pass the course.
Excused absences

Excused absences (see http://student-rules.tamu.edu/rule7.htm) are legitimate but must always be documented. Please provide the explanation of student absence form as outlined in the Texas A&M student attendance rules (see http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf). It is your responsibility to meet with me or with your classmates to see what you have missed.

Homework

Class time will not be enough to meet course objectives. You are therefore expected to put in enough time outside of class to complete your homework assignments and prepare for the lesson before coming to class (listening to the CD and understanding the new words). Homework assignments should be completed before you come to class. If you do your homework in class, it will not count (even though I may take it from you). Late homework will be marked down. Incomplete homework will be collected and graded but will not count.

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You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that “an Aggie does not lie, cheat, or steal, or tolerate those who do” (see http://www.tamu.edu/aggiehonor.

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Extra Credit

Extra credits can only be received for campus events deemed by the instructor to be helpful in meeting course objectives

Other expectations

• Turn off your cell phone during class time  • Do not use your laptop during class unless asked to do so
• Homework cannot be done in class  • Check your e-mail regularly
Calendar

Jan. 14 – 30  (Describing people)

- Review stories about Maha and Khalid
- Conditional (إن - إذا - ل)
- Colors الألوان
- Clothes ألبس
- Body parts أعضاء الجسم
- Feb. 1 – Quiz #1

Feb. 4 - 21

Lesson 11 (أشعر بالخجل أحيانا)

- Expressing feelings/emotions
- المضارع المرفع
- جملة الصفة
- Quantifiers (كل - بعض - معظم - عدة)
- Listening
- Reading
- Feb. 22 Quiz #2

Feb. 25 – March 18

Lesson 12 (أصعب قرار في حياتي)

- Talking about study abroad and immigration
- Taking big decisions in your life
- Expressing preference – the superlative
- Talking about past and present tense
- Using the negative forms (ليس - لا - لـ)
- Listening to Khalid’s father
- Listening to songs (فروز - راغب علاوي)
- Reading (p. 266)
- March 20 Quiz #3
March 22 – April 5

Lesson 13 (لماذا قررت البقاء في أمريكا؟)

- Expressing reasons / giving justification
- Feeling homesick
- Verbs with أنَّ أَلَا أَن
- Using the verb مازال
- The verbs انتهى- ظن
- Negative past tense with المضارع المجزوم ب- لم
- Reading: How to get a study abroad scholarship (pages 286 – 287, 288, 292)
- April 8 Quiz #4

April 10 - 22

Lesson 14 (أتميُنَا أَلَا نَتَرَكُ هَذَا الْبِيْتِ)

- Listen to the story
- Expressing preference
- Describing a residence
- Finding a residence when you are overseas
- Grammar: في + ضمائر
- الجملة الاسمية
- الإضافة
- أوزان الفعل Verb root

April 24 - Quiz # 5

Presentations العروض

April 26

April 29

Final exam: May 8 (10:30 – 12:30) 501 class

Note: changes to this syllabus will be made whenever necessary
1. This request is submitted by (department name): International Studies

2. Course prefix and number: CHIN 201

3. Texas Common Course Number: CHIN 2311

4. Complete course title: INTERMEDIATE CHINESE I

5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? every Fall semester

9. Number of class sections per semester: Fall: 3

10. Number of students per semester: F: 60

11. Historic annual enrollment for the last three years: 47 25 62

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

12. Submitted by:
   - [Signature]
   - Course Instructor
   - Date: 3/16/2013

13. Approvals:
   - [Signature]
   - Department Head
   - Date: 3/19/2013

14. [Signature]
   - College Dean/Designee
   - Date: 3/20/2013

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CHIN 201) is a first-semester intermediate class in Chinese language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- **Communication**: Students communicate in languages other than English.
- **Cultures**: Students gain knowledge and understanding of other cultures.
- **Connections**: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- **Comparisons**: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- **Communities**: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos clips, and other works, all of which enhance students' appreciation of cultural and historical traditions, and social values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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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):**

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: newspaper reports, radio and TV broadcasts, songs, movies, and introduction to Chinese literary works. Students must understand and interpret written and spoken language on a wide variety of topics, including: gift exchanging, Chinese modesty and humility, privacy, geography and environment. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students' cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the presentations on key topics from the course material.
Texas A&M University

Core Curriculum

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

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

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written and oral materials themselves which are assessed to gauge students' development in these areas.

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

The course enhances students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an International community. Group/class discussions, written work, tests, and creative productions (audio recordings and presentation) are used to assess students' development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as Chinese concepts about privacy, the relationships of men and women, historical places, geography and the environment, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments and presentation.

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 International Studies

CHIN 201 – Intermediate Chinese I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

(1) students can interact with diverse populations from different parts of the globe;
(2) students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
(3) students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
(4) students gain an understanding of how cultural identity is expressed through different traditions and media;
(5) students gain a better understanding of contemporary global issues through interaction with global communities.
CHIN 201: Intermediate Chinese I
ZACH105C MWF 01:50-02:40 pm

Instructor: Weidong Shi (史卫东)
Office: ACAD 103AB
Tel: 979-845-2124 (INTS main office)  E-mail: shiweidong@tamu.edu
Office Hours: Wednesday 3:00pm-5:00 pm

Textbook
"New Practical Chinese Readers", Book 3, Beijing Language and Culture University.

Prerequisite
CHIN102 or equivalent

Course Description
This 3-credit course is conducted mainly in Chinese. This course is to help students develop proficiency in reading, listening, speaking, and writing, to solidify and further their communicative ability in Chinese through contact with various written and spoken styles of modern Chinese on cultural topics, newspaper reports, radio, and TV broadcasts.

Learning outcomes
Upon completion the course students will demonstrate:
➢ Listening abilities, including
A more in-depth understanding of daily conversations and interactions
A greater ability to discern main points of more complex dialogues, including news broadcasts, radio and film
➢ Speaking abilities, including
Conversing on a variety of topics in greater detail, be it in informal or formal conversation
Discussing and talking more complex issues such as: social problems, environmental issues, culture difference
Expressing feelings, opinions, and emotions using a more extensive vocabulary
➢ Reading abilities, including
A deeper understanding of main ideas of new materials
Ability to read more Chinese characters
Ability to guess the meaning of unknown characters and words
➢ Writing abilities, including.
More detailed essays
Self-reflections using a more extensive array of vocabulary
Summaries with greater description
Cultural Awareness, including
Developing an appreciation for the values of other cultures
Ability to discern and compare cultural similarities and differences

**Core Curriculum Objectives**

- **Critical Thinking**: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Chinese culture. Group/class discussion, written work, and oral presentation are all exercises in which students demonstrate critical thinking skills.

- **Communication**: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a presentation expounding on one of the topics addressed in the course.

- **Social responsibility**: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

- **Personal responsibility**: The course enhances personal responsibility through engagement with contemporary social issues in China.

**Course Requirements**

Except in the case of university-excused absences, students are required to attend ALL classes and prepare for EVERY class. Students in the class need to be ready to make a commitment of spending at least 8 hours per week studying outside of class, including previewing, preparing, and reviewing assignments. Group projects and other assigned teamwork will require additional time for collaboration. Daily preparation is critical to this course and students' preparation efforts will be evaluated and graded EVERY CLASS for In-class Performance. Strong motivation and daily preparation will ensure a successful learning experience in this class.

---

**Grading**

Grade points are based on the following:

- Class participation and preparation: 10%
- Homework: 20%
- Oral: 10%
- Quiz: 20%
- Midterm: 20%
- Final: 20%

Grading scale is as followed:

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

---

**Attendance and class participation**:

Please see [http://student-rules.tamu.edu/rule07.htm](http://student-rules.tamu.edu/rule07.htm) for current policy on university-excused absences.
- Students are expected not only to speak up when called on but to actively participate in class and to communicate in Chinese whenever possible with their instructor and with classmates. Students' efforts in expressing themselves in Chinese will be evaluated as part of their class participation grade.

- You are expected to be in class on time every day. Being 15 minutes late (without a valid excuse) counts as an absence.

- You are allowed TWO unexcused absences per semester. THREE or more unexcused absence will adversely affect your final grade. THREE unexcused absences will prevent you from receiving an A, SIX will prevent you from receiving a B, and TEN will prevent you from receiving a C. Always ask for permission in advance for classes you will have to miss and make appropriate arrangements for missed work. 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 (see Rule 7.1.6.1: http://student-rules.tamu.edu/rule07).

- If you know that you will miss a class, contact your instructor before class to facilitate any make-up arrangement. You or a friend can stop by the office to pick up handouts that you missed.

- It is your responsibility to obtain class notes and prepare any work assigned or due during the period of your absence. If you are not able to reach the instructor to check for missed work, contact a classmate to obtain the information you need.

---

**Homework:**

All homework should be completed before coming to class. If you have to miss a class when an assignment is due, ask someone to bring it to the class. You can also drop it off at the instructor’s office. Late homework turned in within 48 hours after the due date will be accepted and corrected, but penalized a half grade. After 48 hours, no homework will be accepted and a grade of zero will be assigned. No penalty will be assessed for late homework in case of a university-excused absence.

---

**Quizzes:**

Quizzes will be given to ensure that everyone keeps up with the material. As such, they will cover only information already presented in class.

**Mid-term and Final Examination:**

A review lesson will be given before each exam. The exam will contain both oral and written parts. The oral part may take the form of personal interviews or role-playing. The written part may include reading comprehension, character writing, translations, filling the blanks, answering questions in Chinese, etc. Changes will be made whenever it’s necessary.

**Make-up Policy**

In case of officially documented medical emergencies or unplanned incidences, please
contact your instructor for make-up work as soon as possible. Make-up tests must be arranged with the instructor in advance of the scheduled test time. All make-ups must be taken before graded tests are returned to the class except in the case of university-excused absences. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. Make-up tests are granted only at the discretion of the instructor.

- **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 Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

- **Academic Integrity**
  "An Aggie does not lie, cheat or steal, or tolerate those who do." As commonly defined, plagiarism consists of passing off as one’s ideas, words, writings, etc. which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person. 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 Regulations, under section “Scholastic Dishonesty.” Student rules are available online at http://student-rules.tamu.edu. Check with the Aggie Honor System Office at http://www.tamu.edu/aggiehonor.

- **Useful Resources**

**Dictionary**

**Books on China in English**
3. Lonely Planet: China

**Classical Chinese Literary Works**
1. The Analects, Confucius
2. The Art of War, Sunzi
3. Dao De Jing, Laozi
4. A Dream of Red Mansions, Cao Xueqin
5. Romance of the Three Kingdoms, Luo Guanzhong

Documentaries
1. BBC Wild China.
2. PBS China From The Inside.

Learning Chinese Online
2. http://www.csulb.edu/~txie/online.htm (Learning Chinese Online)
# Syllabus

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson</th>
<th>Topic</th>
<th>Grammar</th>
<th>Culture</th>
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</thead>
<tbody>
<tr>
<td>8/27-9/07</td>
<td>复习</td>
<td>第二册 24-26 课</td>
<td>1. “把” sentence(3) 把+O+V+到/在/成/  2. adverbs “最” and “更”  3. the construction “一边，一边”  4. the construction “来+NP”  5. “的 construction”对……来说”</td>
<td>When in China, do as Chinese do</td>
</tr>
<tr>
<td>9/10-9/19</td>
<td>入乡随俗</td>
<td>Expressing one's opinion / giving an example</td>
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<tr>
<td>9/24</td>
<td>27 课考试</td>
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<tr>
<td>Monday</td>
<td></td>
<td></td>
<td>1. using “有/没有” to express comparisons  2. rhetorical questions “不是……吗”  3. sentences containing a series of verbs.  4. 上、开 as the resulting complements</td>
<td>Gift exchanging in China</td>
</tr>
<tr>
<td>9/21-9/28</td>
<td>礼轻情义重</td>
<td>Presenting and appreciating a gift/comparing asking in retort/worrying about sth.</td>
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<tr>
<td>10/01</td>
<td>28 课考试</td>
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<tr>
<td>Monday</td>
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<td>1. the structural particle”地”  2. sentences indicating existence or emergence (2)  3. the reduplication of adjective  4. “把” sentence(4)</td>
<td>Chinese modesty and humility</td>
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<tr>
<td>10/01-10/10</td>
<td>请多提意见</td>
<td>Describing things/emphasizing an affirmation / expressing modesty</td>
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<tr>
<td>10/12</td>
<td>期中考试</td>
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<td>Friday</td>
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<td>1. sentences indicating existence or emergence (3).  2. using “了” to indicate a change of situation(2).  3. the complement of state(2).</td>
<td>Recreational activities in China</td>
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<tr>
<td>10/12-10/19</td>
<td>他们</td>
<td>Indicating changes / making a summary/describing</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>10/22</td>
<td>30 课考试</td>
<td>giving encouragement/ Asking about something/describing a scenery</td>
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<td>1. approximate numbers.</td>
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<td>2. pivotal sentences(2).</td>
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<td>3. the construction “只要…就”.</td>
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<td>4. enumeration and paraphrasing.</td>
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<td>Yellow river, Yangzi River, Mount Everest and Mount Huang</td>
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<tr>
<td>11/05</td>
<td>31 课考试</td>
<td>Making a guess/giving a vague response/ explaining</td>
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<td>Grammar Review</td>
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<td>1. structural particles”的得,地“.</td>
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<td>2. Summary of the “把” sentence.</td>
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<td>3. the adverbs “就” and “还”</td>
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<td>Chinese view on “privacy “</td>
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<td>11/12</td>
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<td>11/14-11/30</td>
<td>复习</td>
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<tr>
<td>12/11</td>
<td>3:30-5:00 pm 期末考试</td>
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</table>

*Note: Changes to the syllabus will be made whenever necessary.*
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: CHIN 202

3. Texas Common Course Number: CHIN 2312

4. Complete course title: INTERMEDIATE CHINESE II

5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? every Spring semester

9. Number of class sections per semester: Spring: 3

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 37 42 52

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

12. Submitted by:
    [Signature]
    [Name]

    Date: 3/6/2013

13. Approvals:
    [Signature]
    [Name]

    Date: 3/19/2013

14. Department Head
    [Signature]

    Date: 3/20/13

15. College Dean/Designee
    [Signature]

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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 (CHIN 202) is a second-semester intermediate class in Chinese language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- **Communication**: Students communicate in languages other than English.
- **Cultures**: Students gain knowledge and understanding of other cultures.
- **Connections**: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- **Comparisons**: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- **Communities**: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos clips, and other works, all of which enhance students’ appreciation of cultural and historical traditions, and social values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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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):**

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: newspaper reports, radio and TV broadcasts, songs, movies, literature works and internet materials. Students must understand and interpret written and spoken language on a wide variety of topics, including: Chinese dining table culture, the relationships of family members, generation gap, geography and climate, and other social issues. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the presentations on key topics from the course material.
Texas A&M University

Core Curriculum

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

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

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written and oral materials themselves which are assessed to gauge students’ development in these areas.

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

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and presentation) are used to assess students’ development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: Chinese dining table culture, the relationships of family members, generation gap, geography and climate, and other social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and presentation.

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 International Studies

CHIN 202 – Intermediate Chinese II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
CHIN 202: Intermediate Chinese II
ZACH322 MWF 12:40 pm-01:30 pm

Instructor: Weidong Shi (史卫东)
Office: ACAD 103AB
Tel: 979-845-2124 (INTS main office) E-mail: shiweidong@tamu.edu
Office Hours: Wednesday 3:00pm-5:00 pm

Textbook
"New Practical Chinese Readers", Book 3, Beijing Language and Culture University.

Prerequisite
CHIN201 or equivalent

Course Description
This 3-credit course is conducted mainly in Chinese. This course is to help students develop proficiency in reading, listening, speaking, and writing, to solidify and further their communicative ability in Chinese through contact with various written and spoken styles of modern Chinese on cultural topics, newspaper reports, radio, and TV broadcasts.

Learning Outcomes
Upon completion the course students will demonstrate:
- Listening abilities, including
  A more in-depth understanding of daily conversations and interactions
  A greater ability to discern main points of more complex dialogues, including news broadcasts, radio and film
- Speaking abilities, including
  Conversing on a variety of topics in greater detail, be it in informal or formal conversation
  Discussing and talking more complex issues such as: social problems, environmental issues, culture difference
  Expressing feelings, opinions, and emotions using a more extensive vocabulary
- Reading abilities, including
  A deeper understanding of main ideas of new materials
  Ability to read more Chinese characters
  Ability to guess the meaning of unknown characters and words
- Writing abilities, including,
  More detailed essays
  Self-reflections using a more extensive array of vocabulary
  Summaries with greater description
- Cultural Awareness, including
  Developing an appreciation for the values of other cultures
  Ability to discern and compare cultural similarities and differences

**Core Curriculum Objectives**
- **Critical Thinking:** The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Chinese culture. Group/class discussion, written work, and oral presentation are all exercises in which students demonstrate critical thinking skills.
- **Communication:** The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a presentation expounding on one of the topics addressed in the course.
- **Social responsibility:** The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.
- **Personal responsibility:** The course enhances personal responsibility through engagement with contemporary social issues in China.

**Course Requirements**
Except in the case of university-excused absences, students are required to attend ALL classes and prepare for EVERY class. Students in the class need to be ready to make a commitment of spending at least 8 hours per week studying outside of class, including previewing, preparing, and reviewing assignments. Group projects and other assigned teamwork will require additional time for collaboration. Daily preparation is critical to this course and students’ preparation efforts will be evaluated and graded EVERY CLASS for in-class Performance. Strong motivation and daily preparation will ensure a successful learning experience in this class.

---

**Grading**
Grade points are based on the following:
Class participation and preparation: 10%
Homework: 20%
Oral: 10%
Quiz: 20%
Midterm: 20%
Final: 20%

Grading scale is as followed:
90-100% = A
80-89% = B
70-79% = C
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**Attendance and class participation:**
Please see http://student-rules.tamu.edu/rule07.htm for current policy on university-excused absences.
Students are expected not only to speak up when called on but to actively participate in class and to communicate in Chinese whenever possible with their instructor and with classmates. Students' efforts in expressing themselves in Chinese will be evaluated as part of their class participation grade.

You are expected to be in class on time every day. Being 15 minutes late (without a valid excuse) counts as an absence.

You are allowed TWO unexcused absences per semester. THREE or more unexcused absence will adversely affect your final grade. THREE unexcused absences will prevent you from receiving an A, SIX will prevent you from receiving a B, and TEN will prevent you from receiving a C. Always ask for permission in advance for classes you will have to miss and make appropriate arrangements for missed work. 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 (see Rule 7.1.6.1).

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**Homework:**
All homework should be completed before coming to class. If you have to miss a class when an assignment is due, ask someone to bring it to the class. You can also drop it off at the instructor’s office. Late homework turned in within 48 hours after the due date will be accepted and corrected, but penalized a half grade. After 48 hours, no homework will be accepted and a grade of zero will be assigned. No penalty will be assessed for late homework in case of a university-excused absence.

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**Quizzes:**
Quizzes will be given to ensure that everyone keeps up with the material. As such, they will cover only information already presented in class.

**Mid-term and Final Examination:**
A review lesson will be given before each exam. The exam will contain both oral and written parts. The oral part may take the form of personal interviews or role-playing. The written part may include reading comprehension, character writing, translations, filling the blanks, answering questions in Chinese, etc. Changes will be made whenever it’s necessary.

**Make-up Policy**
In case of officially documented medical emergencies or unplanned incidences, please
contact your instructor for make-up work as soon as possible. Make-up tests must be arranged with the instructor in advance of the scheduled test time. All make-ups must be taken before graded tests are returned to the class except in the case of university-excused absences. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. Make-up tests are granted only at the discretion of the instructor.

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 Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

Academic Integrity
"An Aggie does not lie, cheat or steal, or tolerate those who do." As commonly defined, plagiarism consists of passing off as one's ideas, words, writings, etc. which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person. 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 Regulations, under section “Scholastic Dishonesty.” Student rules are available online at http://student-rules.tamu.edu. Check with the Aggie Honor System Office at http://www.tamu.edu/aggiehonor.

Useful Resources

Dictionary

Books on China in English
3. Lonely Planet: China

Classical Chinese Literary Works
1. The Analects, Confucius
2. The Art of War, Sunzi
3. Dao De Jing, Laozi
4. A Dream of Red Mansions, Cao Xueqin
5. Romance of the Three Kingdoms, Luo Guanzhong

**Documentaries**
1. BBC Wild China.
2. PBS China From The Inside.

**Learning Chinese Online**
2. [http://www.csulb.edu/~txie/online.htm](http://www.csulb.edu/~txie/online.htm) (Learning Chinese Online)
6. [http://zhongwen.com](http://zhongwen.com) (Chinese Characters and Culture)
### Syllabus

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<th>TOPIC</th>
<th>GRAMMAR</th>
<th>CULTURE</th>
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<td>Indicating a possibility/expressing concern/conversational openers</td>
<td>1. potential complement (1). 2. extended use of “出来”。 3. the reduplication of nouns, measure words, and numeral-measure words phrase. 4. the construction of “既……又”</td>
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<td>2/18</td>
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<td>34. 神 女 峰的传说</td>
<td>Stressing a point/telling a story</td>
<td>1. the subjectless sentence. 2. the construction of “连……都/也”。 3. 着和住 as the resultative complements.</td>
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<td>35. 汽 车 我先开</td>
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<td>3/2-3/20</td>
<td>36. 北京热起来了</td>
<td>Talking about the climate/making a suggestion/expressing possibility</td>
<td>1. potential complement (2). 2. extended use of “起来” 3. the construction of “一…就”。 4. the construction of “除了…以外，还/也/都…”</td>
<td>Climate of China</td>
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<td>Date</td>
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<td>5/6 星期一</td>
<td>期末考试 Final-exam</td>
<td>10:30 a.m.-12:00 p.m.</td>
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* Note: Changes to the syllabus will be made whenever necessary.
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): International Studies

2. Course prefix and number: CLAS 211

3. Texas Common Course Number: GREE 2311

4. Complete course title: Intermediate Greek

5. Semester credit hours: 03

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

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 semester

9. Number of class sections per semester: 1

10. Number of students per semester: 10-20

11. Historic annual enrollment for the last three years: 14 13 17

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: C.J. Kourck 03/26/12

   Course Instructor

   Date

14. Date

   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?

The course (CLAS 211) is a one-semester intermediate class in Classical Greek language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:
- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts and visual materials, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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 enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, prose texts, letters, and visual materials. Students must understand and interpret written language on a wide variety of topics, including: gender and generational relationships, history, philosophy, rhetoric, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they analyze its structure through the study of complex grammar and syntax and translate texts accurately into English. Students’ cultural knowledge is reflected in their ability to interpret texts in their proper historical, social, and cultural contexts. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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

The format of the course is geared to producing effective understanding and appreciation of communication in a foreign language no longer spoken. These skills include reading, writing, and visual representations of the culture studied. Students not only read written texts, but also must produce written and oral materials themselves which are assessed to gauge students' development in these areas. Students examine visual remains (e.g., architecture, portraits, sculpture) and acquire familiarity with the geographic setting of their material through the study of maps.

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

The course enhances students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students encounter the language both within and beyond the school setting. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, and tests are used to assess students' development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: Greek history, the relationships of men and women, the art of persuasion, slaves and masters, and other social issues. Students demonstrate their thoughtfulness on these topics through group discussion and writing assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course Description: Herodotos of Halikarnassos (ca. 485-ca. 420 BC) is considered the first ancient Greek writer of history. His work, simply called The Histories (literally, "Inquiries"), tells the story of the creation and growth of the Persian Empire in the middle of the 6th century down to its—unsuccessful—first great war against the Greeks (490-479); but in the process of shaping a historical narrative of those events, Herodotos provides a wealth of geographic and ethnographic accounts covering virtually the entire world of the eastern Mediterranean of his time, from the steppes beyond the Black Sea to North Africa, and from Asia Minor to what now are Iraq, Iran, and Afghanistan. The readings for this course will come mostly from Book 3 of the Histories (the tyrant Polykrates of Samos, the death of King Kambyses, the conspiracy of the Magi and the false Smerdis, and the 'liberation' of Persia by Dareios). In addition, each week's reading assignments will be supplemented with copious in-depth review of Greek grammar and syntax, such as relative clauses, the use of participles, indirect statements and indirect discourse, conditional clauses, and principal parts of common verbs.

Prerequisite: CLAS 102 (Beginning Greek II) or equivalent.

Learning Outcomes: On completion of this course, students will be able to:

1. read and accurately translate Classical Greek prose texts of medium difficulty;

2. place and interpret their readings in their cultural and historical context (e.g., the relations between slaves and masters in a slave-owning society; Greek tyranny and oriental despotism; cultures of the ancient Near East as seen through Greek eyes; cultural and social norms governing archaic Greece; warfare and diplomacy in the service of imperialist expansion);

3. identify and apply the principles of Classical Greek grammar and syntax.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking skills by requiring students to accurately translate and interpret Classical Greek texts representing a variety of literary genres (history, geography, ethnography), and to analyze in-depth their grammatical structure. Group/class discussion as well as written work are exercises in which students demonstrate critical thinking skills.

Communication Skills: This course enhances communications skills by requiring students to render their Greek readings in accurate, idiomatic English in class presentations and on written examinations, and to explain Greek grammar and syntax in a coherent and consistent manner. Students will examine and explore visual representations of themes from Greek and Near Eastern life and history (e.g., houses, dress, temples and other public buildings, portraits, sculpture) and follow the geographic setting of their readings on maps of Greece and the ancient Near East.

Social Responsibility: This course enhances social responsibility by developing intercultural competence through mastery of the Greek language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying, and by asking students to consider Greek views on a number of vexing issues (e.g., gender, ethnicity, slavery, war, non-Greeks, the relationship between individual and society) and to explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent.
**Personal Responsibility:** This course enhances personal responsibility through engagement with social issues in the world of archaic Greece and the Persian Empire, by asking students to consider their own beliefs and normative assumptions in light of the very different belief systems of the ancient Greeks, thereby prompting personal reflection and growth.

**Required Texts:**
*Herodotus: Book III.* Edited by S. T. Newmyer.
*Course Packet.* Will be posted on eLearning.

**Optional Texts:**

**Grading Policy:**
- 3 Translation Exams = 65%
- Quizzes *(may be given without warning)* = 20%
- Class Participation/Preparation = 15%

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
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<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

In translation exams, a minor mistake will equal ½ (one-half) point deducted for 100 (one hundred) words of text; more serious mistakes (e.g., major errors in grammar or vocabulary that substantially affect the sense) will equal 1 (one) point. For shorter or longer passages, mistakes will count correspondingly more or less. All exams will consist of sight translation (i.e., a passage not previously studied in class) and questions pertaining to grammar, reading comprehension, and historical/literary background.

**Grading Marks:**
- standard mistake: ½ point deducted
- serious mistake: 1 points deducted
- (5) = mistake cluster (sentence or substantial part of it so botched as to defy the counting of individual errors): 3-10 points deducted.

- waveline: not exactly wrong, but poor translation/answer.

**Class Participation** (actively contributing to the class, e.g., volunteering to translate and answering questions) & **Preparation** (looking up all unknown vocabulary in the assignment, identifying its main grammatical elements, and making a sincere effort at producing a coherent translation): You will start out with a score of 50 ‘in the bank.’ Your preparation for and participation in class will be judged weekly. A good performance will earn up to 4 (four) additional points per week, to a maximum accumulation of 100 points; a poor performance will reduce your account by the same rate. No change will occur if your performance is unremarkable. If, without a university-approved excuse (see below, **Attendance**), you are manifestly unprepared for class, or fail to complete assigned homework, 4 (four) points will be deducted for each instance.

**Vocabulary:** You are expected to check all unknown vocabulary in preparation for class. You will not, however, **be permitted to use a dictionary in any of the 3 Translation Examinations.** Hence it is crucial that you enter all new vocabulary in a Vocabulary Book and memorize it diligently and continuously.

**Attendance:** You will be allowed 1 (one) unexcused absence. For each additional unexcused absence, 2 (two) points may be subtracted from your overall Course Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add 2 (two) points to your Course Score. Please see http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or 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, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).

**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 ar
accommodation, please contact Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

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

Tentative Schedule: The exact schedule of readings from Herodotos, Book 3 will depend on the skill level and pace of the class as a whole, and be determined week by week.

Week 1. Aug. 30- Sept. 1: Review of grammar; introduction to Perfect Stem.

Week 2. Sept. 6-8: Reading practice and grammar review. Memorize Principal Parts (henceforth PP) ## 1-12.


Week 6. Oct. 4-6: Reading practice and grammar review. PP 47-56.

Week 7. Oct. 11-14: Reading practice and grammar review. PP 57-65.


Week 11. Nov. 8-10: Reading practice and grammar review. PP 108-120.


Nov. 25-28: THANKSGIVING BREAK


Week 14a. Dec. 6: Conclusion.
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/HIST/RELS 220

3. Texas Common Course Number: N/A


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 (HIST 220 is in current core)

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

☐ Yes
☒ No

8. How frequently will the class be offered? each Spring semester

9. Number of class sections per semester: 1 section cross-listed with CLAS/HIST/RELS

10. Number of students per semester: 120-150

11. Historic annual enrollment for the last three years: 145 (all x-listings) 182 (all x-listings) Faculty on leave

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

12. Submitted by: [Signature]

Date: 3/22/13

Course Instructor

13. Approvals:

[Signature] Department Head

Date: 2/24/13

Date: 3/26/13

College Dean/Designee

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

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 220

Date: March 18, 2013

Please accept this memorandum in support of the history department's request to certify HIST 220: History of Christianity for the 2014 Core Curriculum.

Due to a series of events—including unexpected permanent faculty departures and an unusually large number of faculty members on-leave in the years under consideration—we believe the course's historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in enrollment in the course.

HIST 220 had a strong course enrollment in 2010/2011 (142) and in 2011/2012 (122) when it was last scheduled. We expect the same when it is next taught in Spring 2014.

Based on this data, we submit the course for certification for the 2014 Core Curriculum and ask that you take information into consideration when making your decision.
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 (HIST 220) provides a survey of the history of Christianity from its inception until the beginnings of European colonial expansion in the first half of the sixteenth century. It traces the growth of Christianity as it spread throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia and considers how this expansion required Christians to negotiate diverse social, political, and geographical situations. It further considers how these negotiations contributed to differences in how the faith developed spiritually, ritually, and morally around the globe.

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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 will address the development of critical thinking skills by requiring students to interpret and synthesize lecture, primary source materials and secondary source materials related to the growth of Christianity world-wide and the complicated negotiations people undertook to express and define Christianity in different social, political and geographical situations. Student learning will be evaluated through class discussion, a short primary source analysis, two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

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

This course will address the development of and application of communication skills by requiring students to participate in class discussions of assigned reading material, produce a short analytical essay, and complete two midterms and a final exam based on material related to the movements associated with the spread of Christianity throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia from its beginning until 1500. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, and two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

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

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Texas A&M University
Core Curriculum

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

This course will address social responsibility by requiring students to identify and evaluate (in lectures and reading materials) how cultural differences shaped the definition and expression of Christianity throughout the Mediterranean basin, Mesopotamia, Africa, Northern Europe and central Asia. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, and two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

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

This course will address personal responsibility by requiring students to identify, analyze and synthesize (through lectures and reading materials) how choices made by adherents of Christianity, whether commoners or rulers, shaped the political, economic and ideological parameters of Christianity's expression around the globe. Students also will be asked to determine whether or not they can apply the ethical decision-making processes discussed in class to their own contemporary lives. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST/CLAS/RELS 220: The History of Christianity
TR 9:35-10:50
Spring 2011
ANIN 215

Instructor: Dr. Daniel Schwartz
daniel.schwartz@tamu.edu
office: Glasscock 014
office hours: M 1-2:30; W 2:30-4

Teaching Assistant: Mr. Nathaniel Weber
weber Snapchat@neo.tamu.edu
office: Glasscock 003B
office hours: T 11-12:15; W 12-1:45

Course Description
This course surveys the history of Christianity from its inception until the beginnings of European colonial expansion in the first half of the sixteenth century. From the earliest period, the movements associated with the person of Jesus of Nazareth were oriented toward evangelism and expansion. This course begins in the first century and traces the growth of Christianity as it spread throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia. This expansion required Christians to negotiate diverse social, political, and geographical situations. As they did this, the faith developed differently theologically, ritually, and morally. This course will investigate the variety of Christian expression in the history of global Christianity.

Prerequisites:
None

Core Objectives for Language, Philosophy and Culture Foundational Component Area
Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)
Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Course Aims
This course seeks to orient students to the world history of Christianity. Historical accounts of the history of Christianity often focus on the developments relevant to explaining Christianity
in Western Europe and North America. Traditions which developed outside of this trajectory are often ignored. Take, for example, the traditions which developed in Egypt and Persia following the Christological controversies of the fifth century. As western countries continue to receive increased immigration of Middle Eastern Christians and as African missionary activity in the United States begins to grow, traditional understandings of what is relevant to understanding Christianity in the West must change. Christianity is a global religion which took on a variety of expressions from its inception. Through close readings of primary sources and the course textbook you will come to understand how Christianity developed in various regions throughout the world and how the cultural forces it faced in these locations produced expressions of Christianity unique to each place.

**Student Learning Outcomes:**
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history of Christianity from its inception to the early sixteenth century.

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the development of Christianity Civilization and in present-day human cultures.

4) apply knowledge about the human condition—in the historical development of Christianity and in the present—to their personal lives and studies.

**Required Course Readings**


Various readings listed below as Online are available through online course reserves. Readings listed as Bible below you may read from any printed version or on-line at http://www.ccel.org/wwsb/.

**Class Format**
The material covered in this class is most exciting when experienced through the primary sources, that is, through the literature produced in the period under consideration. As a result, we will split our time between lecture and class discussion of primary sources. Our Tuesday classes will be based on lecture, leaving our Thursday class free for the discussion of primary sources. Due to the large size of the class, facilitating this discussion will take a certain amount of creativity. Each student will choose a seat which s/he will use for the rest of the semester. On Tuesdays, we will all be together for lecture and the assigned seating will be used to take attendance (on which, see below). On Thursdays we will break into two groups (based on your seat assignment) and hold two separate discussion sections in opposite corners of the lecture hall,
one led by me and the other by the TA, Mr. Weber. While this is not ideal logistically, I am confident that any discussion is better than none!

**Attendance**
Attendance in class and participation in discussion are expected. On Thursday of the first week you will be assigned a seat for the entire term. Please choose carefully and sit in that same seat every day. If you have no unexcused absences for the semester, you will receive two percentage points added to your final grade. If you have only one unexcused absence, you will receive one percentage point added to your final grade. You are permitted two unexcused absences without an adverse impact on your final grade. However, unexcused absences beyond two will each earn a one percent drop in your final grade. Being late is the same thing as being absent! If you want to receive credit for attending class you must be in your seat when the TA takes attendance.

I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**Assignments**

**Participation (10 points):**
We take attendance because we expect you to be present mentally as well as physically. When we have discussion I want all of you to participate and you will be rewarded when you do so. If you are physically present but chose to talk, text, or browse the web in a way that disturbs others this will harm your participation grade.

In order for you to be prepared for each of these class sessions, you will need to read all assigned sections listed as Secondary for our Tuesday class session and all the assigned readings listed as Primary for the Thursday session.

Questions to ask of readings:
1. What is the author's main point in writing this text?
2. What part of the reading was most interesting to you? Why?
3. What part of the reading disturbed you? Why?
4. What part of the reading did you not understand? (Compose a question for class discussion which will help clarify a part of the text which was confusing for you.)
5. In what way does this reading address similar themes or questions to the texts we have previously read?

**Map Quiz (10 points):**
We will cover a great deal of geography in this course. It will help you tremendously to know where things are located. In order to facilitate this learning we will have a map quiz.

**Short Paper (40 points):**
We will spend a considerable amount of time reading primary sources in this course. As such, you will also be expected to write about primary sources. Each of you will write a short 2-3 page paper on prompts provided to you. They will ask you to think more deeply about primary sources we have read and discussed together. These assignments will be due on a rolling basis with individual discussion groups submitting papers on the dates set in the course schedule below.
Exams (140 points): You will take two midterms (40 points each) and a final exam (60 points). Due to the large size of the class, these will be multiple choice exams for which you must bring a long thin green scantron. These exams will require you to be familiar with primary and secondary readings as well as the class lectures.

**Course Grading (based on points)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Component</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Participation</td>
</tr>
<tr>
<td>10</td>
<td>Map Quiz</td>
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<tr>
<td>40</td>
<td>Short Paper</td>
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<tr>
<td>40</td>
<td>First Midterm Exam</td>
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<tr>
<td>40</td>
<td>Second Midterm Exam</td>
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<tr>
<td>60</td>
<td>Final Exam</td>
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</tbody>
</table>

200  Total Possible

**Grading Scale (by percentage):**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
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</tbody>
</table>

All grades are final. We will not negotiate the grades you have earned on exams or papers.

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

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

**Class Schedule** [Schedule and specific readings subject to change as necessary]

**Week 1** --January 18-20: Introduction to the Study of Christian History
- **Secondary** HWCM, vii-21
- **Primary** Matthew 5-7 (Bible)
- **Didache** (RWCH, 12)
Week 2 -- January 25-27: Christianity in the Roman World
Secondary  HWCM, 22-74
Primary  Acts of the Apostles, Chapters 1-2, 17(Bible) Acts of Paul and Thecla (RWCH, 48) Correspondence of Pliny and Trajan (RWCH, 23)

Week 3 -- February 1-3: The Expansion of Christianity
Secondary  HWCM, 74-115
R. D. Young, "Martyrdom as Exultation" (Online)
Primary  Acts of Thomas (Online) Martyrs of Lyon (RWCH, 24)
Martyrdom of Perpetua and Felicity (RWCH, 30)
Map Quiz in class or Tuesday, 2/1

Week 4 -- February 8-10: Christian Diversity and the Idea of Orthodoxy
Secondary  HWCM, 115-155
Primary  Irenaeus, Against Heresies (RWCH, 58) The Muratorian Fragment (RWCH, 66) Bardaisan, Book of the Laws of Countries (RWCH, 82) Ephrem the Syrian, Hymn 1 (RWCH, 113)

Week 5 -- February 15-17: Christianity and Empire
Secondary  HWCM, 155-184
Primary  Life of Constantine (RWCH, 87)
Augustine, City of God (RWCH, 195)
Rufinus, The Christianization of Ethiopia and Georgia (RWCH, 107) Agathangelos, The Christianization of Armenia (RWCH, 122)
Discussion Group A Short Paper Due in class on Tuesday 2/15

Week 6 -- February 22-24: Christianity and the Desert
Secondary  S. Griffith, "Asceticism in the Church of Syria" (Online) W. Harmless, "Desert Christians" (Online)
Primary  Palladius, Lausiac History (RWCH, 155) Rule of St. Benedict (Online)
FIRST IN-CLASS MIDTERM ON THURSDAY 2/24

Week 7 -- March 1-3: Late Antique Christianity in the West
Secondary  HWCM, 220-239
Primary  Pelagius, To Demetrius (RWCH, 206) Augustine, On Nature and Grace (RWCH, 210)
Patrick, Confession (RWCH, 221)

Week 8 -- March 8-10: Eastern Christianity before Islam
Secondary  HWCM, 184-219, 240-256.
Primary  John of Ephesus, The Evangelization of Nubia (RWCH, 188) Cosmas Indicopleustes, Christians in India (RWCH, 192)
Holy Women of the Syrian Orient (Online)
Discussion Group B Short Paper Due in Class on Tuesday 3/8
March 14-18: SPRING BREAK!

Week 9 -- March 22-24: Islam and the Eastern Spread of Christianity
Secondary HWCM, 257-289, 305-323
Primary John of Damascus on Islam (Online)
Inscription of the Monument of the Church of the East (RWCH, 243) Chinese Christian Sutras (RWCH, 247)

Week 10 -- March 29-31: The Rise of Western Christendom
Secondary HWCM, 289-305, 323-353
Primary Acts of the Third Council of Toledo (RWCH, 253)
Bede, Ecclesiastical History (RWCH, 258)
The Heiland (RWCH, 271)
Discussion Group C Short Paper Due in Class on Tuesday 3/29

Week 11 -- April 5-7: Byzantine Christianity and Commonwealth
Secondary HWCM, 354-383
Primary Letters of Patriarch Photius and Pope Nicholas (RWCH, 297)
Life of Constantine (RWCH, 302)
Russian Primary Chronicle (RWCH, 310)
SECOND IN-CLASS MIDTERM ON THURSDAY 4/7

Week 12 -- April 12-14: Jews, Christians, and Muslims: The Crusades
Secondary HWCM, 383-405

Week 13 -- April 19-21: Christian Society in the Medieval West
Secondary HWCM, 406-439, 476-491
Discussion Group D Short Paper Due in Class on Tuesday 4/19

Week 14 -- April 26-28: World Christianity at the Dawn of Modernity
Secondary HWCM, 440-475, 492-506
May 6, 12:30- 2:30: FINAL EXAM
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): International Studies

2. Course prefix and number: CLAS 221

3. Texas Common Course Number: LATI 2311


5. Semester credit hours: 03

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

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 15-35

11. Historic annual enrollment for the last three years: 53 53 46

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

14. Department Head

15. College Dean/Designee

Date 03/26/13

Date 3/26/2013

Date 3/26/13

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 221) is a first-semester intermediate class in Latin language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts and visual materials, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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 enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, prose texts, letters, and visual materials. Students must understand and interpret written language on a wide variety of topics, including: gender and generational relationships, history, philosophy, rhetoric, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they analyze its structure through the study of complex grammar and syntax and translate texts accurately into English. Students’ cultural knowledge is reflected in their ability to interpret texts in their proper historical, social, and cultural contexts. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing.
Texas A&M University

Core Curriculum

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

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

The format of the course is geared to producing effective understanding and appreciation of communication in a foreign language no longer spoken. These skills include reading, writing, and visual representations of the culture studied. Students not only read written texts, but also must produce written and oral materials themselves which are assessed to gauge students’ development in these areas. Students examine visual remains (e.g., architecture, portraits, sculpture) and acquire familiarity with the geographic setting of their material through the study of maps.

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

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students encounter the language both within and beyond the school setting. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, and tests are used to assess students’ development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: Roman history, the relationships of men and women, the art of persuasion, slaves and masters, and other social issues. Students demonstrate their thoughtfulness on these topics through group discussion and writing assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Subject: Practice in reading Latin prose writings, especially historical writings and letters.

Prerequisite: CLAS 122.

Course Description: The two principal texts read in this course are an adaptation, geared to students at the intermediate level, of Petronius' Satyricon, a Latin novel of the 1st century AD, and a selection of unadapted passages from Caesar's Gallic War, a historical narrative of the 1st century BC. Petronius' novel offers a fascinating glimpse into Roman society and culture of his time, much of it from the perspective of people on the fringes of society (slaves, freedmen, drifters) or the nouveaux riches, while Caesar's account of his military intervention in Gaul reflects the language and thought of the Roman political elite. Each week's reading assignments will be supplemented with copious in-depth review of Latin grammar and syntax, such as relative clauses, purpose and result clauses, the use of participles, indirect statements and indirect discourse, conditional clauses, and gerunds and gerundives.

Learning Outcomes: On completion of this course, students will be able to:

1. read and accurately translate Latin prose texts of low-to-medium difficulty;

2. place and interpret their readings in their cultural and historical context (e.g., the relations between slaves and masters in a slave-owning society; cultural and social norms governing a Roman dinner party; warfare and diplomacy in the service of imperialist expansion);

3. identify and apply the principles of Latin grammar and syntax.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking skills by requiring students to accurately translate and interpret Latin texts from a variety of literary genres, and to analyze in-depth their grammatical structure. Group/class discussion as well as written work are exercises in which students demonstrate critical thinking skills.

Communication Skills: This course enhances communications skills by requiring students to render their Latin readings in accurate, idiomatic English in class presentations and on written examinations, and to explain Latin grammar and syntax in a coherent and consistent manner. Students will examine and explore visual representations of themes from Roman life (e.g., houses, dress, dinner scenes, portraits) and follow the geographic setting of their readings on maps of Italy and Gaul.

Social Responsibility: This course enhances social responsibility by developing intercultural competence through mastery of the Latin language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying, and by asking students to consider Roman views on a number of vexing issues (e.g., gender, ethnicity, slavery, war, the relationship between individual and society) and to explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent.

Personal Responsibility: This course enhances personal responsibility through engagement with social issues in the world of the Roman Empire, by asking students to consider their own beliefs and
normative assumptions in light of the very different belief systems of the Romans, thereby prompting personal reflection and growth.

**Required Texts:**

**Optional Texts:**
- Bennett, C. E. *A New Latin Grammar.*

**Grading Policy:**
- 2 Translation Exams = 60%
- Quizzes (may be given without prior warning) = 20%
- Class Participation/Preparation = 20%

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

In translation exams, a minor mistake will equal ½ (one-half) point deducted for 100 (one hundred) words of text; more serious mistakes (e.g., major errors in grammar or vocabulary that substantially affect the sense) will equal 1 (one) point. For shorter or longer passages, mistakes will count correspondingly more or less. All exams will consist of sight translation (i.e., a passage not previously studied in class) and questions pertaining to grammar, reading comprehension, and historical/literary background.

**Grading Marks:**
- = standard mistake: ½ point deducted
- = serious mistake: 1 points deducted
- (5) = mistake cluster (sentence or substantial part of it so botched as to defy the counting of individual errors): 3-10 points deducted.
- = wave line: not exactly wrong, but poor translation/answer.

**Class Participation** (actively contributing to the class, e.g., volunteering to translate and answering questions) & **Preparation** (looking up all unknown vocabulary in the assignment, identifying its main grammatical elements, and making a sincere effort at producing a coherent translation): You will start out with a score of 50 ‘in the bank.’ Your preparation for and participation in class will be judged weekly. A good performance will earn up to 4 (four) additional points per week, to a maximum accumulation of 100 points; a poor performance will reduce your account by the same rate. No change will occur if your performance is unremarkable. If, without a university-approved excuse (see below, **Attendance**), you are manifestly unprepared for class, or fail to complete assigned homework, 4 (four) points will be deducted for each instance.

**Vocabulary:** Your texts contain the necessary vocabulary. You are expected to check all unknown vocabulary in preparation for class. You will **not**, however, be permitted to use the **vocabulary in your texts in any of the 2 Translation Examinations**. Hence it is crucial that you enter all new vocabulary in a Vocabulary Book and memorize it diligently and continuously.

**Translation Assignments:** You are expected to prepare each assignment before coming to class. You will not be allowed to use a written translation of the assigned passage in class, but you may use a list with critical vocabulary and grammar information. In class, you should be prepared to do the following:

- answer questions on content and comprehension
- identify verb forms (person, number, tense, mood, voice)
- locate verbs and match them to their subjects
- recognize prepositional phrases
- identify main and subordinate clauses
- identify nouns, pronouns, and adjectives (case, number, gender)
- produce a reasonably accurate translation of the assignment
- identify and discuss personal difficulties with the assignment
- read Latin aloud with confidence and good pronunciation

**Attendance:** You will be allowed 1 (one) unexcused absence. For each additional unexcused absence, 2 (two) points may be subtracted from your overall Course Score. A perfect attendance record (zero
absences other than with documented University-approved excuse) will add 2 (two) points to your Course Score. Please see http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or 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, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1 and 7.1.6.2). Make-up tests will be given in accordance with University Regulations (7.3).

**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 Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

**Academic Integrity:** "An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to know the Aggie Honor Code and Honor Council Rules and Procedures: see http://www.tamu.edu/aggiehonor.

## Tentative Schedule

MDP = *The Millionaire’s Dinner Party*

BG = Caesar, *Bellum Gallicum* (pp. 3-16); BC = Caesar, *Bellum Civile* (pp. 16-26)

**Week 1. Aug. 28-30:**
- MDP chapter 1, lines 1-26.

**Week 2. Sept. 4-6:**

**Week 3. Sept 11-13:**
- MDP ch. 2, lines 1-21, 32-38. BG bk. 1.2.1-3.1

**Week 4. Sept. 18-20:**
- MDP ch. 3, lines 1-18, 31-40.

**Week 5. Sept. 25-27:**
- MDP ch. 4, lines 1-25. BG bk. 1.7.

**Week 6. Oct. 2-4:**
- MDP ch. 5, lines l-17, 37-54.

**Week 7. Oct. 9-11:**
- BG 1.11; 1.12.
- **1st Translation Examination.**

**Week 8. Oct. 16-18:**
- MDP ch. 6, lines 1-24. BG 1.34.

**Week 9. Oct. 23-25:**
- MDP ch. 7, lines 9-41. BG 1.35-36.

**Week 10. Oct. 30-Nov. 1:**
- MDP ch. 8, lines 1-43.

**Week 11. Nov. 6-8:**
- MDP ch. 9, lines 46-66. BG 2.19-21.

**Week 12. Nov. 13-15:**

**Week 13. Nov. 20:**
- MDP ch. 11, lines 1-25, 36-43, 52-60. BG 6.16; 6.21.

**Nov. 22-23:** **THANKSGIVING BREAK**

**Week 14. Nov. 27-29:**
- BC 1.7; 1.22-23.
- **2nd Translation Examination.**

**Week 14a Dec 4:**
- Conclusion
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): International Studies

2. Course prefix and number: CLAS 222

3. Texas Common Course Number: N/A

4. Complete course title: Intermediate Latin II

5. Semester credit hours: 03

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

   Current Core — yes

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 10-30

11. Historic annual enrollment for the last three years: 41 40 32

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
    - Date 3/26/13

14. Department Head
    - Date 3/26/2013

15. College Dean/Designee
    - Date 3/27/13

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 222) is a second-semester intermediate class in Latin language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
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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.

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Texas A&M University

Core Curriculum

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

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

The format of the course is geared to producing effective understanding and appreciation of communication in a foreign language no longer spoken. These skills include reading, writing, and visual representations of the culture studied. Students not only read written texts, but also must produce written and oral materials themselves which are assessed to gauge students’ development in these areas. Students examine visual remains (e.g., architecture, portraits, sculpture) and acquire familiarity with the geographic setting of their material through the study of maps.

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

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students encounter the language both within and beyond the school setting. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, and tests are used to assess students’ development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: Roman history, the relationships of men and women, the art of persuasion, slaves and masters, and other social issues. Students demonstrate their thoughtfulness on these topics through group discussion and writing assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
CLAS 222-500: Intermediate Latin II

Spring 2013 – TR 9:35 a.m.-10:50 a.m. – ACAD 226

Instructor
Dr. Federica Ciccolella

Office
ACAD 229B

Office Hours
T 2:00-3:00 p.m.; R 12:30 – 1:30 p.m. or by appointment

Phone
(979) 845 2124 (INTS dept. main office)

Email
ciccolella@tamu.edu

Course Description: This course consists of the reading of selected passages of Virgil’s Aeneid, the national poem of Rome and its Empire and, at the same time, one of the most fortunate literary works of all times. Although written during the age of Emperor Augustus (1st c. BCE-1st CE), the Aeneid still appeals to modern readers because it conveys eternal moral values. For example, Aeneas, the protagonist, offers a representation of the perfect leader, who sacrifices his own interests and desires to the good of his people and the mission he has to accomplish. Passages from Books 1, 2, and 4 of the Aeneid will be read in Latin, but students will be encouraged to read the entire poem in English. In addition to focusing on grammar, style, and content, class lectures will uncover the many aspects of ancient Roman culture embedded in Virgil’s lines. Students will also be exposed to the many aspects of the reception of the Aeneid through the centuries.

Prerequisite: CLAS 221 or equivalent.

Learning Outcomes: On completion of this course, students will be able to:

(1) correctly read Latin dactylic hexameters. The first classes of the course will be devoted to the basics of Latin metrics and practice thereof.

(2) accurately translate Latin epic poetry of the Augustan age.

(3) comment on the language and identify the most important figures of style.

(4) describe the intellectual world of the Augustan age.

(5) identify the most important works of literature and visual arts influenced by Virgil’s Aeneid through the centuries.
Core Objectives:

**Critical Thinking Skills:** This course enhances critical thinking skills by requiring students to accurately interpret and translate a Latin poetic text and analyze in-depth its grammatical and syntactical structure. Class discussion and written works and exercises will be finalized to this goal.

**Communication Skills:** This course enhances communications skills by requiring students to render their Latin readings in accurate, idiomatic English in class presentations and on written examinations, and to explain Latin grammar and syntax in a coherent and consistent manner. Students will examine and explore visual representations, from antiquity to the present day, of themes from the *Aeneid*.

**Social Responsibility:** This course enhances social responsibility by developing intercultural competence through mastery of the Latin language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying, and by asking students to consider Roman views on a number of vexing issues (e.g., gender, ethnicity, slavery, war, the relationship between individual and society) and to explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent.

**Personal Responsibility:** This course enhances personal responsibility by asking students to consider their own belief and normative assumptions in light of the very different belief systems of the Romans. Additionally, getting acquainted with universal models of behavior (e.g., Aeneas) will reinforce students’ sense of morality.

**Required Texts:**
2. A collegiate level Latin-English dictionary
3. Access to an English translation of Virgil’s *Aeneid* (either online or in book form).

**Grading Policy:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Class participation and attendance: 20%</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Quizzes (4): 40%</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Tests (2): 20%</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Take-home exam</td>
</tr>
<tr>
<td>F</td>
<td>59-00</td>
<td></td>
</tr>
</tbody>
</table>

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

Attendance is mandatory and will be recorded. Students are required to arrive on time and to complete any homework assignment. Only three unjustified absences will be accepted.
without penalty; then one letter grade point will be deducted from the final grade for every three unexcused absences. Only documented excused absences will be accepted, as defined by Texas A&M University Student Rules (available at http://attendance.tamu.edu). 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 (see Rule 7.1.6.1 in University Rules and Regulations at http://students-rules.tamu.edu/rule7.htm). Participation means not only physical presence in the classroom, but also active contribution to the class and interaction with the instructor and classmates. Participation will be assessed and graded weekly; the grade will consider your familiarity with the material assigned for the day, ability to answer instructor's questions, punctuality, and behavior toward the instructor and classmates.

**Homework:**
Homework should be completed before coming to class. Students will be asked to read in metrics and translate in class and will receive a grade, whether they are prepared or not.

**Quizzes and Tests:**
There will be four quizzes concerning grammar, metrics, and vocabulary, two major tests (both cumulative), a take-home exam, and no final. Contents and requirements will be specified in advance.

**Missed or Late Work Policy:**
Take-home exams turned in late will not receive credit (except for university excused absences: see above).
Missed quizzes and tests will count as an F. However, quizzes and tests missed for university excused absences will be made up within 30 calendar days from the last day of the absence, in accordance with Student Rule 1.7.3.

**Disabilities:**
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:**
Course Schedule
(subject to changes at the discretion of the instructor)

Week 1
Jan. 15, 17:
Intro to the course. Latin metrics: theory and practice. Read Vergil’s poem in English.

Week 2
Jan. 22, 24
Aen. 1. 1-41.

Week 3
Jan. 29, 31
Aen. 1. 42-80. Quiz 1

Week 4
Febr. 5, 7
Aen. 1. 81-130.

Week 5
Febr. 12, 14
Aen. 1. 180-233. Quiz 2

Week 6
Febr. 19, 21
Aen. 2. 199-249

Week 7
Febr. 26, 28
Aen. 4. 1-30 TEST 1

Week 8
March 5, 7
Aen. 4. 31-85

Week 9
March 10-15
Spring Break, no classes

Week 10
March 19, 21
Aen. 4. 86-126 Quiz 3

Week 11
Apr. 2, 4
Aen. 4. 127-172 Quiz 4

Week 12
Apr. 9, 11
Aen. 4. 304-361; take-home exam topic assigned

Week 13
Apr. 16, 18
Aen. 4. 362-415
Review and conclusions

TEST 2

Take-home exam due
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): International Studies

2. Course prefix and number: CLAS 250

3. Texas Common Course Number: n/a

4. Complete course title: Greek and Roman Civilization

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

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

8. How frequently will the class be offered? either Fall or Spring semester each academic year

9. Number of class sections per semester: one

10. Number of students per semester: 100-250

11. Historic annual enrollment for the last three years: 27 New course first offered in 2012c. 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] (Justin Lane) 3/21/2013

14. Course Instructor

15. Approvals:

16. Department Head 3/22/2013

17. Date 3/22/13

18. College Dean/Designee

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

3/24/13

Texas A&M University 462

See form instructions for submission/approval process.
To: Core Curriculum Committee

From: Robert R. Shandley, Head, Department of International Studies

Date: March 22, 2013

Subject: CLAS 250

Please accept this memorandum in support of the department’s request to certify CLAS 250 (Greek and Roman Civilization) for the 2014 Core Curriculum.

CLAS 250 is a new course, first approved for the 2012-13 catalog. As a result, we do not believe the course’s one-time enrollment figures for Fall 2012 accurately reflect potential student interest in and enrollment in the course. Because of a delay in scheduling and the missing attribution of the UHUM credit to the course during the registration period, a low number of students registered in what had been projected as a 150 seat course. The department is committed to offering the course annually; it is on the Fall 2013 schedule with 200 seats.

We ask you to take this information into consideration when making your decision on accepting CLAS 250 into the 2014 Core Curriculum.
Texas A&M University

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CLAS 250: Greek and Roman Civilization) is a survey of the Classical World designed to introduce students to the most important and enduring aspects of Greek and Roman civilization. Students learn about some of the most important political, military, social, artistic, scientific, and cultural developments in Classical Antiquity. Topics to be covered include the methods used by scholars to study the Ancient World, Greek rationalism and philosophy, the nature of literacy in the Ancient World, Greek and Roman attitudes towards slavery and gender, political structures in the ancient world, the interaction between Christianity and paganism in the Roman Empire, and the ongoing scholarly debate on the nature of the collapse of the Roman Empire.

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 requiring students to analyze and engage with ancient primary sources in a variety of genres including the Socratic dialogue (Plato’s Euthyphro), Greek tragedy (Philoctetes), and early Christian polemic (Tertullian’s On Spectacles), and secondary sources dealing with social, political, cultural, and military history. An important component of this course is introducing students to the methods of scholars who study the Classical world. Student development in this area is evaluated through written examinations.

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

This course enhances communications skills by asking students to summarize and explain the importance of assigned readings in class discussions and to investigate, defend, and critique the beliefs of the ancient Greeks and Romans on a variety of issues. The iconography of the ancient Greeks and Romans, as both an artistic and a political medium, will be closely considered, as will the visual impact of performances and spectacles and the role they played in ancient society. Development of student interpretation and communication skills and is evaluated through class discussion and written examinations.
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 asking students to consider the views of the ancient Greeks and Romans on topics such as war, ethnicity, slavery, violence, gender, religion, and social welfare, to consider how and why the belief systems of the ancient world differ from our own, and to examine why views that are considered abhorrent today were so prevalent in the ancient world. Students engage these issues in course readings and other materials, lecture and discussion, and written exams.

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

This course gives students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which persuasive speaking serves the interests of society, how different cultures define the responsibilities of the individual to his/her community differently, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective. Students show their active engagement with these topics through course 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.
CLAS 250-500: Greek & Roman Civilization

ARCC 207    TR 11:10-12:25

Professor: Justin Lake
Office: Academic 330A
Hours: Thursday 10:00-11:00 and by appointment
Phone: 979-845-2124 (department)
e-mail: justinlake@tamu.edu

Course Description and Objectives: The purpose of this course is to introduce students to the civilizations of Classical Antiquity by examining major political, social, and intellectual developments in the history of Ancient Greece and Rome. The scope of the course will be broad, beginning with the Minoan and Mycenaean cultures of Bronze-Age Greece and extending to the dissolution of the Roman Empire in the 5th century AD and the survival of classical culture in the Middle Ages and the Renaissance. Although the course will proceed in roughly chronological order, it is not intended primarily as a history survey. Instead, we will focus on major cultural and intellectual developments (e.g., the invention of the Greek alphabet and the ramifications of literacy, the Christianization of the Roman Empire), important historical moments (e.g., the Roman Revolution of the 1st century BC) and historical questions of continuing interest (e.g., why did rationalist philosophy first appear in 6th-century BC Greece? What were the causes and means of Rome’s rapid expansion during the later Republic? In what sense did the Roman Empire fall?). Students will also be introduced to some of the methodological challenges of studying classical antiquity. Finally, we will examine the role that Greek and Roman civilization have played in the history of Western culture and education, and we will consider the relevance of the Classics in the 21st century.

Learning Outcomes: Upon completion of this course students will be able to:

1) Explain the different methods and techniques used by scholars of the ancient world and discuss how they complement one another (e.g., textual criticism, papyrology, epigraphy, literary criticism, archaeology, anthropology).

2) Discuss the influence of Ancient Greek and Roman culture on medieval, early modern, and modern society (e.g., the importance of Greek rationalism as the foundation for the Western philosophical tradition, Hippocratic medicine and Greek science, Greek and Roman forms of political organization).

3) Discuss how the beliefs of the Ancient Greeks and Romans differed widely from our own on a variety of important topics (e.g., slavery, the best form of government, the role of women in society) and explain why these beliefs were so widely accepted.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking skills by requiring students to analyze and interpret ancient sources from a variety of genres and secondary literature that represents different types of scholarly methodology.

Communication Skills: This course enhances communications skills by requiring students to summarize and explain readings in class discussions and to express themselves on written examinations. The political iconography of the Ancient Greeks and Romans and their use of spectacle and other forms of visual communication will also be closely considered.

Personal Responsibility: This course enhances personal responsibility by asking students to consider their own beliefs and normative assumptions in light of the very different belief systems of the Greeks and...
Romans, thereby prompting personal reflection and growth.

Social Responsibility: This course enhances social responsibility by asking students to consider the views of the Ancient Greeks and Romans on a number of vexing issues (e.g., gender, ethnicity, war, the relationship between individual and society, social welfare) and to explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent.

Prerequisite: None

Required Texts:


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

<table>
<thead>
<tr>
<th>Attendance and Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>First exam</td>
<td>25%</td>
</tr>
<tr>
<td>Second exam</td>
<td>25%</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. 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. Classes will be a mix of lecture and discussions. Your participation grade will be based on the quality, not the quantity, of your remarks in class and the level of preparedness you demonstrate over the semester. To receive an A in this category, the student must consistently demonstrate a thorough knowledge and mastery of the assigned reading when called upon, but it is not necessary to speak in each and every class.

Absences: You will be permitted two (2) unexcused absences without penalty. For each additional unexcused absence, 2 points will be deducted from your final grade, up to a total of 10 points. 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. In the case of an excused absence you are encouraged to come to office hours if you have questions about assigned work. In the case of absences on exam days, a make-up will only be allowed if there is a university-excused absence. If you are absent from an exam due to illness, e-mail me as soon as possible and bring the required documentation to the next class. You will be expected to make up the exam in a timely manner. No exceptions will be made, and no make-ups will be allowed for unexcused absences.
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://www.tamu.edu/aggiehonor.

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).

E-Mail etiquette: In order to maintain a courteous and professional relationship, the instructor and students are both expected to abide by certain rules when communicating by e-mail. You can expect me to respond to your e-mails within 24 hours, usually sooner. If more than 24 hours have elapsed, please feel free to send me a reminder. Students are expected to address all correspondence with a proper salutation (e.g., ‘Dear Professor Lake,’ or ‘Howdy Professor Lake’) and closing (e.g., ‘Sincerely/Best/Best Regards/Cordially, John/Jane Student’).

SCHEDULE (Subject to Change)

WEEK 1

(1) T August 28: The Classical World: Definition, Sources, and Methods

(2) Th August 30: Greece from the Bronze Age to the Dark Age [Sansone, pp. 1-28]

WEEK 2

(3) T September 4: Homer and the Epic Tradition [Sansone, pp. 49-66; Iliad book 1 at http://classics.mit.edu/Homer/iliad.1.i.html]

(4) Th September 6: The Birth of Rationalism [Sansone, pp. 105-122; Hippocrates, On the Sacred Disease (available on E-learning)]

WEEK 3

(5) T September 11: The City-State in Ancient Greece [Sansone, pp. 123-144]

(6) Th September 13: The Age of Pericles [Sansone, pp. 145-188]

WEEK 4

(7) T September 18: Socrates and Plato [Plato, Euthyphro at: http://classics.mit.edu/Plato/euthyphro.html]

(8) Th September 20: Greek Tragedy [Sophocles, Philoctetes at: http://classics.mit.edu/Sophocles/philoct.html]

WEEK 5
T September 25: Exam # 1

(9) Th September 27: Greek Medicine [The Nature of Man (available on E-learning)]

WEEK 6

(10) T October 2: The Calendar [Feeney, Caesar’s Calendar, pp. 7-42: available as an electronic resource on LibCat]]

(11) Th October 4: Alexander the Great and the Hellenistic Era [Sansone, pp. 209-250]

WEEK 7


(13) Th October 11: The Crisis of the Republic [Kamm, pp. 28-46]

WEEK 8

(14) T October 16: The Roman Empire [Kamm, pp. 46-73]


WEEK 9


Th October 25 Exam # 2

WEEK 10

(17) T October 30: Engineering the Empire [Kamm, pp. 135-146]

(18) Th November 1: Ruling the Empire [To be announced]

WEEK 11

( ) T November 5: Class Cancelled


WEEK 12


WEEK 13


T November 22: THANKSGIVING

WEEK 14

(23) T November 27: The Crisis of the Empire [Kamm, pp. 181-206]


http://www.fordham.edu/halsall/source/perpetua.asp


FINAL EXAM: Friday, December 7, 3-5 PM
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): General Academics (Texas A&M at Galveston)

2. Course prefix and number: ENGL 253 3. Texas Common Course Number: N/A
   Introduction to Cultural Studies & Popular Culture

4. Complete course title: Culture

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

8. How frequently will the class be offered? Typically every other Spring

9. Number of class sections per semester: 1

10. Number of students per semester: 20

11. Historic annual enrollment for the last three years: 13 10 11

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: 04/15/2013
   Course Instructor

   Approvals:

   04/15/2013

   Department Head

   04/15/2013

   College Dean/Designee

   04/15/2013

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

See form instructions for submission/approval process. 4-24-13
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?

ENGL 253 surveys the history, theories, and methods of contemporary cultural studies, with particular emphasis on the encoded messages in mass entertainment to teach students about the social uses and political implications of popular culture. The impact and affect of popular culture on the beliefs and ideologies which inform societies, nations, and groups around the globe is undeniable if only because its reach is so broad and deep in all our lives. Thus, it is imperative that students be trained in cultural theory—and understand it as a practice with its own history and concepts—so as to examine the meanings that are produced and circulated through the processes, products and practices of everyday life.

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):

Critical thinking is the primary objective of this course because students are actively engaged in the critical analysis and interpretation of texts drawn from popular culture. They must not only consider the potential "message" of a text but how it is created and disseminated to an audience. Moreover, they must take into consideration its "cultural function" as an object informed by ideology. The students learn to construct the right questions that enable one to reach answers that can be defended -- such is the basic process of inquiry.

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

This objective is achieved through two medium-sized essays, several short essays and an oral presentation made by each student to the class over their final essay topic. There is dialogue after the presentation between the presenter and the class as they ask questions and push the student to defend the critical position taken in the essay. The short essays allow me to monitor their development as writers and communicators which will be evaluated in the longer essays.

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

The students will be exposed to a spectrum of philosophies and theories concerned with society, culture and the interaction between the two. There are political and ideological foundations to these concepts which necessitate the
Texas A&M University
Core Curriculum

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

students make constant assessments about their own moral positions throughout the semester. Since no one theory is given absolute dominance the students are free to develop their thoughts about their beliefs and notions of social duty as we progress through different theories and the varied texts used as examples. There is an emphasis on diversity in terms of both the mediums we can consider and the context of the texts with regards to history, region, racial and ethnic communities, etc. The students study the topics of transnationalism and internationalism in popular culture via separate class days devoted to charting the half century long history and global uses of the Caribbean pop music called ska as well as specific examples drawn from Japanese cultural production (anime, manga and noise rock bands) that have entered the global marketplace of culture. In thinking about how different groups at different times have used these productions they learn about their own (possibly) unconscious integration into an international community composed of pop markets. This also accounts for why ENGL 253 should be granted the International and Cultural Diversity (ICD) designation.

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

Students cannot help but learn about social responsibility because all the theories studied in ENGL 253 have roots in politically charged consequences. The main lesson of the class is that even the most innocent seeming "entertainment" has political reverberations for which it is our duty as citizens to be cognizant. Likewise, if we are to be cognizant we have to understand our own potential complicity with the ideas of a text. Students do not get to ride behind the statement, "It is just a movie," or "It is just a pop song." Ethical decision-making requires an ethics, ENGL 253 does not prescribe a singular morality to its students but it does teach them how we must all be held accountable for the one we support, even if unconsciously, through our pop text choices.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGLISH 253: INTRODUCTION TO CULTURAL STUDIES AND POPULAR CULTURE

Instructor: Dr. Daniel Traber  
Office: CLB 108A  
Phone: 741-4382  
E-Mail: traberd@tamug.edu

COURSE DESCRIPTION
An introduction to the history, theories and methods of contemporary cultural studies. The course will explore key concepts in cultural theory to examine specific aspects of popular culture as well as cultural sites and practices so as to expand upon the analytical and critical thinking skills learned in ENGL 104 and 203. Prerequisite: ENGL 104.

COURSE OBJECTIVES
The course is structured to develop your critical ability concerning the social uses and political implications of texts drawn from popular culture (film, music, television, clothing, etc.). In honing the analytical and theoretical tools necessary for a critical perspective, the ultimate goal is to help you interrogate the textual material that saturates your lives in a critical, self-conscious manner, and to then express your ideas in written form. A larger goal, then, is working toward an understanding of how the knowledge, values, and ideals used to define a culture, thus our notions of personal selfhood, are instilled and debated via a forum that transmits its messages to millions of people.

REQUIRED TEXTS
(IG) An Introductory Guide to Cultural Theory and Popular Culture, John Storey  
(R) Cultural Theory and Popular Culture: A Reader, John Storey, ed.  
(CC) Common Culture: Reading and Writing about American Popular Culture, Petracca & Sorapure  
(SUB) Subculture: The Meaning of Style, Dick Hebdige  
(H) Handouts

CLASS POLICIES
Attendance: Since participation in class discussion and workshops is crucial to your success in this class, you must attend regularly and be prepared to participate. Excessive absences will negatively affect your grade. You are allowed 3 unexcused absences. Information concerning absences are contained in the University Student Rules Section 7 [http://www.tamug.edu/stulife/student%20rules/Rule7.html]. The university views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures, deadlines, and student grievance procedures (Part III, Section 45).

Paper Deadlines: In order to pass this course, you must complete and submit all work. Grades on late papers will drop one letter grade (e.g. A to A-, B+ to B) each DAY (including the weekend) after the due date.

Essay preparation: All drafts (including revisions) must be typed using a standard typeface (e.g., 12 point Courier or 12 Times). Type the draft on white letter size (8½” x 11”) paper, using one side per page. Use 1" margins on all four sides (not 1.25"), the Microsoft Word default setting) and double space to allow for comments. If you use a word processor, be sure to save your essay on a disk (do not expect your files to be safe if left on TAMUG public-use computers).
**Academic Integrity:** For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Upon accepting admission to Texas A&M University at Galveston, 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 TAMUG community from the requirements or the processes of the TAMUG Honor System. For additional information: <http://www.tamug.edu/honorsystem/>. 

It is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty (including plagiarism, broadly defined as passing off somebody else's work as your own, so make sure to cite all sources whose words or ideas you use in your own work [this includes web pages]). The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Academic dishonesty infractions could result in failure of this course. **On all course work, assignments, or examinations, 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."

**Americans with Disabilities Act of 1990:** 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 accommodation, please contact the Counseling Office, Northen Student Center, or call (409)740-4587.

**Family Educational and Rights to Privacy Act (FERPA):** FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

**ASSIGNMENTS AND GRADE DISTRIBUTION**

- **20% Essay 1**
  A 5-7 page paper that discusses and analyzes the cultural function of a pop text. You’ll need to make sense of the text (what it may intend to achieve/say), how a consumer/fan may use it and how it is positioned in the culture, consciously or unconsciously. Let me know what you have chosen before starting the essay.

- **30% Essay 2**
  A 7-10 page analytical research paper of a pop text. Basically, it is the same as Essay 1; however, this time you must use at least five (5) scholarly secondary sources (either studies of your chosen text or theoretical works related to the topic). Non-academic sources taken from the Internet, while allowed, will not count as one of the five sources. At this stage, your analysis should be informed by the theories we will study during the semester. You may have to order the sources through interlibrary loan so don’t put off doing the research until the last moment.

- **20% 10 Pop Reports (PR)**
  A 2 page critical reflection on a pop culture text (broadly defined). This is not a personal reading journal, you are not writing about whether you like/dislike the object under study. I want to see a brief argument presenting a mixture of formal analysis and critical evaluation; it should also show a growing theoretical acumen as the
semester progresses. Try examining different mediums (e.g., film, music, TV, etc.) in each PR to avoid repeating
yourself. The report will be graded with a check (✓) or check minus (✓­). Each one is worth 10 points (a total of
100); the lower grade (5 pts.) will be given to poorly developed or less substantive work, especially those that
simply explain, summarize or catalog details at the expense of analysis.

• 10% Final Paper Presentations
A five minute presentation on your final paper topic discussing the subject or object you will examine and the
argument you will make about it. You will also turn in a 250-word abstract for the final paper. The presentations
will be organized alphabetically. The grade is a score out of 100.

• 20% Participation
This is defined as attendance, taking part in class discussion and any in-class collaborative assignments. Low
attendance will negatively affect this grade.

GRADING:

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

SCHEDULE

WEEK 1: Defining the Popular
IG: "What is Popular Culture?" (pp. 1-19)
Handouts:
  Alison Schneider, "At Chicago Meeting, Defenders of Traditional Curriculum Assume Embattled Air"
  Michael Berube, "The 'Elvis Costello Problem' in Teaching Popular Culture"
  Rita Felski, "Those Who Disdain Cultural Studies Don't Know What They're Talking About"
R: "Introduction: The Study of Popular Culture and Cultural Studies" (x-xvii); CC: "Why Study Popular Culture?" (1-6)

WEEK 2: On Reading and Writing
CC: "Active Reading" (6-27)
CC: "The Writing Process" (27-46)
PRP/PR #1

WEEK 3: "Culture and Civilization" Tradition
IG: Matthew Arnold & F.R. Leavis (21-35); R: Arnold, "Culture and Anarchy" & Leavis, "Mass Civilisation and Minority
  Culture" (7-21)
IG: "Mass Culture in America" (35-44); R: Dwight Macdonald, "A Theory of Mass Culture" (22-36)

WEEK 4: Television
CC: "The Cultural Influences of Television" (156-83)
CC: "Interpreting Television" (217-43)
PRP/PR #2

WEEK 5: Culturalism
IG: "Culturalism"(45-63); R: Raymond Williams, "The Analysis of Culture" (48-56)
IG: "CCC and the Birmingham School" (63-71); R: Stuart Hall, "Notes on Deconstructing the Popular" (442-53)
R: Michael Shudson, "The New Validation of Popular Culture" (495-503); Lawrence Grossberg, "Cultural Studies vs.
  Political Economy" (613-24)

WEEK 6: Popular Music
CC: Simon Frith, "Rock and Sensuality" & David Samuels, "The Rap on Rap" (265-88)
CC: Alan Wells, "Popular Music: Emotional Use and Management" & John Lewis, "Punks in LA" (296-328)
PRP/PR #3
Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. HISP 206
3. TCCNS: N/A
4. HISP 206 Food in the Hispanic World
5. 3 SCH
6. Foundational Component Area: Language, Philosophy and Culture
7. To be considered for International and Cultural Diversity
8. Course to be taught once per academic year
9. One section to be taught per academic year
10. HISP 206 will enroll 75 students each time it is taught
11. Previous enrollments have been: New Course; 2010-2011: as 489, 12 students
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curry, Director of Undergraduate Programs

14. Signature of Department Head: 
    Dr. Steven Oberhelman

15. Signature of College of Liberal Arts Dean or Designee:

Submitted Feb, 2013
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?  

HISP 206 is the study of food, food preparation and consumption in the Hispanic/Spanish-speaking world. Through the study of this aspect of culture, students learn to understand it in its relationship to the culture, time and place. As students study of food, food preparation and consumption, they synthesize and critique through explicit and implicit comparisons and contrasts among various Hispanic contexts and with their own food customs. Given the variety of contexts studied, this course involves different aesthetic, geographical, historical, social and intellectual perspectives on a concern central to the human condition.  

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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):  

Students study food, food preparation and consumption in multiple Hispanic contexts, and they are presented with explanations of geographical, social, historical and psychological perspectives on food in the Hispanic world. Synthesis and analysis of multiple practices offer opportunities for critical thinking because they require evaluation of customs and contexts. Inquiry into the context surrounding food offers opportunities for critical thinking because it implies understanding the relationships among the many Hispanic contexts as well a comparison and contrast with the student’s own cultural experiences.  

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

The study of the style and content of the foods considered provides exposure to and insights into many different ways in which food communicates geographical, historical, social aspects of a culture. Course learning outcomes involve an understanding and appreciation of various forms in which food speaks about a culture. Other course objectives target students’ effective communication. Students write expositions of specific regional cuisines, and they orally report expository information about Hispanic diets. These outcomes are further targeted by ongoing interpretation of practices related to food and the oral and written expression of ideas about them throughout the course.
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 promotes intercultural competence because students learn to understand, appreciate and evaluate, and to understand food in Hispanic culture(s). The perspectives adopted for the study of food contribute to geographical, historical, and social intercultural competence. The achievement of objectives of cultural/intercultural competence prepares students to more effectively engage glocal society. Glocal --> “global” in the sense of various world cultures, and “local” in the sense that their own local communities in Texas are increasingly Hispanic.

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

Some of the social and cultural texts studied provide insights into and opportunities for discussion of personal responsibility as it relates to choices about food consumption. At a time when diet is an important topic related to issues of quality of life and personal health, the content of the course relates directly to personal responsibility objectives.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HISP 206: Food in the Hispanic World

Course description: A study of food, food preparation and consumption in the Hispanic world from historical, geographical, artistic, social, and psychological perspectives.

Learning Outcomes:

- To develop an appreciation of food as an object of academic inquiry and as a means for understanding the Hispanic world.
- To broaden our tastes for food from Hispanic countries.
- To raise our awareness of, and sensitivity to, food restrictions in other cultures.
- To historicize modern-day food consumption problems such as dieting.

Prerequisite: The prerequisite for this course is ENGL 104.

Textbook/resource materials for this course are those listed above in the weekly plan. The plan indicates the class day for which readings are to have been done.

Policies:

Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the Student Rules at http://student-rules.tamu.edu for more information regarding these policies.

American With Disabilities Act (ADA)

The American 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

Grading Scale: Final course grades will be assigned according to the following scale of percentages:

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

Grading and student responsibilities: The student’s final course grade will be determined by performance in the following areas and according to the following weighted values:
10% Class participation (answering questions in class and raising your hand to make comments) and quizzes
10% Workshop participation (for cooking class, potluck banquet and community service project)
15% 2 Reports on different Hispanic cuisines (first due in week 5 and second due in week 9)
20% Map exercise
20% Oral reports on Hispanic celebrity diets
25% Short research paper (10 pages) on the cultural study of food. DUE ON THE LAST DAY OF CLASS.

Other pertinent information:

Student Research Week: typically held the last week in March. I will be offering 10 bonus points to be added to the final grade for the class to any student who finishes the final project (or at least a draft of it) early enough to present it publicly during Student Research Week, either through a poster session or an oral presentation. Interested students should plan for this early, though, since the registration deadline is the second week of February. See rules and requirements at http://srw.tamu.edu/

Aggie Honor Code

Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code ("An Aggie does not lie, cheat or steal, or tolerate those who do"). The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/.

In order to participate, a student must be present. For that reason, excessive unexcused absence (more than three) will negatively affect the final grade in the form of a 5% of the participation portions of the final course grade for each absence beyond three. The instructor will require written documentation for these absences which the student wishes to be excused. See the University's official policy in this regard at http://student-rules.tamu.edu/rule7.htm.

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1 "Participation" itself is a combination of evaluations. It is a balance between the quality of a student’s contribution to class discussions and the quality of her/his analyses, along with the frequency of those contributions. For example, a student always attends class and never contributes, though her/his gestures and non-verbal communication show involvement, can only aspire to “C”-level participation (70-79). On the other hand, a student who always attends class, frequently asks good questions, and frequently answers questions well, can expect “A”-level participation (90-100). “B”-level participation (80-89) falls somewhere in between these two descriptions, while “D” (60-69) and “F” participation shows little or no verbal or non-verbal involvement and a lack of engagement.
Course outline:

Week 1  Introduction to the Cultural Study of Sustenance

T: Food and Eating in Art

Paintings to be discussed include:

Diego Velázquez, *Still Life* (1602), Museo del Prado, Madrid

Pieter Claesz, *Still Life with Peacock Pie, Roasted Fowl, and Fruit* (1627)

Francisco Goya, *Saturn Devouring His Son* (1819-23), Museo del Prado, Madrid

Th: Food and Eating in Film

Film Screening: *Como agua para chocolate*

Week 2  Food and Its History


Th: 5-minute reports on different Hispanic cuisines

Week 3  Preparation of Food


Th: Ferrán Adria, *A Day at El Bulli* (excerpts)

+ Mexican cooking class

Week 4  Consumption of Food


+ Class potluck / banquet

Week 5  Social Class Connotations of Food


Additional Bibliography for Consultation:


Week 6  Food Shortage and Scarcity


Th: Anonymous, *Lazarillo de Tormes,* Tratado 2

Class service project: volunteer at a food kitchen, deliver Meals on Wheels, or stock the community food pantry

Week 7  Food and Geography


Th: Map exercise

Week 8  Food and Ethnicity


Th: Hear presentations of invited student groups from various countries
Week 9  The Gastronomic Legacy of Empire


+ virtual class visit from Troy Bickham, author of Eating the Empire (TTVN from Qatar)

Week 10  Some Like It Hot, or the Original Spice Girls (and Boys)


Week 11  Sweet Escapes


Week 12  Historical Contexts for Dieting


Th: Alfredo Alvar-Ezquerra in ‘Comer y “ser” en la corte del Rey Católico,’ in Materia
Week 13  Cannibalism and Other Unconventional Food Choices

T: *Cannibalism and the Colonial World*, ed. Francis Barker, Peter Hulme, and Margaret Iversen (excerpts)

Th: Tomasik, T.J. and J.M. Vitullo, eds. *At the Table: Metaphorical and Material Cultures of Food in Medieval and Early Modern Europe*. Turnhout: Brepols, 2007 (excerpts).

Week 14  The Eucharist and Spiritual Sustenance

T: Calderón de la Barca, *El verdadero Dios Pan* (1717), auto sacramental

Th: Calderón de la Barca, *Los alimentos del hombre* (1717), auto sacramental

+ visit from Catholic chaplain to explain Eucharistic theology