LANGUAGE, PHILOSOPHY, AND CULTURE #2
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: HIST 101

3. Texas Common Course Number: HIST 2311

4. Complete course title: Western Civilization to 1660

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
   - Hum

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 100-120


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:
   
   Date: 3/20/2013
   
   Course Instructor
   
   Approvals:
   
   Date: 3/18/13
   
   Department Head
   
   Date: 3/20/13
   
   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.
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 101, is an undergraduate survey of the history of Western Civilization to 1660. It pays particular attention to how political, social and intellectual developments differently shaped ancient Greece and Rome, medieval western and eastern Europe and the British Isles. It provides a framework from which to understand the development of western Europe and world empires, their interconnection and their lasting legacy around the globe.

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 evaluate and synthesize lecture, primary source materials and secondary source materials related to Greece and Rome, medieval Europe and the creation of the "British Isles." Student learning will be evaluated through discussion, multiple-choice and short essay midterm and final exams, and three short analytical essays that ask students to incorporate material from lecture and primary documents.

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 group discussions of primary source materials related to the development of Western Civilization before 1660, complete a midterm and final exam that include multiple-choice questions and written essays based on readings and lecture (including map and image analysis), and; write three primary source analysis papers based on primary sources read and discussed in class. Student learning will be evaluated through the above assignments.

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

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences among societies that began, flourished and interacted before 1660 in the areas we come to know as Europe and the British Isles. Students especially will be required to identify the different modes of civic
Texas A&M University

Core Curriculum

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

Participation that flourished in Ancient Greece and Rome, medieval Europe, and the Tudor/Stuart monarchies.

Student learning will be evaluated through discussion, a multiple-choice/essay midterm and final exam and three short analytical essays.

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 (in lectures and reading materials) how political, economic and legal choices in the British Isles and Europe influenced how policies and social organizations developed differently in Greece and Rome, France, Spain, the Papal States and England. Students will be asked to reflect on whether or not the ethical decision making processes utilized in Ancient Greece and Rome, medieval Europe, and the Tudor/Stuart monarchies may or may not apply to their own contemporary contexts.

Student learning will be evaluated through discussion, a multiple-choice/essay midterm and final exam and three short analytical essays.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 101: Introduction to Western Civilization to 1660

Fall, 2009
TTH 2:20-3:35
Animal Industries 215

Prof. Leah DeVun
History Blgd. 302
Email: devun@tamu.edu
Office Hours: M, W, F 10-12:00PM
979-845-7158

TA: Matthew Yokell (matthew.yokell@tamu.edu)
Office Hours: T, TH 12:00-2:00PM
Glasscock 007

Course Description

This class is an undergraduate survey of the history of Western Civilization to 1660. It pays particular attention to how political, social and intellectual developments differently shaped ancient Greece and Rome, medieval western and eastern Europe and the British Isles. No previous background in history is necessary. In this course, students will learn about not only the people and problems of the period, but also the discipline of history and the skills and techniques of the historian. We will therefore read a number of primary sources (i.e., sources written during the time that we are studying) in translation. Once each week, we will discuss a different primary source or group of sources in class.

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)
Student Learning Outcomes

Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings.
2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in past and present human cultures.
4) apply knowledge about the human condition- in the past and present- to their personal lives and studies.

Prerequisites

None

Required Texts

Brian Levack et. al., The West: Encounters & Transformations, Vol. I, to 1715
Michael Burger, ed., Sources for the History of Western Civilization, Vol. I
Online Course Reader at Electronic Course Reserves <http://library.tamu.edu>

Course Requirements & Grading

You are expected to arrive punctually to all classes. I expect students to participate by attending class, doing weekly readings, and completing written work.

Graded course work will include:

*midterm exam (35%)
*final exam (35%)
*three primary source response papers (3@10%/each=30%)

Each assignment will be evaluated using the following percentage scale:

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

You will find that regular attendance and participation in discussions will greatly increase your performance in this class. The midterm and final exams will incorporate readings and lecture and will have multiple choice questions and a short essay. The primary source response papers will require you to write a 2-page (500 word) analysis of three different primary sources from the ones we discuss this semester. You may choose which sources you want to
write on but must write one by Week 5, one by Week 10, and one by Week 13. The response paper will be due on the day we discuss the accompanying primary source in class.

The class is large, so you are encouraged to visit me or the T.A. in our office hours to introduce yourself. If we know who you are, we are more likely to be able to help you with your coursework and to be aware of your level of participation in the class.

**Late Policy**
I will only accept assignments late in the case of excused absences as defined by and in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**Academic Misconduct**
“An Aggie Does Not Lie, Cheat or Steal or Tolerate Those Who Do.” The Aggie Honor System Office (http://aggiehonor.tamu.edu/) offers a clear definition of “Academic Misconduct.” It is your responsibility to understand what constitutes academic misconduct and the processes mandated by the Aggie Honor Systems Office to deal with potential violations.

**Respect and the Academic Environment**

The college classroom is a forum for the discussion of ideas, and you may disagree with some of the views expressed in this class by me or other students. In order for us to speak openly and critically about the topics of the course, we must work together to create an environment that is both respectful and critically engaged. Hissing and other disrespectful behaviors will not be allowed in this classroom.

**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 Disability Services, in Cain Hall (campus phone 845-1637) http://disability.tamu.edu/.

**Course Schedule & Reading Assignments**

Required readings for each week are listed below, along with a letter indicating the source in which they can be found (e.g., [T] for the Levack textbook, [R] for the Online Course Reader). Readings in the Burger sourcebook are marked with the number of the reading (e.g., [2] for the Code of Hammurabi, the second reading in the book). Readings that will be discussed in class are noted.
**Week One: Introductions**

9/1  What is Western Civilization?
[T] 3-8
Read in class: How to Read a Document [Handout]

9/3  Origins of Civilization
[T] 11-20, 27-30
Discuss: *Creation Epics* [R]; *Code of Hammurabi* [2]

**Week Two: Ancient World**

9/8  Small States of the Iron Age
[T] 42-66

9/10  Ancient Israel and Beginnings of Greece
View: Material Evidence Concerning the Greek World [14]

**Week Three: Greek Civilization**

9/15  Greek Culture
Read: Sappho of Lesbos, *Poems* [R]
[T] 66-89

9/17  Greek Philosophy
Discuss: Plato, *Symposium* [12]

**Week Four: Roman Civilization**

9/22  From Republic to Empire
[T] 110-158

9/24  Roman Culture

**Week Five: Late Roman World and the Beginnings of Christianity**

FIRST PRIMARY SOURCE RESPONSE PAPER DUE BY TUESDAY

9/29  Pagans and Christians: First Encounters
[T] 158-190

10/1  Film: *From Jesus to Christ*
Discuss: Film
Week Six: Mediterranean World I

10/6 Byzantine Empire [T] 190-219

10/8 Birth of Islam
[T] 219-235
Discuss: Selections from the Qur'an; Pact of Umar [R]

Week Seven: Mediterranean World II
10/13 Germanic Tribes

10/15 Midterm

Week Eight: Medieval Transformations

10/20 World of the Middle Ages
[T] 237-268

10/22 Expansion and Counter-expansion: Reform and Crusade
Read: Ibn al-Qalanisi, Damascus Chronicle [R] Discuss: Readings on the Crusades

Week Nine: High Middle Ages

10/27 Arts and Smarts: The Medieval Renaissance
[T] 271-305

10/29 Calamities of the Fourteenth Century
Discuss: Documents on the Plague [R]

Week Ten: Beginnings of the Renaissance
SECOND PRIMARY SOURCE RESPONSE PAPER DUE BY TUESDAY

11/3 Renaissance, Discovery, and Conquest
[T] 377-406

11/5 Renaissance Cultures
[T] 343-373
Discuss: Marie de l'Incarnation, Letters [53]; Documents on the New World [R]

Week Eleven: Civilization of the Renaissance
11/10 Protestant Reformation: Upheaval and Choices
[T] 409-423
Read: Martin Luther, Letters [49]
11/12 Reformation Continued
[T] 423-430
No Discussion today

Week Twelve: Protestant Reformation

11/17 Protestant Reformation and Catholic Reformation
[T] 430-439, 457-460

11/19 Witch Trials and Popular Culture
Discuss: Documents on the Witch Trials [R]

Week Thirteen: Religious Wars and State Building
THIRD PRIMARY SOURCE RESPONSE PAPER DUE BY TUESDAY

11/24 A Century of Religious Wars
[T] 460-469

11/26 No class – Happy Thanksgiving!

Week Fourteen: Early Modern World

12/1 Early Modern Cultures

12/3 Scientific Revolutions
[T] 513-525
Discuss: TBA

Reassigned day: Beginnings and Endings

12/8 What is Modern?

Final Exam: This exam will be administered according to the University Exam Schedule
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: HIST 102

3. Texas Common Course Number: HIST 2312

4. Complete course title: Western Civilization Since 1660

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/Poltical Science
   - Social and Behavioral Sciences

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 100-120


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

13. Course Instructor

14. Department Head
   - [Signature]
   - Date

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

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

See form instructions for submission/approval process.
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 102) examines the history of Western Civilization from 1660 to the present, looking at the development of European societies on the European continent and in the Caribbean, the Americas, Africa, and Asia. It analyzes themes such as the growth of industrialization throughout the Western hemisphere, examines the legacy of colonialism and imperialism, and; analyzes the consequences of war and reconstruction on these areas during the twentieth-century.

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 evaluate, analyze and synthesize lecture, primary source materials and secondary source materials related to industrial development and imperial endeavors of European societies on the European continent and in the Caribbean, the Americas, Africa and Asia. Student learning will be evaluated through discussion sections, quizzes and exams and short essays.

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 by requiring students to participate in small group discussions on primary source materials; answer multiple choice and essay questions (based on lecture, reading materials, visual images and maps) on a midterm and final exam; and write two short essays that ask students to evaluate and interpret material related to the social, cultural, political and economic development of western European nation states and their empires from 1660 to the present. Student learning will be evaluated through discussion sections, exams and short essays.

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

This course will address social responsibility by requiring students to identify, synthesize and appreciate (in lectures and reading materials) cultural differences in the historical past in Europe and European Empires and the ways those empires interacted with one another around the globe. Student learning will be evaluated through discussion sections and short essays.
Texas A&M University

Core Curriculum

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

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

This course will address personal responsibility by requiring students to identify (in lectures and reading materials) how political, economic and legal choices in the history of Europe and European Empire influenced politics and social organizations in the historical past. They also will be asked to reflect on how those forms shape current global relationships and whether or not the ethical decision making processes that characterized the periods under consideration may or may not be applied to their own contemporary contexts. Student learning will be evaluated through short essays, quizzes and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 102-500: Western Civilization since 1660
Fall 2009
M, W 4:10- 5:25PM 105 Harrington Education Center (HECC)

Dr. Rebecca Hartkopf SCHLOSS
Office: 207B Melbern G. Glasscock Building (History)
Office hours: M & W, 10:00AM-Noon or by appointment
Office phone: 845-7767
e-mail: rhschloss@tamu.edu

TA: Aaron Linderman
Office: 003 Glasscock Building (History)
Office Hours: T 2:00-4:00PM; W 9:45-11:45AM or by appointment
Office phone: 862-6815
e-mail: aaron.linderman@gmail.com

Course Description:
This course is an introduction to the History of Western Civilization since 1660. Throughout the semester, we will question the idea of “Western Civilization,” explore the development of European societies on the European continent and in the Caribbean, the Americas, Africa, and Asia; analyze the growth of industrialization throughout the Western hemisphere; examine the legacy of colonialism and imperialism, and; analyze the consequences of war and reconstruction on these areas during the twentieth-century.

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)
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 Western Civilization since 1660.

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

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

4) apply knowledge about the human condition- in the past and present- to their personal lives and studies.

Required Readings:


Attendance Policy:
I expect you to come to class prepared and ready to actively engage. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)
Evaluation:
10%: Class Participation: This course is structured around lecture and weekly discussion. I will lecture for 50 minutes each session. We will spend the final 25 minutes of each session in small group discussion. Discussion will be based on primary source documents that you are expected to read by the time of the discussion period to which you are assigned (Monday – Groups A & B or Wednesday-Groups C & D). The success of our discussions requires that you come to class prepared and ready to actively engage with the material and other students. Only respectful exchange will be tolerated. Your attendance at and thoughtful participation in discussion section will constitute your class participation grade. Attendance will be taken.

20%: Ten chapter quizzes: You must complete ten multiple choice chapter quizzes via Texas A & M University’s Blackboard/eLearning class site. (http://elearning.tamu.edu).

20%: Two 750-word essays: You must complete two 750-word essays based on primary sources that we will discuss during our small group sections. Essay #1 (worth 10%) will be due at the beginning of class on Wednesday, September 30th and Essay #2 (worth 10%) will be due at the beginning of class on Monday, November 9th, unless other arrangements have been made in advance. If you turn in an essay late due to an unexcused absence, you will lose half a letter grade for each 24-hour period it is late.

25%: Midterm Exam- This exam will include multiple-choice, short answer, and a choice of essay questions. All students will be required to take the exam in class on Wednesday, October 14, 2009 unless other arrangements have been made in advance. Students may reschedule an exam if they have a University-approved excuse and can provide appropriate documentation. Please see TAMU student rules: Attendance (http://student-rules.tamu.edu/rule07)

25%: Final Exam- This exam will include multiple-choice, short answer, and a choice of essay questions dealing with material covered since the midterm. You will be required to take the exam on Monday, December 14th, 3:30PM-5:30PM, the time scheduled by the University, unless you have a University-approved excuse and can provide appropriate documentation. Please see TAMU student rules: Attendance (http://student-rules.tamu.edu/rule07)

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

Academic Integrity:

**Grading Scale (by percentage):**

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

**Topics and Assignments**

**Week #1:**

M, 8/31  **What is Western Civilization?**
Introductions/Hand out syllabus

W, 9/2  **Chapter 17: The Atlantic System and Its Consequences, 1690-1740 (1)**
Groups A & B: Discussion Ch. 17 Lualdi

**Week #2:**

M, 9/7  **Chapter 17: The Atlantic System and Its Consequences, 1690-1740 (2)**
Groups C & D: Discussion Ch. 17 Lualdi

W, 9/9  **Chapter 18: The Promise of Enlightenment, 1740-1789 (1)**
Groups A & B: Discussion Ch. 18 Lualdi

**Week #3:**

M, 9/14  **Chapter 18: The Promise of Enlightenment, 1740-1789 (2)**
Groups C & D: Discussion Ch. 18 Lualdi

W, 9/16  **Chapter 19: The Cataclysm of Revolution, 1789-1799 (1)**
Groups A & B: Discussion Ch. 19 Lualdi

**Week #4:**

M, 9/21  **Chapter 19: The Cataclysm of Revolution, 1789-1799 (2)**
Groups C & D: Discussion Ch. 19 Lualdi

W, 9/23  **Chapter 20: Napoleon and the Revolutionary Legacy, 1800-1830 (1)**
Groups A & B: Discussion Ch. 20 Lualdi
Week #5:

M, 9/28  Chapter 20: Napoleon and the Revolutionary Legacy, 1800-1830 (2)
       Groups C & D: Discussion Ch. 20 Lualdi

W, 9/30  Paper #1 due at the beginning of class
       Chapter 21: Industrialization and Social Ferment, 1830-1850 (1)
       Groups A & B: Discussion Ch. 21 Lualdi

Week #6:

M, 10/5  Chapter 21: Industrialization and Social Ferment, 1830-1850 (2)
       Groups C & D: Discussion Ch. 21 Lualdi

W, 10/7  Chapter 22: Politics and Culture of the Nation-State, c. 1850-1870 (1)
       Groups A & B: Discussion Ch. 22 Lualdi

Week #7:

M, 10/12 Chapter 22: Politics and Culture of the Nation-State, c. 1850-1870 (2)
       Groups C & D: Discussion Ch. 22 Lualdi

W, 10/14 IN-CLASS MIDTERM EXAM

Week #8:

M, 10/19 Chapter 23: Industry, Empire, and Everyday Life, 1870-1890 (1)
       Groups A & B: Discussion Ch. 23 Lualdi

W, 10/21 Chapter 23: Industry, Empire, and Everyday Life, 1870-1890 (2)
       Groups C & D: Discussion Ch. 23 Lualdi

Week #9:

M, 10/26 Chapter 24: Modernity and the Road to War, c. 1890-1914 (1)
       Groups A & B: Discussion Ch. 24 Lualdi

W, 10/28 Chapter 24: Modernity and the Road to War, c. 1890-1914 (2)
       Groups C & D: Discussion Ch. 24 Lualdi

Week #10:

M, 11/2  Chapter 25: World War I and Its Aftermath, 1914-1929 (1)
       Groups A & B: Discussion Ch. 25 Lualdi

W, 11/4  Chapter 25: World War I and Its Aftermath, 1914-1929 (2)
Groups C & D: Discussion Ch. 25 Lualdi

Week #11:

M, 11/9  Paper #2 due at the beginning of class
Chapter 26: The Great Depression and World War II, 1929-1945 (1)
Groups A & B: Discussion Ch. 26 Lualdi

W, 11/11  Chapter 26: The Great Depression and World War II, 1929-1945 (2)
Groups C & D: Discussion Ch. 26 Lualdi

Week #12:

M, 11/16  Chapter 27: The Cold War and the Remaking of Europe, 1945-1960s
(1)
Groups A & B: Discussion Ch. 27 Lualdi

W, 11/18  Chapter 27: The Cold War and the Remaking of Europe, 1945-1960s
(2)
Groups C & D: Discussion Ch 27 Lualdi

Week #13:

M, 11/23  Chapter 28: Postindustrial Society & the End of the Cold War Order,
1960s-1989 (1)
Groups A & B: Discussion Ch. 28 Lualdi

W, 11/25  NO CLASS-THANKSGIVING BREAK

Week #14:

M, 11/30  Chapter 28: Postindustrial Society & the End of the Cold War Order,
1960s-1989 (2)
Groups C & D: Discussion Ch. 29 Lualdi

W, 12/2  Chapter 29: A New Globalism, 1989 to the Present
NO DISCUSSION SECTIONS

FINAL EXAMINATION TO BE HELD MONDAY, December 14th, 3:30-5:30PM
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: HIST 103
3. Texas Common Course Number: HIST 2321

4. Complete course title: World History to 1500
5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 75-100


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:
    
    Signed Authorization
    (Date)

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?

This course (HIST 103) examines the beginning of human civilization around the globe and the development of those civilizations up through the fifteenth century. It pays special attention to differences and similarities of human social, cultural and political developments in a variety of global regions – Europe, the Americas, Africa and Asia- over time and to how their interconnectedness helped to shape the modern period.

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 synthesize lecture, primary source materials and secondary source materials related to the development of civilizations around the world from pre-recorded history to approximately 1500. Student learning will be evaluated through discussion sections, quizzes and exams.

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 by requiring students to evaluate and synthesize lecture and discussion material related to the development of diverse cultures and political organizations in Asia, the Americas, Europe and Africa. Students will discuss this material in class discussions and complete a midterm and essay final exam that asks students to synthesize arguments made in discussion with written material and also visual images (paintings) and material culture (tapestries, pottery, etc.). Student learning will be evaluated through discussion sections and written exams.

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

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences among societies that began, flourished and interacted before 1500. Particular attention will be paid to economic, social, and political connections among vastly different polities and their diverse forms of political participation, including how individuals negotiated their relationships with larger political entities in the historical past. Student learning will be evaluated through discussion sections and a written midterm and final exam.
Texas A&M University

Core Curriculum

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

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

This course will address personal responsibility by requiring students to identify and evaluate (through lectures, discussion and reading materials) how political, economic and legal choices in civilizations around the globe influenced politics and social organizations in the centuries before 1500. Students also will be asked to reflect on how the ethical decision making processes outlined in class may or may not be applied to their own contemporary contexts. Student learning will be evaluated through discussion of primary and secondary sources and a midterm and final exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 103 – World History to 1500
Fall 2012, SCTS 208, T/TH 9:35-10:50

Instructor: Dr. Daniel L. Schwartz
daniel.schwartz@tamu.edu
Office: 011 GLAS
Office Hours: W 2-3; TH 2:30-3:30 (or by appt.)

Course Description: History 103 examines the beginning of human civilization through the 15th century. It does so with special attention to both the differences and similarities of human social, cultural, and political developments in a variety of global regions over time.

Prerequisites:

There are no prerequisites for this course.

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)

Student Learning Outcomes:

At the completion of this course you will be able to:

1) identify the outline of human history in Afro-Eurasia and the Americas from the beginnings of human history until the 15th century.
2) Compare and contrast political, economic, and religious developments across a wide variety of times and places.
3) apply your knowledge of this period by reading, writing and discussing ancient cultures.
4) Appreciate the highly connected global world in which we currently live.

Course Readings:

and to synthesize the things you are learning. I strongly encourage you to use the online aids available through the website of Norton, the publisher of WTW: wwnorton.com/studyspace. If you miss an exam and have a University-approved excuse, see me (for more information: TAMU Student Rules: Attendance [http://student-rules.tamu.edu/rule07])

**Extra Credit:** For each class discussion you have the opportunity to earn extra credit points. You can receive 1 point of extra credit by bringing a written response to the readings on the days marked below as “Class discussion.” We will have twelve class discussions. Reading responses must be typed and printed with your name included at the top of the page, and the number of words in brackets at the bottom of the page (use the word count feature in MS Word). You will need to write between 150-200 words giving your thoughts on the reading. Use the questions at the end of each chapter in writing your response to the reading. You must submit responses in class if you would like to take advantage of this extra credit opportunity. You must be present to submit responses because they are designed to prepare you for discussion. If you miss a class discussion and have a University-approved excuse, see me (for more information: TAMU Student Rules: Attendance [http://student-rules.tamu.edu/rule07])

**Style:** For all written work, I expect you to write in standard English. That includes the use of full sentences displaying proper grammar and complete thoughts. Written assignments are not emails or text messages. You must learn to avoid the use of texting shorthand in your professional writing. It will serve you well long after you finish this course.

**Points Available**

<table>
<thead>
<tr>
<th>Points Available</th>
<th>20 points (10 points each)</th>
<th>50 points (5)</th>
<th>50 points</th>
<th>50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 map quizzes</td>
<td>10 quizzes, on chapters cf WTW: 80 points</td>
<td>Total Points Possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 quizzes, on chapters cf WTW: 50 points each</td>
<td>250 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm 1 Midterm 2 Final Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading scale:
A = 225–250 points
B = 220–224 points
C = 175–199 points
D = 150–174 points
F = <174 points

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.
Week 12
T 11/13 WTWA Ch. 9, p. 321-361
TH 11/15 Companion Ch. 9, p. 189-203
Take Chapter Quiz BEFORE Class
Class discussion

Week 13
T 11/20 WTWA Ch. 10, p. 363-397
TH 11/22 THANKSGIVING: NO CLASS!
Take Chapter Quiz BEFORE Class

Week 14
T 11/27 Companion Ch. 10, p. 209-226
TH 12/29 Companion Casebook, p. 236-245
Class discussion
Class discussion

Redefined Day!
T 12/04 Summary and review

F 12/07 FINAL EXAM!
12:30 a.m.-2:30 p.m. in SCTS 208.
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: HIST 104

3. Texas Common Course Number: HIST 2322

4. Complete course title: World History Since 1500

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] [Hum]

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 semester

9. Number of class sections per semester: 1

10. Number of students per semester: 100-120


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. [Space for Signature]

13. Submitted by:

   [Signature]

   [Name]

   [Date]

14. Course Instructor

   [Signature]

   [Name]

   [Date]

15. Department Head

   [Signature]

   [Name]

   [Date]

16. College Dean/Designee

   [Signature]

   [Name]

   [Date]

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

www.thecb.state.tx.us/corecurriculum2014

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

This course (HIST 104) examines the last five hundred years of human history and takes the question of global interconnectedness and interdependence as the heart of its analysis. It emphasizes how transnational forces and interactions between different regions transformed the world and its peoples in Europe, China, India, and Islamic Empires from the sixteenth century until the present day.

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 Objectives.

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 evaluate, interpret and synthesize lecture, primary source materials and secondary source materials related to how transnational forces and interactions between different regions transformed the world and its peoples in Europe, China, India, and Islamic Empires. Student learning will be evaluated through in class discussion, two midterms and one final exam, book/film quizzes and a discussion paper.

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 by requiring students: to participate in group discussions based on primary source materials, and; complete a midterm and final exam based on lecture material, primary and secondary source readings, the film J. S. A. (Joint Security Area) and discussion of those materials. In addition to written materials, students also will examine visual materials (paintings, manuscripts, illustrated magazines, etc.) and also material artifacts (pottery, sculpture, etc.) Student learning will be evaluated through discussion, two midterms and a final exam and a written discussion paper.

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

This course will address social responsibility by requiring students to identify and synthesize (in lectures and reading materials) cultural differences among societies that began, flourished and interacted around the globe since 1500. Through discussion, lecture and readings, they also will consider how transnational forces (such as
Texas A&M University

Core Curriculum

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

Industrialization and globalization transformed interactions among peoples in Europe, China, India, and Islamic Empires. Student learning will be evaluated through in-class discussion, two midterm and one final exam, book/film quizzes and a discussion paper.

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 and evaluate (in lectures and reading materials) how political and economic choices in civilizations around the globe influenced other polities and social organizations from 1500 to the present. Students will be asked to reflect on how they might (or might not) apply the ethical decision-making processes that characterize different civilizations in the historic past to their own lives. Student learning will be evaluated through discussion, two midterm exams, a final exam, quizzes and a discussion paper.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
History 104: World History since 1500
Spring 2013
M/W/F 10:20-11:10 am
RICH 106

Instructor: Prof. Hoi-eun Kim hekim@tamu.edu
Glasscock #213
Office Hours: Wed. 2-4pm

TA: Mr. Matthew Yokell mattyokell@tamu.edu
Glasscock #004X
Office Hours: Tu. 1:30-3pm; Wed. 3-5pm

Course Description:

When, how, and why has the modern world as we know it today come into being? This introductory world history course guides students through the last five hundred years of human history. Instead of hopping around various geographical locations, this course takes the question of global interconnectedness and interdependence as the heart of its analysis, emphasizing how transnational forces and interactions between different regions transformed the world. Important themes of the course include but not limited to: the rise of Europe over China, India, and Islamic Empires; the emergence of industrialization and global capitalism; the impact of imperialism and war; genocides; and the Cold War.

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)

Student Learning Outcomes:

Upon successful completion of this course, students should be able to
1) clearly identify the major themes and events of world history since 1500.
2) critically assess primary and secondary historical sources.
3) effectively communicate their interpretations of modern world history in
written assignments and classroom discussions.
4) identify historical and social contexts that created diversity in past and present human cultures.
5) apply knowledge about the human condition - in the past and present - to their personal lives and studies.

Readings:

Four required books including one textbook are all available at MSC Bookstore for purchase. These books will also be placed on reserve in Evans Library.

- Lu Xun, *The True Story of Ah Q*. Any edition is acceptable. Depending on publishers, the title is slightly different (e.g., *The Real Story of Ah-Q*).

Film Screening: One film ("J.S.A.—Joint Security Area") is assigned during the course of the semester and will be discussed on Apr. 22. The film itself will be streamed online.

Attendance Policy:

I expect you to come to class prepared and ready to actively engage. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

Assignments and Grading Scale:

Two Mid-term (one-hour) Exams: 40% = 200 points total.
- Each exam will consist of 10 map id questions (2 pt. each), 20 multiple choices (2 pt.), and 5 short id questions (8 pt).
- Mid-term exam 1 on Monday, Feb. 11 = 100 points.
- Mid-term exam 2 on Monday, Mar. 25 = 100 points.
- A list of concepts/names/places/maps will be distributed before the exams.

I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)
Final Exam: 30% = 150 points.
- 10 map id questions (2 pt), 20 multiple-choice questions (2 pt), 5 short id questions (8 pt), and 1 long essay question (50 pt).
- Along with a list of concepts/names/places/maps, a list of potential long essay questions will be distributed in advance for your preparation. (N.B.: The instructor will choose the question that will be on the exam, so there will not be a choice of long essay questions.)
- Tuesday, May 7, 8:00-10:00 am in RICH 106

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

Three Book/Film Quizzes: 15% = 75 points
- Jan. 30, (25 points) Mar. 18, (25 points) and Apr. 22, (25 points)
- 10 multiple choices/T-F questions each. Each question is worth 2.5 pts.

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

One Discussion Paper: 15% = 75 points
- Students are required to write one response paper on one of the three books (A Short Account of the Destruction of the Indies; Heart of Darkness; The True Story of Ah Q), answering one of the study questions that will be distributed beforehand.
- This response paper is due on the day of class that the book is discussed, respectively on Jan. 30, Mar. 18, and Apr. 15. In other words, if you choose to write a paper on Heart of Darkness, your paper is due on March 18. Likewise, if you choose The True Story of Ah Q, your paper is due on April 15.
- After the in-class discussion, if you opt to revise the paper, you can submit the revised version by the next class meeting. Even if you choose this option, you are still requested to submit your draft paper on the day of the discussion: I will base your grade on the revised version.
- The response paper should be between 800 and 1,000 words and will be graded A (75 pts.), A- (70), B (65), B- (60), C (55), C- (50).

* Please Note: Students are encouraged to contact University Writing Center (http://writingcenter.tamu.edu/) for help with their writing. Unexcused late papers will be graded down 5 points for each day late.

I will handle all absences and work related to them in accordance with TAMU Student...
Extra Credit: Reading Responses, 4 papers * 5 pt each = 20 points

- For Fridays of Jan. 25, Feb. 22, Mar. 8, and Apr. 12, you can write a short reading response (300-400 words). For each summary, you will be given maximum 5 extra points. (check+: 5, check-: 3.) The summary is due in class on Friday. (No email submission will be accepted.)

Grading Scale:

A = 450-500 points; B = 400-449; C = 350-399; D = 300-349.

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

Academic Integrity:


Course Schedule:

Unit I: 1500-1750: The Rise of the West?

Week I
Jan. 14 Course Introduction (pp.412-5)
Jan. 16 The World in 1400 (pp. 384-90)
Jan. 18 Trade and Global Exchange before 1400 (pp. 390-400)

Week II
Jan. 21 No class meeting in observation of Martin Luther King Day
Jan. 23 The Muslim Empires (pp. 400-4)
Jan. 25 Before and After Columbus: the Americas (pp.404-10; 426-34; 469-
72) Due on Jan. 25: Extra-credit #1, Answer one of the “Big Picture Questions” on p.416.

<table>
<thead>
<tr>
<th>Week III</th>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 28</td>
<td></td>
<td>The Atlantic Slave Trade</td>
<td>pp.477-85</td>
</tr>
<tr>
<td>Jan. 30</td>
<td></td>
<td>Discussion of Destruction of the Indies, Quiz #1</td>
<td></td>
</tr>
<tr>
<td>Feb. 1</td>
<td></td>
<td>Europe Transformed I: Reformation</td>
<td>pp.492-506</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week IV</th>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 4</td>
<td></td>
<td>Europe Transformed II: Rise of States</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td></td>
<td>Asia in the 17th and 18th centuries</td>
<td>pp.509-</td>
</tr>
<tr>
<td>10) Feb. 8</td>
<td></td>
<td>Review for Exam</td>
<td></td>
</tr>
</tbody>
</table>

**Unit II: 1750-1914: The Long 19th Century**

<table>
<thead>
<tr>
<th>Week V</th>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 11</td>
<td></td>
<td>MIDTERM EXAM # 1</td>
<td></td>
</tr>
<tr>
<td>Feb. 13</td>
<td></td>
<td>An Intellectual Revolution in the West: Enlightenment</td>
<td>pp.512-</td>
</tr>
<tr>
<td>22) Feb. 15</td>
<td></td>
<td>The Age of Revolution, I</td>
<td>pp.541-6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week VI</th>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 18</td>
<td></td>
<td>The Age of Revolution, II</td>
<td>pp.546-</td>
</tr>
<tr>
<td>8) Feb. 20</td>
<td></td>
<td>Industrialization</td>
<td>pp.567-81</td>
</tr>
<tr>
<td>Feb. 22</td>
<td></td>
<td>Indian and Chinese Reaction to European Ascendancy</td>
<td></td>
</tr>
</tbody>
</table>

Due on Feb. 22: Extra Credit #2, Answer one of the “Big Picture Questions” on p.600.

<table>
<thead>
<tr>
<th>Week VII</th>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 25</td>
<td></td>
<td>Think Different: Utopians, Socialists, and Radicals</td>
<td>pp.582-</td>
</tr>
<tr>
<td>4) Feb. 27</td>
<td></td>
<td>Territorial Reconfiguration of Europe: Italy</td>
<td></td>
</tr>
<tr>
<td>Mar. 1</td>
<td></td>
<td>Territorial Reconfiguration of Europe: Germany</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week VIII</th>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 4</td>
<td></td>
<td>Japan and Russia: In their Pursuit of Modernization</td>
<td>pp.590-2; 655</td>
</tr>
<tr>
<td>63) Mar. 6</td>
<td></td>
<td>The Age of Empire: Theory and Practice</td>
<td>pp.603-13</td>
</tr>
<tr>
<td>Mar. 8</td>
<td></td>
<td>Asia and Africa in the Age of Empire</td>
<td>pp.640-9; 613-35</td>
</tr>
</tbody>
</table>

Due on Mar. 8: Extra Credit #3, Answer one of the “Big Picture Questions” on p.665

Spring Break

<table>
<thead>
<tr>
<th>Week IX</th>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 18</td>
<td></td>
<td>Discussion of Heart of Darkness, Quiz #2</td>
<td></td>
</tr>
<tr>
<td>Mar. 20</td>
<td></td>
<td>The Great War</td>
<td>pp.675-</td>
</tr>
</tbody>
</table>
9) Mar. 22  Review for Exam

Unit III: 1918-1991: The short 20th century

Week X
Mar. 25  MIDTERM EXAM # 2
Mar. 27  Aftermath of WWI (pp.679-
84) Mar. 29  Reading Day – No Class

Week XI
Apr. 1  The Interwar Era (pp.684-
97) Apr. 3  Racism and Genocide
Apr. 5  Documentary: Nazi Medicine

Week XII
Apr. 8  World War Two in Europe (pp.700-
6) Apr. 10  The Pacific War (pp.697-700)
Apr. 12  “Real Existing Socialism”: USSR and China (pp.714-32)

Due on Apr. 12: Extra Credit #4, Answer one of the “Big Picture Questions” on p.711.

Week XIII
Apr. 15  Discussion of The True Story of Ah Q, Quiz #3
Apr. 17  The Cold War (pp.732-
8) Apr. 19  Two Koreas

Week XIV
Apr. 22  Discussion of “J.S.A.”, Quiz # 4
Apr. 24  Decolonization in Africa and Asia (pp.750-
74) Apr. 26  Modern Middle East (pp.775-9)

Redefined days
Apr.30  (Tue) Review for Final Exam

Final Exam on Tuesday, May 7, 8-10am in RICH 106
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: HIST 210

3. Texas Common Course Number: ___

4. Complete course title: Russian 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 - Yes
   - Current ICD - Yes

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 100-120
    124 (Fall 2009)*
    Faculty members on leave during other semesters

11. Historic annual enrollment for the last three years:

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

13. Submitted by:
   - [Signature]
   - [Name]
   - [Role]
   - [Date]

14. Department Head
   - [Signature]
   - [Date]

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

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

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

This course, HIST 210, provides a survey of Russian history, culture and society, from the origins of the country to the present day. It explores how events like the conversion to Orthodox Christianity and social shifts linked to the Mongol conquest and domination contributed to the rise of Moscow as a power center and the establishment of a Russian Tsardom and Empire. It further explores how the development of new ideologies, like Stalinism and glasnost, linked to broader European intellectual and humanitarian efforts and helped to facilitate changes in Russian political culture.

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 evaluate and synthesize lecture, primary source materials and secondary source materials on the political, economic, social and cultural dynamics of Russian history. Student learning will be evaluated through: in class discussion of assigned reading material; two mid-course essay exams and one final exam; and, a term paper that requires students to evaluate a Russian historical text (fiction or non-fiction) for what it reveals about the political and social context of the period.

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 primary and secondary reading material; complete two mid-course essay exams and one final exam that synthesize lecture and readings, including images and maps discussed in class, and; complete an analytical term paper. Student learning will be evaluated through discussion, two mid-course exams, one final exam and a written term paper.

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

This course will address social responsibility by requiring students to identify and evaluate (in lectures and reading materials) cultural differences within Russia that shaped the country’s changing political and social structures and especially the changing notion of citizenship in Russia and the Soviet Union and its broader empire. Student learning will be evaluated through discussion, two mid-course essay exams and one final essay exam, and a term paper.
Texas A&M University

Core Curriculum

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

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

This course will address personal responsibility by requiring students to identify, evaluate and synthesize (in lectures and reading materials) how political, economic and ideological choices by Russian leaders like Peter the Great, Catherine the Great, Stalin and Gorbachev influenced the country’s participation in global events such as the Napoleonic Wars and World War II and led to the collapse of the Soviet Union. Students especially will be asked to reflect on how the ethical decision making process employed by men like Peter the Great and Mikhail Gorbachev may or may not be applicable to their personal lives. Student learning will be evaluated through discussion, two mid-course essay exams and one final essay exam, and a term paper.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HISTORY 210: RUSSIAN CIVILIZATION
Fall 2009
Tuesday/Thursday 11:10-12:25
HECC 105

Professor Chester Dunning
Office: Glasscock 200
Phone: 979.845.716
E-mail: c-dunning@tamu.edu
Office hours: T/Th 10-11, 1:30-2:15, or by appointment

TA: Mr. Chris Gilson
Office: Glasscock 004a
E-mail: cgilson001@tamu.edu
Office hours: Tuesday 12:30-2:00, Wednesday 1:00 to 2:15 and by appointment.

Course Description:

A survey of Russian history, culture and society from origins to the present; impact of conversion to Orthodox Christianity; Mongol conquest and domination; rise of Moscow; establishment of tsardom and empire; serfdom and popular revolts; Peter the Great; Catherine the Great; decline of the Russian Empire; Crimean War and Great Reforms; reaction after 1881; Revolution of 1905; Russia in World War I; Revolution of 1917; Civil War; NEP; Stalin era and Stalinism; Great Patriotic War; Cold War; Khrushchev and Sputnik; Era of Stagnation; Gorbachev and glasnost; collapse of the Soviet Union; perils of the Yeltsin era; Putin, Medvedev, and beyond.

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)

Learning Outcomes:

Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings related to the history of Russian Civilization from its origins to the present day.

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

3) identify historical and social contexts that created diversity in the Russian experience and how that shapes current social, political and economic dynamics in Russia.

4) apply knowledge about the human condition in Russia - in the past and present - to their personal lives and studies.

**Required Readings:**
The following books are required reading for this course:

Philip Longworth, *Russia: The Once and Future Empire* (St. Martin's Press)
Isabel de Madariaga, *Ivan the Terrible* (Yale UP)
Lindsey Hughes, *Peter the Great: A Biography* (Yale UP)
Barbara Alpern Engel, *Women in Russia, 1700-2000* (Cambridge UP)
Sheila Fitzpatrick, *The Russian Revolution* (Oxford UP)
Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich* (Signet Classics)

**Evaluative Measures/Grading Policy:**

A. Exam #1 (Thurs., Sept. 31) (Longworth chs 1-7; de Madariaga)
   25% of semester grade

B. Exam #2 (Thurs., Oct. 29) (Longworth chs 8-11; Hughes; Engel chs 1-6)
   25% of semester grade

C. Term paper (due Thursday, November 19)
   20% of semester grade
D. Final exam (Friday, Dec. 11, 3-5 pm) (Longworth chs 12-15; Engel chs 7-13; Fitzpatrick; Kotkin)
30% of semester grade

There will be three essay examinations in this course, two throughout the term and a final (none are comprehensive). You will need to purchase three "blue books" (essay examination booklets) for these exams. In these examinations you will need to integrate lecture material- including the images and maps we’ve viewed and discussed in class-as well as the published primary and secondary sources we’ve discussed in class.

Please see the end of the syllabus for a detailed description of the topic and instructions for the Term paper.

I will handle all late or make-up work due to absence in accordance with TAMU student rules: Attendance (http://student-rules.tamu.edu/rule07)

Grading system (percentages): 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 or less = F

**Attendance Policy:**
I expect you to come to class prepared and ready to actively engage. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**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

**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://aggiehonor.tamu.edu

**Course Schedule:**

**Week 1:**
Tuesday: Origins
Thursday: Impact of conversion to Orthodox Christianity
Read: Longworth, chapter 1

Week 2:
Tuesday: Mongol conquest and domination
Thursday: Rise of Moscow
Read: Longworth, chapter 2 & 3

Week 3:
Tuesday: Establishment of tsardom
Thursday: Establishment of empire
Read: Longworth, chapter 4 & 5; de Mariaga

Week 4:
Tuesday: Serfdom & Decline of the Russian Empire
Thursday: Popular revolts
Read: Longworth, chapter 6 & 7

Week 5:
Tuesday: Discussion
Thursday: Exam #1

Week 6:
Tuesday: Peter the Great
Thursday: Catherine the Great
Read: Hughes; Engel, chapter 1 & 2

Week 7:
Tuesday: Crimean War
Thursday: Great Reforms
Read: Longworth, chapter 8 & 9; Engel, chapter 3 & 4

Week 8:
Tuesday: Reaction after 1881
Thursday: Revolution of 1905
Read: Longworth, chapter 10 & 11; Engel, chapter 5 & 6

Week 9:
Tuesday: Discussion
Thursday: Exam #2

Week 10:
Tuesday: Russia in World War I
Thursday: Revolution of 1917
Read: Fitzpatrick

Week 11:
Tuesday: Civil War & NEP
Thursday: Stalinism & Great Patriotic War
Read: Longworth, chapter 12; Engel, chapter 7 & 8

**Week 12:**
Tuesday: Cold War
Thursday: Khrushchev and Sputnik
**Term Paper Due**
Read: Longworth, chapter 13; Engel, chapter 8 & 9

**Week 13:**
Tuesday: Era of Stagnation
Thursday: Gorbachev and glasnost
Read: Kotkin (first half); Engel, chapter 10 & 11

**Week 14:**
Tuesday: Collapse of the Soviet Union
Thursday: Perils of the Yeltsin era
Read: Kotkin (last half); Engel, chapter 12 & 13

Redefined Day:
Putin, Medvedev, and beyond.
Read: Longworth, chapter 15

The Final Exam will be held at the time determined by the University Schedule, Friday, December 11th, 3-5PM.
TERM PAPER INFORMATION:

Read:

Robert Service, *Stalin: A Biography*
Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

Write:

Compose an essay on the following topic. Be sure to show evidence of close reading of both books by frequently citing them (like "Service, p. 35") in the text of your essay ("Solzhenitsyn, pp. 14-15"). Aim for a paper approximately 1000 words long (about four typed pages, double spaced, with one-inch margins). Be sure to carefully proofread your essay before turning it in!

Alexander Solzhenitsyn (1918-2008), one of Russia's most famous writers and winner of the Nobel Prize for Literature in 1970, helped promote Nikita Khrushchev's de-Stalinization efforts by publishing his semi-autobiographical novel, *One Day in the Life of Ivan Denisovich*, in 1962. The novel was an instant hit in the Soviet Union and in the West; it was the first time a Soviet writer had been allowed to criticize Stalin (d. 1953) in print. Solzhenitsyn's later works, more openly hostile to Communism (not just to Stalinism), got him into trouble. He was expelled from the Soviet Union in 1974 and lived for many years in New England, returning to Russia only after the collapse of the Soviet Union.

Imagine yourself as a censor working for the Soviet government in 1950. You are handed a manuscript titled "One Day in the Life of Ivan Denisovich" and told to write a report on it. You have been a successful censor in the past and have received promotions while others fell behind or were even arrested as traitors and spies. Your secret has always been to imagine exactly how Stalin would react to a text. How would Stalin react to Solzhenitsyn's novel? Locate passages anywhere in the Stalin biography that indicate how he might react to *One Day in the Life of Ivan Denisovich*. Then find passages in the biography specifically dealing with the period 1947-53 to show how "Old Man Joe" might have reacted to Solzhenitsyn's novel. Your report should not be entirely negative, but it may be sarcastic. It should thoroughly explore the writer's intentions as well as his portrayal of life in the Soviet Union. What would a Stalin-era censor see as Solzhenitsyn's real purpose in writing the book? Does *One Day in the Life of Ivan Denisovich* or its author pose a threat to the USSR? Be sure to include a final recommendation in your report.

ESSAYS ARE DUE IN CLASS ON THURSDAY, NOVEMBER 19.
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: HIST 213

3. Texas Common Course Number: HIST 2313


5. Semester credit hours: 3

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

   Current Core - Yes

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 90-100

11. Historic annual enrollment for the last three years:
    - 0(2011-2012)*
    - Faculty members on leave
    - 99 (2010-2011)
    - 95 (2009-2010)

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

12. Submitted by:
    - Course Instructor
    - Date: 3/20/2013

13. Approvals:
    - David Vaughn
    - Date: 3/18/13

14. Department Head
    - Date: 3/20/13

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.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 213

Date: March 18, 2013

Please accept this memorandum in support of the history department’s request to certify HIST 213: History of England 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. For that reason, we have gathered the below data on HIST 213’s annual enrollment over the last five years.

2007/2008=146
2008/2009=140
2009/2010=95
2010/2011=99
2011/2012=0

As the above numbers indicate, the department does have a commitment to scheduling, and there is student interest in taking, HIST 213. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this five year annual enrollment data 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 213, provides a survey of English history from earliest times until 1689. Through lecture, primary and secondary source readings and discussion, it explores how changes in political, military, religious, intellectual, scientific, cultural and economic institutions shaped the peoples living in the region we come to know as England.

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 synthesize lecture, primary source materials and secondary source materials on the political, economic, social and cultural dynamics of English history from its earliest times to 1689, when William and Mary took over the English throne following the end of the Glorious Revolution. Student learning will be evaluated through in class discussion and reflective writing on the importance of ‘world historical events’ such as 1066 (the Norman conquests), 1215 (the Magna Carta) and 1660 (the English Civil Wars). It also will be evaluated through midterm and final examinations.

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 synthesize lecture and reading materials to participate in class discussions; write three in-class reflective essays on the importance of ‘world historical events,’ such as 1066 (the Norman conquests), 1215 (the Magna Carta) and 1660 (the English Civil Wars), and; complete a midterm and final exam that include questions related to visual images and maps presented in class and the reading materials. Student learning of this objective will be evaluated through these same discussions, essays and exams.

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

This course will address social responsibility by requiring students to identify, analyze and synthesize (through lectures and reading materials) how cultural differences within England contributed to changes in the country’s political and social structures from earliest times to 1689. Student learning will be evaluated through discussion, in class reflective writings and a midterm and final exam that require students to identify, among other things, differing ideals
Texas A&M University

Core Curriculum

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

of political participation and patriotism to England and its Empire.

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 and evaluate (through lectures and reading materials) how political, economic and ideological choices by English leaders such as Henry VIII, Queen Elizabeth, Queen Mary and Cromwell influenced the country's participation in global events such as the War of the Roses, the War of the Spanish Armada and the quest for overseas empire in the Atlantic and on the coast of West Africa. Students will be asked to reflect on whether or not they can apply the decision making processes used by these English leaders in their own lives. Student learning will be evaluated through discussion, an in-class reflective essays, a midterm and a final exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
TEXAS A&M UNIVERSITY
DEPARTMENT OF HISTORY

HIST 213: HISTORY OF ENGLAND to 1689
Fall Semester 2009

<table>
<thead>
<tr>
<th>Instructor: Dr. David Hudson</th>
<th>Office: HIST 102C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone: 845 7101</td>
<td>Office Hours: MTW 2:40-4:00</td>
</tr>
<tr>
<td>Lecture Venue: HECC 105</td>
<td>Lecture Times: MWF 11:30-12:20</td>
</tr>
</tbody>
</table>

Course Description:

This course is a survey of English history from earliest times until 1689. It will cover many areas - political history, military history, religion, the world of ideas and thought, science and technology, culture, economics, etc. Because of the vast scope of the course, much will be left out. The selection that will be covered in the course is intended to represent an introduction rather than an exhaustive study. The overall objective of this course is to provide students with a sound and balanced understanding of the unfolding of English history through study of a wide range of topics and themes from the earliest historical times up to 1689. Lectures will be broadly chronological, although the texts will not be followed exactly.

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)

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 England to 1689.
2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the past history of England and in present-day human cultures.

4) apply knowledge—about the changing human condition over the roughly 300 years of English history being considered and about the present—to their personal lives and studies.

**Required Texts:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title &amp; ISBN</th>
<th>Publisher &amp; Cover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danny Danziger and John Gillingham</td>
<td><strong>1215: The Year of Magna Carta</strong> ISBN: 0743257782</td>
<td>Touchstone - Paper</td>
</tr>
</tbody>
</table>

**Attendance Policy:**
Regular attendance at lectures will be an essential component of success in this course. There is a high correlation between grade and attendance—student performance always suffers from a high number of absences. It is difficult to advise students on how much they should study (since this depends on all sorts of factors), but a good rule of thumb is that for every hour you spend in class, you should probably study for three hours outside class. Once a student falls behind in the reading assignments, it invariably proves very difficult to catch up.

A roll will be taken regularly by the instructor. A seating chart will also be used. If you arrive after roll has been taken, it is up to you to inform the instructor immediately that you were present. No change will be made at a later time. It is, alas, inevitable that from time to time a few students will arrive after the lecture has begun. Certainly the instructor would prefer students to be late than not to attend at all—but excessive and persistent lateness will be treated as an absence. Similarly, anyone leaving class early (without the consent of the instructor) will be marked absent.
Persistent absence will adversely affect your final grade. More than five (5) un-excused absences will bring a whole letter grade reduction from your final grade, and more than ten (10) un-excused absences will earn (and richly deserve) a failing grade for the course. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

Exams & Grades:

Examinations will be based on lectures (including visual images and maps) AND the assigned readings. There will be one mid-term (multiple-choice) exam, and one final (multiple-choice) exam. The mid-term exam is worth 30% of the final grade, and the final exam is worth 40% of the final grade. There will also be three (3) in-class reflective essays (each worth 10% of the final grade). These essays will ask you to synthesize lectures and primary and secondary source materials we have discussed in class. All will take place on the dates indicated below in the “Important Dates” table.

All grades in this class will be based upon the following percentage scale: 90+ = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F. Please note that all grades are non-negotiable.

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

Academic Integrity:

Course Outline & Reading Guide (Instructional Weeks):
Please note: To get the most out of lecture, I encourage you to complete all of the readings for the week by Monday’s class.


---

**IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td>Monday. First day of class.</td>
</tr>
<tr>
<td>September 25</td>
<td>Friday. In-class reflective essay on David Howarth’s 1066 (10%).</td>
</tr>
<tr>
<td>(Week 4)</td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td>Friday. Mid-Term Exam (30%).</td>
</tr>
<tr>
<td>(Week 7)</td>
<td></td>
</tr>
<tr>
<td>October 23</td>
<td>Friday. In-class reflective essay on Danziger &amp; Gillingham's 1215: The Year of Magna Carta (10%).</td>
</tr>
<tr>
<td>(Week 8)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>November 13</td>
<td>Friday. In-class reflective essay on <em>Sharpe's Remember, Remember</em> (10%).</td>
</tr>
<tr>
<td>December 7</td>
<td>Monday. Last class meeting (redefined day).</td>
</tr>
<tr>
<td>December 16</td>
<td>Wednesday. Final Exam (40%). 10:30 a.m.-12:30 p.m.</td>
</tr>
</tbody>
</table>
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: HIST 214

3. Texas Common Course Number: HIST 2314


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 - Yes

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 100-120

11. Historic annual enrollment for the last three years:
    - 31 (2011-2012)
    - 0 (2010-2011)*
    - 160 (2009-2010)
    Faculty members 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:
    Rebecca Hughes (Bugs) 3/20/2013

13. Course Instructor

14. Department Head

15. College Dean/Designee

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

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 214

Date: March 18, 2013

Please accept this memorandum in support of the history department's request to certify HIST 214: History of England 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. For that reason, we have gathered the below data on HIST 214's annual enrollment over the last five years.

2007/2008=138
2008/2009=135
2009/2010=160
2010/2011=0
2011/2012=31 (summer course)

As the above numbers indicate, the department does have a commitment to scheduling, and there is student interest in taking, HIST 214. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this five year annual enrollment data 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 214) provides a survey of English/British history from 1689 up until the present. It covers social history, political history, military history, religion, the world of ideas and thought, science and technology, culture, and economics in the area we come to know as the British Isles as well as the global British empire (colonies, territories and dominions)

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 analyze and synthesize lecture, primary source materials and secondary source materials related to the development of Great Britain and the United Kingdom following the Glorious Revolution. Student learning will be evaluated through in-class discussion and reflective writing on the importance of events such as the agricultural and industrial revolutions, the role of Great Britain in World War I and the expansion of the multi-lingual, multi-cultural British empire following World War II. It also will be evaluated through midterm (two) and final examinations.

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 evaluate and explain the importance of the Agricultural and Industrial Revolutions in Great Britain, the role of Great Britain in World War I and the expansion of the multi-lingual, multi-cultural British Empire following World War II. Student learning will be evaluated through in-class discussions, reflective student essays and midterm and final exams of lecture and reading materials (including visual images and maps) related to these themes.

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

This course will address social responsibility by requiring students to identify and analyze (through lectures and reading materials) cultural differences within England/Great Britain and its diverse colonial populations, and especially those which contributed to changes in the the country’s political and social structures following 1689 and the Glorious Revolution. Student learning will be evaluated through discussion, in class reflective writings and midterm and final
Texas A&M University

Core Curriculum

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

exam that require students to identify, among other things, differing ideals of political participation and patriotism as expressed in places like London, Sydney and Bombay after 1689.

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, reading materials, and discussions) how political, economic and ideological choices by English/British leaders such as Chamberlin, Churchill and Thatcher influenced the country’s participation in global events such as World War I, World War II and the Fall of the Berlin Wall. Students also will be required to consider how they might (or might not) apply the ethical decision making processes employed by English/British leaders to their own contemporary situations. Student learning will be evaluated through discussion, in-class reflective essays, two midterms and a final exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
TEXAS A&M UNIVERSITY
DEPARTMENT OF HISTORY

HIST 214-500: HISTORY OF ENGLAND from 1689
Spring Semester 2010

<table>
<thead>
<tr>
<th>Instructor: Dr. David Hudson</th>
<th>Office: HIST 102C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures: Mon Wed Fri 11:30 a.m. - 12:20 p.m.</td>
<td>Location: HECC 105</td>
</tr>
<tr>
<td>Office Hours: Mon Tues Wed 2:50- 4:20 p.m. OBA</td>
<td>Phone 979 845 7101</td>
</tr>
<tr>
<td>Graduate TA for HIST 214: Mr. Blake Whittaker</td>
<td><a href="mailto:blakwhit@neo.tamu.edu">blakwhit@neo.tamu.edu</a></td>
</tr>
<tr>
<td>Office Hours: M, W, F 8:30-10:30AM</td>
<td>Office: 007 Glasscock</td>
</tr>
</tbody>
</table>

Course Description:
This course is a survey of English history from 1689 up until the present. It will cover many areas- political history, military history, religion, the world of ideas and thought, science and technology, culture, economics, etc. Because of the vast scope of the course, much will be left out. The selection that will be covered in the course is intended to represent an introduction rather than an exhaustive study. The overall objective of this course is to provide students with a sound and balanced understanding of the course of English history- through study of a wide range of topics and themes- from 1689 up to the present day. Lectures will be broadly chronological, although the texts will not be followed exactly.

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)
**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 England after 1689.

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

3) identify historical and social contexts that created diversity in the past history of England and in present-day human cultures.

4) apply knowledge about the changing human condition over the roughly 300 years of English history being considered and about the present- to their personal lives and studies.

**Required Texts:**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Book Title</th>
<th>Publisher</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellis Wasson</td>
<td>A History of Modern Britain: 1714 to the Present</td>
<td>Wiley-Blackwell</td>
<td>Paper</td>
</tr>
<tr>
<td></td>
<td>ISBN-10: 1405139366</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas S. Ashton</td>
<td>The Industrial Revolution, 1760-1830</td>
<td>OUP</td>
<td>Paper</td>
</tr>
<tr>
<td></td>
<td>ISBN: 0192892894</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timothy Parsons</td>
<td>The British Imperial Century: A World History</td>
<td>Rowan&amp; Littlefield</td>
<td>Paper</td>
</tr>
<tr>
<td></td>
<td>Perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ISBN:0847688259</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. J. Q. Adams</td>
<td>British Politics and Foreign Policy in the Age of</td>
<td>Stanford University</td>
<td>Paper</td>
</tr>
<tr>
<td></td>
<td>Appeasement, 1935-1939</td>
<td>Press</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ISBN: 0804721017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attendance Policy:**
Regular attendance at lectures will be an essential component of success in this course. There is a high correlation between grade and attendance - student performance always suffers from a high number of absences. It is difficult to advise students on how much they should study (since this depends on all sorts of factors), but a good rule of thumb is that for every hour you spend in class, you should probably study for three hours outside class. Once a student falls behind in the reading assignments, it invariably proves very difficult to catch up.

A roll will be taken regularly by the instructor. A seating chart will also be used. If you arrive after roll has been taken, it is up to you to inform the instructor immediately that you were
present. No change will be made at a later time. It is, alas, inevitable that from time to time a few students will arrive after the lecture has begun. Certainly the instructor would prefer students to be late than not to attend at all - but excessive and persistent lateness will be treated as an absence. Similarly, anyone leaving class early (without the consent of the instructor) will be marked absent.

Persistent absence will adversely affect your final grade. More than five (5) un-excused absences will bring a whole letter grade reduction from your final grade, and more than ten (10) un-excused absences will earn (and richly deserve) a failing grade for the course. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

Exams & Grades:
Examinations will be based on lectures (including visual images and maps) AND the assigned readings. There will be one mid-term (multiple-choice) exam, and one final (multiple-choice) exam. The mid-term exam is worth 30% of the final grade, and the final exam is worth 40% of the final grade. There will also be three (3) in-class reflective essays (each worth 10% of the final grade). These essays will ask you to synthesize lectures and primary and secondary source materials we have discussed in class. All will take place on the dates indicated below in the “Important Dates” table.

All grades in this class will be based upon the following percentage scale: 90+ = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F. Please note that all grades are non-negotiable.

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

Academic Integrity:

Course Outline (Instructional Weeks):
Please Note: To get the most out of lecture, I encourage you to read the assigned readings for the week by Monday's class.

Week One. England and English History. The British Isles - a shared archipelago. The Glorious Revolution and its background. The triumph of Liberty - but for whom? Losses and gains - the constitutional parameters. Ireland & Scotland. William III and Mary II (Mary died 1694), 1689-1702, Queen Anne, 1702-1714, the wars against Louis XIV of France. (Wasson, chapter 1)
Week Two. The First Hanoverians- George I (1714-1727) and George II (1727-1760). The Whig Ascendancy and Sir Robert Walpole. The Jacobite threat. The new calendar. George III (1760-1820) and his objectives. The ministers of George III during the early years of his reign- before his grand design for the monarchy started to unravel. Literature, Art, Music and Religion- John Wesley and the Evangelical movement. (Wasson, chapter 2)

Week Three. Britain as a world power. The foundations of the British Empire. Conflicts with the great powers. Great power rivalries in the eighteenth century, The War of the Austrian Succession, the diplomatic revolution, the Seven years’ War. The American Revolution. The beginnings of Parliamentary reform- William Pitt the Younger. Slavery, Ireland, India. (Wasson, chapter 3)

Week Four. Great Britain, the French Revolution & Napoleon. Wars of the First and Second Coalitions against Napoleon. Ireland the United Irishmen, the Act of Union (1800). The Battle of Trafalgar, the Continental System, the Peninsula War. The War of 1812 with the United States. The fall of Napoleon and the Congress of Vienna. (Wasson, chapter 4)

Week Five. The Agricultural and Industrial Revolutions. The development of scientific agriculture, the enclosure movement. Machinery and the textile industry, the factory system, coal, iron and steel. The Transportation Revolution - canals and roads, railroads and steamships. The Communications Revolution - the telegraph and mail delivery. Banking, credit and business-population growth and distribution- the human cost of so much change. Was it all worth it? (Ashton) In-class reflective essay on Friday


Week Eight. The British Empire in the Imperial Century. The British Empire in the early nineteenth century- Canada, Africa, India and China, the opium wars. Mid-century and late-century expansion in Africa - conflict with the French - Egypt, South Africa, West Africa, East Africa, the Sudan. India - Afghanistan and conflict with the Russians, south-east Asia, China, Japan. Midterm Exam on Wednesday

Week Ten. Great Britain and the First World War. The European alliance system, British diplomacy at the turn of the century, the Anglo-French entente (1904), the first Moroccan crisis (1905). The Anglo-Russian entente (1907), Anglo-German naval rivalry, Anglo-French military conversations. Various international crises, 1908-1914. The Great War on the Western Front, 1914-1917. The Italian Front, 1915-1917. The Eastern Front, 1914-1918. Gallipoli and the Middle East, the war at sea, the end of the war. The politics of war on the British home front. (Parson) **In-class reflective essay on Friday**

Week Eleven. The Age of Baldwin and MacDonald. Post-War Britain - promises, needs and reforms. The Peace settlement and the mandate system. Post-war economic woes. Foreign affairs. End of the Lloyd-George coalition (1922), the Bonar-Law ministry (1922-1923), the first Baldwin administration (1923-1924), the first Labour government under Ramsay MacDonald (1924). The golden years of the second Baldwin administration (1924-1929). The second MacDonald government (1929-1931), the Great Depression, the formation of the National Government. Imperial Affairs - Ireland, India, Egypt and Palestine. (Wasson, chapter 8)

Week Twelve. Great Britain and the Second World War. The build up to war in Europe and elsewhere. The Spanish Civil War, formation of the Rome-Berlin-Tokyo Axis. The "anschluss," overtures towards Italy, appeasement. The crisis over Czechoslovakia, outbreak of war, the "Phony War." The Battle of Britain, the War in the Atlantic, the War in the Mediterranean, the Nazis invade Russia. The War in Europe from D-Day, the war against Japan. Wartime diplomacy. Domestic politics and the British Home Front. (Wasson, chapter 9 & 10)


<table>
<thead>
<tr>
<th><strong>Important Dates</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, January 20(^{th})</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>Monday, January 25(^{th})</td>
<td>Last day to add or drop classes with no record</td>
</tr>
<tr>
<td>Friday, February 19 (Week 5)</td>
<td>In-class reflective essay on Ashton's <em>Industrial Revolution, 1760-1830</em> (10%)</td>
</tr>
<tr>
<td>Wednesday, March 10 (Week 8)</td>
<td>Mid-term multiple choice exam (30%)</td>
</tr>
<tr>
<td>Friday, March 26 (Week 10)</td>
<td>In-class reflective essay on Parsons' <em>The British Imperial Century: A World History Perspective</em></td>
</tr>
<tr>
<td>Tuesday, April 6(^{th})</td>
<td>Last day to Q-drop</td>
</tr>
<tr>
<td>Friday, April 16 (Week 13)</td>
<td>In-class reflective essay on Adams’s <em>British Politics and Foreign Policy in the Age of Appeasement, 1935-1939</em> (10%)</td>
</tr>
<tr>
<td>Wednesday, May 12(^{th})</td>
<td>Final Multiple Choice Exam (40%) 10:30AM-12:30PM</td>
</tr>
</tbody>
</table>
Texas A&M University
Core Curriculum

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

1. This request is submitted by (department name): History
   HIST 220*
   with CLAS 220 and RELS 220

2. Course prefix and number: Course is cross-listed
   History of Christianity: Origins to the Reformation

3. Texas Common Course Number:

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
   □ Foundation Core - Yes

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

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

9. Number of class sections per semester:
   1 (cross-listed with RELS 220)

10. Number of students per semester:
    120-150

11. Historic annual enrollment for the last three years: 122 (2011-2012) 142 (2010-2011) 0 (2009-2010)

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:
    Dwena Handy of Alturas (DUBS) 3/20/2013
    Course Instructor

14. Department Head
    3/18/13
    Date

15. College Dean/Designee
    3/20/13

See form instructions for submission/approval process.

Associate Provost
for Undergraduate Studies

April 25, 2013
Texas A&M University
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 theologically, ritually, and morally around the globe.

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):
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 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
webernr1@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/wwwsb/.

**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 not 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>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Participation</td>
</tr>
<tr>
<td>10</td>
<td>Map Quiz</td>
</tr>
<tr>
<td>40</td>
<td>Short Paper</td>
</tr>
<tr>
<td>40</td>
<td>First Midterm Exam</td>
</tr>
<tr>
<td>40</td>
<td>Second Midterm Exam</td>
</tr>
<tr>
<td>60</td>
<td>Final Exam</td>
</tr>
<tr>
<td>200</td>
<td>Total Possible</td>
</tr>
</tbody>
</table>

Grading Scale (by percentage):

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

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

Academic Integrity:

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 on 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**  
Pelegius, To Demetrios (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  
Primary Pope Urban II, Speech at the Council of Clermont (Online) Solomon bar Samson, The Crusaders in Mainz (Online)  
Guibert of Nogent, The Deeds of God through the Franks (RWCH, 324) Ibn al-Athir on the Fall of Jerusalem, 1099 (RWCH, 334)  
Nicetas Choniates on the Sack of Constantinople, 1204 (RWCH, 335) James I of Aragon on the Fall of Valencia, 1238 (RWCH, 336)

**Week 13** -- April 19-21: Christian Society in the Medieval West  
Secondary HWCM, 406-439, 476-491  
Primary Anselm of Canterbury, Cur Deus Homo (RWCH, 339) Bernard of Clairvaux, On Loving God (RWCH, 347)  
Letters and Visions of Hadewijch of Brabant (RWCH, 362)  
**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  
Primary Gervase of Tilbury on Prester John (Online)  
The Lives of Mar Yahbh-Allaha and Rabban Sawma (RWCH, 373)  
Kebara Nagast (RWCH, 388)  
The Council of Constance (RWCH, 414) The Council of Florence (RWCH, 415)
May 6, 12:30- 2:30: FINAL EXAM
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: HIST 221*  Course is cross-listed  RELS 221

3. Texas Common Course Number: RELS 221

4. Complete course title: History of Islam

5. Semester credit hours: 3

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

   Current Core: Yes

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

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

9. Number of class sections per semester: 1 (cross-listed with RELS 221)

10. Number of students per semester: 45-50

11. Historic annual enrollment for the last three years:
   - Faculty members on leave 49 (2010-2011)
   - 0 (2011-2012)*
   - 0 (2009-2010)*

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] 3/20/2013

13. Approvals:

   [Signature] 3/18/13

   [Signature] 3/24/13

14. Department Head

   [Signature]

   [Date]

15. College Dean/Designee

   [Signature]

   [Date]

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 221

Date: March 18, 2013

Please accept this memorandum in support of the history department’s request to certify HIST 221: History of Islam 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. For that reason, we have gathered the below data on HIST 221’s annual enrollment over the last six years.

2007/2008=47
2008/2009=0
2009/2010=0
2010/2011=49
2011/2012=0
2012/2013=37
*Also scheduled for Spring 2014

As the above data indicates, the department does have a commitment to scheduling, and there is student interest in taking, HIST 221. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this annual enrollment 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 221) provides a survey of the main political, religious, social and cultural themes in Islamic history and civilization from the time of Prophet Muhammad (ca.600CE) to ca. 1500 CE. It encourages students to observe, evaluate and think critically about the formation of the Islamic tradition as well as its transformation over time across different regions and cultures and its interaction with other traditions and world religions.

---

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 Islam world-wide and the complicated negotiations people undertook to express and define Islam in different social, political and geographical situations from 600-1500CE. Student learning will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions.

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 weekly class discussions of assigned primary source reading material related to the formation of Islamic tradition, its transformation across different regions and cultures and its interaction with other traditions and world religions between 600 and 1500CE. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and written essay questions that analyze written and visual sources (including maps, illuminated manuscripts and material objects).

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

This course will address social responsibility by requiring students to identify (in lectures and reading materials) how cultural differences shaped the definition and expression of Islamic tradition, as well as its transformation, over time and across different regions. It also asks students to reflect on how adherents of Islam interacted with adherents
Texas A&M University
Core Curriculum

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

of other traditions and world religions. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions that analyze written and visual sources (including maps, illuminated manuscripts and material objects).

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 and evaluate (in lectures and reading materials) how choices made by followers of Islam, whether commoners or rulers, shaped the political, economic and ideological parameters of Islam’s expression around the globe. Students will be asked to reflect on how the political, economic and social context of the period under discussion influenced the process of ethical decision-making and whether or not they can use the same ethical decision-making processes in their own lives. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions that analyze written and visual sources.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 221
Texas A&M University
Fall 2010

Instructor: Dr. Sadi Emre (sideemre@tamu.edu)
Class Location: CHEN 106 / Class Hours: Tu-Th, 9:35-10:50AM
Office: 13-GLAS / Office Hours: Th, 3:45-5:00PM and by appointment

TA: Sebastian Arandia (saranndia@tamu.edu)
Office: GLAS-004 / Office Hours: T, 11:00AM-12:30PM and W, 1:00PM-2:30PM.

HISTORY OF ISLAM (ca. 600- ca. 1500 C.E.)

Course Description:
The aim of this course is to introduce students to some of the main themes in Islamic history and civilization from the time of Prophet Muhammad (ca.600 C.E.) to ca. 1500 C.E. We will proceed chronologically and thematically with focus on political, religious, social and cultural events of significance. We will connect our analysis of significant historical events with important primary documents to grasp and question the first-hand versions of what is established as historical fact. The goal here is to observe, evaluate and think critically about the formation of the Islamic tradition as well as its transformation over time across different regions and cultures, alongside its interaction with other traditions and world religions.

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)

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 Islamic civilization from 600 CE-1500CE.
2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in the past history of Islamic civilizations and in present-day human cultures.
4) apply knowledge about the human condition- in the Islamic World’s past and present- to their personal lives and studies.

Course Aim and Objectives:
Very broadly, this course is guided by two primary objectives: First, to introduce students with little or no prior knowledge of Islam, history of Islam and the Middle East to the main religious, political, social and cultural contours of the tradition and its diverse participants. Second, this course aims to guide students in thinking, speaking and writing analytically about Islam and Islamic history. One of our primary goals is to give students conceptual tools, historical information and analytical skills necessary to contextualize Islam in today’s world and make sure that they respond to the events and information they encounter and observe in a critical and knowledgeable manner. During the course of the semester you will watch several documentaries and movies. You will also participate in exercises to evaluate the historical content as well as the narrative qualities of some of controversial audio-visual and narrative sources on Islam and the Middle East.

Required Readings:

*Additional reading materials, such as newspaper articles and extensive selections from other primary or secondary sources, will be posted on the HIST 221 E-Learning site for you to prepare for our bi-weekly in-class discussion sessions.

Recommended Readings:

Attendance Policy:
Regular attendance is of paramount importance for this course. The TA will take attendance each class period based on a seating chart we will distribute and you will sign on the second day of class. Each lecture is designed to build on the information and analysis made in the previous session. Attending a class means that you did the
required readings before Tuesdays and Thursdays, and that you are ready to answer questions and discuss in class. I will handle all absences and any late work related to them according to Student Rule 7. Refer to http://student-rules.tamu.edu/rule7.htm

Three unexcused absences are allowed for the duration of the semester. If you miss one class after that (and that absence is also unexcused), that will result in a two point reduction from your final grade. If you miss a fifth class (and that absence is unexcused), then two more points will be taken off your final grade for this class. More than five unexcused absences will result in an automatic F as the final grade.

Helpful Reading Hints:

1. Remember that this class is an ultra-marathon! This means you have to work doubly hard to prepare well, be patient, and not get intimidated with the hardships on the path.
2. This is a READING INTENSIVE CLASS: Before every class you have to read the assigned textbook pages, primary source materials and be prepared to answer the study questions when asked in class discussion. We will analyze and interpret some sections of the assigned primary materials after each lecture so be prepared.
3. Time management and attention are keys for success: Give ample time to complete readings. You are not familiar with the jargon, historical context, political dynamics and the protagonists. It will take time before you can begin to see the patterns and grasp the inner dynamics of the data. As weekly lectures will focus on both the information given in the textbook, primary materials, and other sources, if you rely solely on my presentation, you will be lost.

Requirements and Grading:

You are required to do all of the readings, watch all the assigned audio-visual materials, as well as read the articles posted on the E-Learning site. You will be evaluated based on three exams and class participation.

*Exams are not comprehensive. They will include multiple-choice, primary source identification(s) and essays. Each will have approximately thirty multiple-choice questions and you will be using a #2 pencil and GREY scantrons to answer them. Data from the Egger book, the study questions on your primary reading materials as well as relevant information pertaining to these materials will be the basis of your multiple choice questions. Questions based on the audio-visual materials you will watch during the course of the semester will also be asked in the multiple choice section. You will also have one and/or two primary source identification question(s) which you will answer in one and/or two short paragraphs. Primary text identification questions will be asked from a variety of sources such as Egger's book, materials covered in class lectures and discussions, and sources available on E-Learning. The last part of your exam will consist of an essay question. You will be given two essay options, and will choose one. Your essay will be written in ink in three to four bluebook pages. Data
from the Egger book, the study questions on your primary reading materials as well as relevant information pertaining to these materials will be the basis for the essay questions. Your essays/paragraphs will be graded on content, clarity, analytical substance, and interpretive ability.

*Class participation* will count for 10% of your grade and will be based on your informed and consistent (at least once every class period) contributions to our Thursday class discussions. I have provided detailed study questions to help guide you in your reading of the primary sources we will discuss each session. I will collect your written answers/notes for those questions at the end of each discussion day and will consider them when calculating your class participation grade. Please note, however, that even detailed responses cannot take the place of your oral contributions in class.

**Grading Scale:**
89.5-100 = A  
79.5-89.4 = B  
69.5-79.4 = C  
59.5-69.4 = D  
59.4 & below = F  

**Grading Summary:**
Participation: 10%  
Midterm I: 25%  
Midterm II: 30%  
Final Examination: 35%

**Extra Credit Option:**  
If you have perfect attendance, meaning you have no unexcused absences, then you get two extra credit points added to your final class average. There are no exceptions on this rule.

**Classroom Behavior**  
Always remember that Aggies are respectful and well-behaving to their class mates and to their instructors. I will not tolerate any behavior that disrupts the flow of our class and goes against respectful rules of conduct. Please do not use your cell phones to talk or send messages during class sessions.

**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:

Course Schedule:

Important dates:
MIDTERM I: October, 14 Thursday
MIDTERM II: November, 18 Thursday
THANKSGIVING HOLIDAY: November, 25 Thursday = NO CLASS!
LAST DAY OF CLASS: December, 7 Tuesday
FINAL EXAM: December 10 Friday, 12:30-2:30PM

WEEK 1
August 31
General Introduction, organizational introduction for the course, discussion of the syllabus will be given. In the second half of the class we will be watching selections from PBS documentary Islam, Empire of Faith: Produced and directed by Robert Gardner; writers, Jonathan Grupper (series writer), Patrick Prentice (head writer), Richard Roughton (writer, episode one); a Gardner Films production in association with PBS and Devilier Donegan Enterprises. Publisher: [Alexandria, Vir.]: Distributed by PBS Home Video, [2004]

September 2
PBS documentary Islam, Empire of Faith, continued

WEEK 2
September 7:
Pre-Islamic World (500-610 C.E.) Lecture focus: Introduction of terms, protagonists, basic concepts, setting the stage and historical background to the Near East before advent of Islam. Topics: Origins and Arabia on the eve of Islam: Judaism, Christianity Zoroastrianism, Manichaeism and Paganism within the context of the Byzantine Empire, its rival the Persian Sasanian Empire, and Arabian Peninsula before Islam's emergence.

September 9:
Primary Source Readings posted on E-Learning: Sources on the pre-Islamic world and its peoples
Study Questions:
1. Having done the assigned readings, how would you describe the main features of the social, cultural and religious and economic life of the majority of the inhabitants of the Arabian peninsula prior to the rise of Islam and its relationship to the wider Near East at that particular time? What are the hardships do you face in answering questions on the pre-Islamic Arabian Peninsula and what are the difficulties facing the historians of this period?
2. When reading the primary source selection titled “Theophanes, The Confessor (d. 818), Chronographia (or "Chronicles") covering the years 616-629” answer these questions: How can you describe the nature of the conflict between Byzantine Empire (the Romans), the Sassanid Persians and others? Who emerges victorious in this confrontation and why? What are the messages Theophanes intended for his audiences who had access to his account of the Byzantine victory?

3. When reading the primary source selection titled “The History of Ja'far al Tabari (d. 923 C.E.) on Persia and Yemen” answer these questions: What does Al-Tabari’s History tell us about the relations between Arabs and civilizations that they interacted with during the pre-Islamic period? Considering that some of narratives were written approximately 450 years after the events transpired, how did the messages resonate with later audiences? What can these narratives tell or hide about the spread of Judaism and Christianity, as two major monotheistic predecessors to Islam, into Arabia during the time of and before the emergence of Islam?

WEEK 3
September 14:
The rise of Islam: and the Mission of Prophet Muhammad in Mecca (610-622 C.E.):
Topics: Muhammad’s life, family; His early prophetic career with reference to primary sources; Meccan society, political, economic and spiritual life of the Arab tribes prior to the rise of Islam; introduction to the literature and culture that Muhammad inherited; Qur’an; biographies of Muhammad.

September 16:
Primary Source Readings posted on E-Learning: Pre-Islamic Arabia and the origins of Islam in Mecca
Study Questions:
1. What was the role of Mecca in the political, economic and spiritual life of the Arab tribes prior to the rise of Islam?
2. What did Muhammad change? How did he challenge the political and social authorities of the Meccan communities?
3. When reading the primary source selection titled “Pre-Islamic Arabia and the origins of Islam in Mecca: Selections of pre-Islamic and poetry from „Antara, Thabit, al-Khansa” (ca. early sixth/seventh century C.E and Ibn al-Kalbi (d.817)” answer these questions: What does the pre-Islamic literature say about the values and customs of the Arabian world? What do these folks practice? Do you see problems in interpreting these sources and why?
4. When reading the primary source selection titled “Pre-Islamic Arabia and the origins of Islam in Mecca: Al-Qur’an (the Recitation), verses from the Meccan period (ca. 610-622 C.E., including chapters 1, 19, 26, 53, 80, 81, 95, and 96)” answer these questions: What types of messages did these early verses convey? Who is the audience? Can you see references to other monotheistic traditions in these verses? How different and/familiar is the Qur’an for you?
5. When reading the primary source selection titled "Pre-Islamic Arabia and the origins of Islam in Mecca: Selections from the Sirat Rasul Allah (Biography of the Messenger of God) compiled by Ibn Ishaq (d. 768) and edited by Ibn
Mecca from the *Tarikh al-rusul wa‘l-muluk (History)* of al-Tabari (d. 924)* answer these questions: What can you say about the ways in which these narratives add to our knowledge of the pre-Islamic context? What were the characteristics of the populations in the Arabian Peninsula before Muhammad? How authentic are these sources? Who were Muhammad’s enemies during the early period of his career? Do these narratives help you to understand some ideas in the Qur’anic verses you read?

**WEEK 4**

**September 21:**
Second phase of Muhammad’s prophetic career:
The formation of the Islamic community in Medina and the death of a prophet (622-632 C.E.): Topics: Later prophetic career of Muhammad with reference to primary sources; biographies of Muhammad; The significance of Hijra; The death of Muhammad and the shock of the ummah.

**September 23:**
Primary Source Readings posted on E-Learning: The Prophet Muhammad’s career in Medina.
Study Questions:
1. When reading the primary source selection titled “The Prophet Muhammad’s career in Medina: Al-Qur’an (the Recitation), verses from the Medinan period (ca. 622-632 C.E., including chapters 2, 4 and 24” answer these questions: How does the selection from Chapter 2 (the Cow) provide commentary on the interactions between the various monotheistic communities of Arabia? What problems Chapter 24 (the Light) addresses for the early community?
2. When reading the primary source selection titled “The Prophet Muhammad’s career in Medina: Selections from the Sirat Rasul Allah (Biography of the Messenger of God) by Ibn Ishaq (d.768?) and Ibn Hisham (d.834)” answer these questions: What were some of the arrangements negotiated between the early Muslim community and the people of Medina? Was this damaging on the existing order? In what ways the discussion on the Qur’anic verses reflect on the tension between the ummah and Jewish communities of Medina? Was the peace of Hudaybiya in 628 C.E. discussed in Ibn Hisham as a source of victory for Muhammad?
3. Why/w hy not?
4. When reading the primary source selection titled “The Prophet Muhammad’s career in Medina: Selections on Muhammad’s activities as political and religious leader in Medina from the *Tarikh al-rusul wa‘l-muluk (History)* of al-Tabari (d.923), History compiled in ca. early 900s” answer these questions: What are the political and religious problems that challenged Muhammad in Medina? Were there problems in his community? How were those addressed? How do these texts communicate with the issues raised in Chapter 24 (the Light) of the Qur’an? Why was the final pilgrimage of Muhammad important for al-Tabari? What are the main points of emphasis in al-Tabari’s narrative?

**WEEK 5**
September 28
After Muhammad: Establishment of the Islamic Empire, The Rightly Guided Caliphs and Muslim expansion (632-661 C.E.) Topics: The expansion and conquest of the ummah during the rule of the first four Rightly Guided caliphs, 632-661 C.E.; introduction to the Umayyad dynasty
Readings: Egger v.1, pp. 33-44.

September 30
Primary Source Readings posted on e-Learning: The Rightly Guided Caliphate, 632-656 C.E.
Study Questions:
1. What were the main challenges which the ummah faced in the aftermath of 632 and what were the responses?
2. When reading the primary source selection titled "The Rightly Guided Caliphate, 632-656 C.E.: Selections from al-Tabari's History on the activities of Abu Bakr (d.634) and 'Umar b. al-Khattab (d.644) as successors to Prophet" answer these questions: Why was Muhammad's death so traumatic an experience for the ummah? How was the problem of succession solved? What were the problems that the Muslim armies and leaders faced in the wake of their defeat by the Sassanid Persian army in Mesopotamia? Why was 'Umar obligated to create pay systems, and military registers and what were the issues that arose from his executive decision-making process?
3. When reading the primary source selection titled "The Rightly Guided Caliphate, 632-656 C.E: Theophanes the Confessor's (d. 818 C.E.) views on the history of the Arab conquests under the early caliphs; with texts of early peace treaties between Arabs and non-Muslims" answer these questions: How knowledgeable was Theophanes on Muhammad's career? Do you find his data valuable or not? Why? How does Theophanes' narrative tackle with the mistakes done by the Byzantine leaders as they confronted the Arab invasions? What elements characterized the texts of various peace treaties drawn up among Arab leaders, towns and regions they captured?
4. When reading the primary source selection titled "The Rightly Guided Caliphate, 632-656 C.E.: Selections from al-Tabari's History on the evolution of the Caliphate under Caliph 'Uthman b. Affan (d.656)" answer these questions: Why did 'Uthman come to be a controversial persona in the early Islamic History? How does the author present 'Uthman as distinctive from his predecessor, 'Umar, as the caliph of the ummah? What kind of developments and issues complicated 'Uthman's attempts to administer the early Islamic Empire?

WEEK 6
October 5
Umayyads and "Abbasids; the Establishment of Sectarianism (661-800 C.E.)
Topics: The rule of the Syrian Umayyad monarchy, 661-750 C.E.; development of sectarianism in the ummah; Ideological split between supporters of community consensus versus the partisans of 'Ali; Interpretations of how the ummah should be ruled; Fitna wars; Problem of authority; Kharijites, Sunnis and Shi‘is; Introduction to the Abbasid Revolution and its impact.
Readings: Egger v.1, pp. 44-84.
October 7
Primary Source Readings posted on E-Learning: The first civil war and the Umayyad Caliphate.
Study Questions:
1. When reading the source selection titled “The first civil war and the Umayyad Caliphate: Selections from al-Tabari’s History on the origins of the First Civil War in 656-657 C.E., followed by various anecdotes and Umayyad-period correspondence” answer these questions: Why did Ali’s position pose a challenge in 656 C.E. as he assumed power? How did the mission of Muhammad’s wife, A’ishah and her supporters demonstrate the conflicts rising within the ummah? What do these narratives hint with reference to the concerns of the Umayyad rulers at this time? What roles did non-Muslims or non-Arabs play in these concerns?
2. When reading the source selection titled “The first civil war and the Umayyad Caliphate: Non-Muslim historical reports on Umayyad administration, Theophanes the Confessor (d. 818), Dionysius of Tel-Mahre (d. 845) and Ibn al-Athir (d. 1234) on reflections of the Arab-Byzantine world in coinage and architecture” answer these questions: According to these sources why was there an increase of conflict during this period of Islamic history? Why was the coinage reform important to the Byzantines and the Umayyads? How would you characterize the coinage and architecture of the Umayyad period? Does it represent a continuum or departure with respect to earlier traditions?
3. When reading the source selection titled “The first civil war and the Umayyad Caliphate: Selections from al-Tabari’s History on the reign of Mu’awiya b. Abu Sufyan (d. 680) and his followers” answer these questions: How did Mu’awiya’s governors like Ziyad b. Abihi try to solve conflicts, such as rebellion and sedition in the cities of Iraq? Why did the appointment of Yazid b. Mu’awiya as direct heir to the Umayyad throne prove to be a controversial act? How can we define Mu’awiya’s reign? What were his points of success, where did he fail?

WEEK 7
October 12:
Umayyads and Abbasids; the Establishment of Sectarianism (661-800 C.E.) – Continued Topics: Problem of authority; Kharijites, Sunnis and Shi’is; The Abbasid Revolution, and its impact.
Readings: Egger v.1, pp. 44-84.
Study Questions:
1. When reading the source selection titled “The Abbasid Revolution and the Sunni-Shii split: Various sources on the rebellions against the Umayyad dynasty and its representatives” answer these questions: What do these anecdotes tell us about the problems faced by the later Umayyad dynasty? How did they face these challenges? What were the main problems that fuelled various rebellions in the later Umayyad period? How do you regard these sources?
2. When reading the source selection titled “The Abbasid Revolution and the Sunni-Shii split: The History of al-Tabari (d. 923) and the Chronographia of Theophanes the
Confessor (d. 818) on the origins of the „Abbasid revolution and its victory under Abu’l-„Abbas and his successors” answer these questions: How did Abu Muslim (d. 755) rebel against the Umayyads? How did Abu’l-„Abbas al-Saffah (d.754), the first „Abbasid caliph, justify the right of his partisans to seize the control of the Islamic empire? What does Theophanes” narrative add to the existing knowledge of the „Abbasid revolution and why was he intensely interested in the revolution? In your opinion did the condition of the Byzantine Empire affect his perspective?

3. When reading the source selection titled “The Abbasid Revolution and the Sunni-Shi’i split: The History of al-Tabari on the killing of Abu Muslim and the revolt of the various early Shi’a partisans” answer these questions: Why did the second „Abbasid caliph Abu Ja’far al-Mansur (d.775) view Abu Muslim as a rival and order his death and why did this order prove to be problematic for the „Abbasids? What were the major points of contention between Abu Ja’far and the „Abbasid ruling house from the partisans of the house of „Ali under Muhammad b. „Abdullah (d. 762)? How do these narratives interpret the problem of a final split between the Sunni and the Shi’a sects of Islam?

October 14: MIDTERM I

WEEK 8
October 19:
Introduction to the Political Fragmentation of the Abbasid Caliphate (800-1050 C.E.):
Topics: The golden age of the Islamic authority under the „Abbasid Caliphate; The legacy of the „Abbasids for Islamic history and civilization; Sources on the „Abbasids; Introduction to the political decentralization and fragmentation in the Muslim world; Sunni-Shi’i Caliphates; Sources on Medieval Islamic Spain, Buyids and Fatimids.

October 21:
Primary Source Readings posted on E-Learning: The Abbasid Caliphate at the height of its power.
Study Questions:
1. When reading the source selection titled “The Abbasid Caliphate at the height of its power: Arab geographer al-Ya’qubi (d.897) on medieval Baghdad in his Kitab al-Buldan (Book of lands); recollections of „Abbasid times in Abu „Ali al-Tanukhi (d.995) Nishwa: al-Muhadara (Judge’s Table Talk)” answer these questions: Why did the Abbasid capital Baghdad attract such fame in medieval times and how does al-Ya’qubi”s description of the city provide insight on „Abbasid politics? What can the anecdotes such as al-Tanukhi reveal about the „Abbasid period? What are the themes that dominate al-Tanukhi”s stories?
2. When reading the source selection titled "The Abbasid Caliphate at the height of its power: The History of Abu Ja’far al-Tabari (d. 923) on the fall of the Persian Barmakid vizier’s and selections from Alf Layla wa Layla (One Thousand One Nights, late ninth century?)” answer these questions: Among the numerous narratives that depict the fall of the Barmakid vizier Ja’far b. Yahya and his family, which ones are most interesting? Why did Ja’far b. Yahya”s story important for Al-Tabari and to later generations? How does One Thousand and One Nights portray „Abbasid rulers
and their viziers? Can you connect Al-Tabari’s account and the One Thousand and One Nights?

3. When reading the source selection titled “The Abbasid Caliphate at the height of its power: Abu ‘Ubayd al-Qasim b. Sallam (d.837) on Cyprus in the Kitab al-Amwal (The book of Taxation) and al-Tabari on policies of the Abbasid Caliphs Harun al-Rashid and Abdullah al-Ma’mun” answer these questions: What was the administrative decision made on the case of the island of Cyprus and what logical position was taken by the jurists to make that decision? Why did Harun al-Rashid come to his particular decision on the succession issue, why did it fail? Why were the theological debates about the Qur’an so important to caliph al-Ma’mun and why was his position controversial among his contemporaries?

WEEK 9
October 26:
Political Fragmentation of the Abbasid Caliphate (800-1050 C.E.): Topics: Political decentralization and fragmentation in the Muslim world; Sunni-Shi’i Caliphates; Sources on Medieval Islamic Spain, Buyids and Fatimids.
Readings: Same as last week, Egger v.1, pp.85-113, 139-144 and 154-171

October 28:
Primary Source Readings posted on E-Learning: Political fragmentation in the medieval Islamic world.
Study Questions:
1. When reading the source selection titled “Political fragmentation in the medieval Islamic world: Al-Tabari’s History on the rise of sectarian movements such as the Zanj and Qaramita revolts under the later Abbasids” answer these questions: What strategies did Isma’ili Shi’ite leader Ali b. Muhammad b. Ahmad use to challenge the Abbasid caliphate, and what does this tell us about ninth century Iraq? Why was the Qarmatian movement hated and feared by the Abbasids? Can we consider al-Tabari a reliable source on the history of these anti-Abbasid movements?
2. When reading the source selection titled “Political fragmentation in the medieval Islamic world: Sunni theorists Ibn Batta (d.997), Abu’l-Hasan al-Mawardi (d.1057), and Fatimid Shi’ite missionary Abu’l-Fawaris Ahmad b. Ya’qub (d. ca. 1017) interpret theories of political authority in Islam and the Imamate” answer these questions: How did Sunni writers like Ibn Batta and al-Mawardi define the rights and duties of the Imam and his subjects? In what ways does Abu al-Fawaris’ understanding of the Imamate, as a Shi’ite missionary, differ from that of Ibn Batta, al-Mawardi and the Sunni Muslim consensus? How do these writers back their assertions on the nature of the Imamate, which construction of authority was more compelling to the contemporary Muslims?
3. When reading the source selection titled “Political fragmentation in the medieval Islamic world: Various Muslim and Jewish sources on the history of the Spanish Umayyad caliphate from the eighth to the eleventh century C.E.” answer these questions: Relying on the sources you have read, explain how Spain’s political and religious position is different, and in some ways, unique when compared to the rest of the Islamic world? What role did the prominent Jewish members of the community
play in the Umayyad caliphate in Spain and how can we define the Muslim relations with non-Muslim groups?

WEEK 10
November 2:
The Saljuq Turks (1000-1200 C.E.); non-Muslims in Islamic culture and civilization
Topics: Central Asian migrations into Islamicate lands, coming of the Turks; sources on Turkish incorporation into the Islamic world; non-Muslim participation in commercial and rural life and its sources.
Readings: Egger v.1, pp.145-154 and 229-256

November 4:
Primary Source Readings posted on E-Learning: The Great Turkish Migrations and the Saljuq Turks and Non-Muslims and daily life in the medieval Islamic world.
Study Questions:
1. When reading the source selection titled “The Great Turkish Migrations and the Saljuq Turks: The Arab essayist al-Jahiz (d.869) writes on the “Merits of the Turks” and Yusuf Khass Hajib (fl.ca. 1070) writes the Kutadgu Bilig (Wisdom of Royal Glory), a counsel manual for a Turkish speaking ruler” answer these questions: How does al-Jahiz justify the role of Turkish soldiers in Islamic society and why do you think he wrote this text towards the end of his life? According to Yusuf Khass, what are the factors that make a good army commander, secretary and treasurer? Are these qualities mutually compatible across the three positions? Do you think both of these works illustrate a synthesis between an ethnic-Turkish ruling class and their subjects by the end of the eleventh century? If so, how is that synthesis working?
2. When reading the source selection titled “The Great Turkish Migrations and the Saljuq Turks: Selection from the chronicle of Zahir al-Din al-Nishapuri (d. 1175), the Saljuq-nama (Story of the Saljuqs)” answer these questions: Why did the Saljuqs begin migrating from Central Asia and how did they establish themselves in Muslim lands? What were the reasons for the failure of the Ghaznavids, as rival ethnically Turkish dynasty, according to this text? What problems did the early Saljuq state face during the reign of Tughril Bey (d.1063) and how were those challenges met?
3. When reading the source selection titled "The Great Turkish Migrations and the Saljuq Turks: Selections from the universal history of Ḥāṣib al-Dīn ibn al-Athīr (d.1233), al-Kamil fi‘l-tarikh (The Complete History) and selections from work of Saljuq vizier Nizam al-Mulk (d.1092) Siyāsah-nama (Tract on Governance)" answer these questions: Why do you think Ibn al-Athir placed emphasis on policies of both the Saljuq Sultan Malik Shah and his grand vizier Nizam al-Mulk (both d. 1092) in his text? How did the deaths of Saljuq Sultan Malik Shah and his grand vizier Nizam al-Mulk impact the Saljuq state? Who do you think Ibn al-Athir favors and why? How can we characterize the Persian vizier Nizam al-Mulk’s political philosophy based on the readings from his Tract of Governance?
4. When reading the source selection titled “Non-Muslims and daily life in the medieval Islamic world: Abbasid diplomat Ibn Fadlan (ca. 922) and the Arab geographer al-Mas‘udī (d.956) report on the frontier zones of the Islamic world” answer these questions: What was Ibn Fadlan’s reaction to the peoples from the Rus and the northern frontier of the Islamic world and how did he communicate them?
How did the Khazar peoples differ from the Rus and how would you characterize these frontier communities? What does al-Mas'udi tell us about Arab-Byzantine relations during the medieval period of Islamic history and their frontiers?

5. When reading the source selection titled “Non-Muslims and daily life in the medieval Islamic world: Various sources on the experiences of non-Muslims, especially Jewish communities under Muslim rule during the medieval period (ca. seventh to twelfth centuries)” answer these questions: What is the general legal framework by which dhimmis (non-Muslim subjects) came to be administered in Muslim societies? In what ways the realities of everyday life differ from the depiction of these rules? What are the dynamics between medieval Jewish and Muslim communities and how did that differ from the relationship patterns from the time of Muhammad?

6. When reading the source selection titled “Non-Muslims and daily life in the medieval Islamic world: The Arab essayist al-Jahiz (d. 869) and ruler Kaykaus b. Iskandar (d. after 1082) on medieval period slavery, Persian joke book (The Kulliyat) of „Ubayd-e Zakkani (d.1370)” answer these questions: In what ways do these depictions of slavery and slaves differ from what you had learnt in your American history classes? Do you think these narratives can tell us something different about medieval Islamic society that go beyond practices in regard to slavery? What do you think about the jokes of „Ubayd-e Zakkani? Do you think his tongue is sword-edged?

WEEK 11
November 9:
Islamic Law, Philosophy, Mysticism and Intellectual life Topics: Formation of Islamic law, sects, and schools of thought
Readings: Eggert v.1, pp.114-138 and 199-228

November 11:
Primary Source Readings posted on E-Learning: The development of Islamic law and theology.
Study Questions:
1. When reading the source selection titled “The development of Islamic law and theology: Prophetic traditions collections (pl. Ahadith- hadith) of al-Bukhari (d.870), Shi“ite traditions from Ibn Babawayh (d.991), and the Forty-Two Traditions of al-Nawawi (d.1277)” answer these questions: How do the hadith traditions of al-Bukhari (d.870) differ from the content of the Qur’an that you read earlier in the semester and what topics do you see emerging in the hadith collections? How do the Shi“ite hadith traditions differ from those of Sunni compilers like al-Bukhari? Why do you think the collection of traditions from al-Nawawi became popular in the Muslim world?

2. When reading the source selection titled “The development of Islamic law and theology: Early Muslim scholar and founder of a school of Islamic law al-Shafi‘i (d.820), Spanish Muslim scholar Ibn Hazm (d.1064) and the legal decisions (fatwas) of al-Nawawi (d. 1277)” answer these questions: According to al-Shafi‘i what are the sources of Islamic law, and how should they be ordered and ranked? What is the role of ijtihad and jima‘ in Islamic law? To what type of need do you think Ibn Hazm is responding when he discusses the formation of the Maliki School of law in the early
centuries of Islam? What is his main point? What kinds of questions was al-Nawawi asked by the public, what kind of strategies did he adopt to answer them and what can we gather about the formation of the *Shari'ah* through his arguments?

3. When reading the source selection titled “The development of Islamic law and theology: Theological work of al-Ash‘ari (d. 935), the political writings of al-Mawardi (d.1057) on judges and various observers of the legal and theological tradition in everyday life” answer these questions: Why did al-Ash‘ari dislike the theological arguments of groups like the *Mu'tazila* (rationalists) and the *ahl-al qadar* (advocates of predestination of souls) and how was the idea of *bi-lu kuyfu* (without knowing how) employed to challenge them? Why are creeds, such as the ones al-Ash‘ari gives, were considered an important thing to develop by the period of early 900s in Islamic history? What were some of the qualifications necessary for being a judge in an Islamic polity and how do you consider judges and theologians might have been regarded by the public?

**WEEK 12**

**November 16:**

Islamic Law, Philosophy, Mysticism and Intellectual life – Continued Topics: The role of philosophy, mysticism and institutions of learning in the development of Muslim intellectual life.

Readings: Same readings as last week, Egger v.1, pp.114-138 and 199-228

Primary Source Readings posted on E-Learning: Philosophy and Islamic Mysticism (Sufism) in Medieval Islam.

Study Questions:

1. When reading the source selection titled “Philosophy and Islamic Mysticism (Sufism) in Medieval Islam: Anonymous author of the famous mystic Mansur al-Hallaj (d.922), and Ibn al-„Arabi’s (d.1240) biographies of his mystical teachers in Spain” answer these questions: Why was al-Hallaj eventually put to death? What type of threat did the pose to the „Abbasid society? Why do you think al-Hallaj’s spirituality was received with curiosity and enthusiasm among Muslim peoples? What were some of the tensions that could emerge between mystics and the communities they lived in, why does Ibn al-„Arabi criticize many of the Islamic jurists and theologians of his time?

2. When reading the source selection titled “Philosophy and Islamic Mysticism (Sufism) in Medieval Islam: The political philosophy of al-Farabi (d.950) and the autobiography, career of Ibn Sina (Avicenna, d. 1037) with the continuation of his biographical notice by his pupil Abu „Ubayd al-Juzjani” answer these questions: What was al-Farabi’s agenda? Do you think a Muslim intellectual could find his ideas controversial and his political philosophy challenging, if so why? How does Ibn Sina’s self-perception differ than from the description of his student al-Juzjani, who actually completed his biography? What does his account tell us about the intellectual climate of the medieval Islamic civilization by the end of the 10th century C.E.? Do you consider Ibn Sina solely as a philosopher?

3. When reading the source selection titled “Philosophy and Islamic Mysticism (Sufism) in Medieval Islam: Debated points of view between the great Muslim philosophers al-Ghazali (Algazel, d. 1111) and Ibn Rush (Averroes, d. 1198)” answer these questions: Why does al-Ghazali ultimately reject logic and reason as guides to
ultimate truth and why do you think this vision proved so compelling for later
generations of Muslims? How do the politics of these men’s worlds get reflected on
their intellectual productions? How do Ibn Rush’s ideas on philosophy and religion
differ from those of al-Ghazali and which of the two positions do you find more
convincing? Why?

November 18: MIDTERM II

WEEK 13
November 23:
Crusaders and Mongol Invasions; the legacy of outside non-Muslim invasions Topics:
The Crusades of Latin Europe, Crusader Kingdoms, Muslim responses to the crusades;
Mongol invasions and the collapse of the medieval Islamic world.
Readings: Egger v.1, pp. 172-198
Primary Source Readings posted on E-Learning: The Crusades and their legacy for the
Muslim World.
Study Questions:
1. When reading the source selection titled “The Crusades and their legacy for the
Muslim World: Accounts of the Latin West: Life of Charlemagne by Einhard (d.840)
and various ecclesiastical activities and councils, two versions of Urban II’s sermon
summoning the First Crusade and the Alexiad of Byzantine historian and princess
Anna Komnena (d.1153) and the Gesta Francorum (ca.1100)” answer these questions:
How does Einhard and Frederick’s accounts of the career on Charles the Great
(d.814) shed light on the expansion of Christianity in early medieval Europe and what
were the perceptions on this later on? What do the arrangements characterizing the
“Peace of God” contribute to the situation surrounding the calling of the Crusades by
Pope Urban II? What were the responses of the Byzantine leadership to the coming of
the Latin Crusaders? What was Anna Komnena’s reaction to the coming of the
Western Europeans? Based on these narratives how do you characterize the rifts
between the Byzantine and Latin understanding of the Crusades?
2. When reading the source selection titled “The Crusades and their legacy for the
Muslim World: Three accounts of the Crusades: Chronicler Ibn al-Athir (d.1234) on
the First Crusade; Arab chronicler and fronton warrior „Usama b. al-Munqidh
(d.1188); and „Imad al-Din al-Isfahani (d.1201) on the re-conquest of Jerusalem by
Salah al-Din al-Ayyubi in 1187” answer these questions: According to Ibn al-Athir,
what were the factors that resulted in the victory of the First Crusade and its
establishment of Crusader states in the region of Jerusalem? What are the main
characteristics of the social environment of the eastern Mediterranean in the era of
the Crusades according to „Usama b. al-Munqidh? What are „Usama”s ideas on the
culture of the newcomers and does he see all “Franks” and Crusaders under the same
light? If you examine the Muslim chronicler
„Imad al-Din al-Isfahani”s account on the victory of Salah al-Din”s (Saladin) over the
Franks at Jerusalem, how would you depict Salah al-Din?

November 25: THANKSGIVING HOLIDAY
WEEK 14

November 30
Mongol Invasions; the legacy of outside non-Muslim invasions – Continued Topics:
Mongol invasions and the collapse of the medieval Islamic world.
Readings: Egger v.1, pp. 172-198

December 2
Primary Source Readings posted on E-Learning: The Mongol Empire and the collapse of the Islamic East.
Study Questions:
1. When reading the source selection titled “The Mongol Empire and the collapse of the Islamic East: Anonymous Mongol author, the Secret History of the Mongols, written ca.1230s, both Chinese and Mongol versions” answer these questions: What does the conflict between Temujin (Chinggis Khan) and Jamughia reveal about the political and social context of Mongol life before their unification in 1206? How did Chinggis Khan’s decision to attack eastern Islamic lands spark political controversy among his own people and what does this tell us about the political and social dimensions of the Mongol interests in history? Do you think that the author of the Secret History has a definitive perspective in his reporting on Chinggis Khan’s life? If so, what is it and how does it affect the history?
2. When reading the source selection titled “The Mongol Empire and the collapse of the Islamic East: Muslim historians Rashid al-Din (d.1317) and „Ala al-Din „Ata Malik al-Juvayni (d.1283) write on Mongolia and their subsequent rule over the Near East and Eurasia” answer these questions: How do the Muslim historians present the Mongol conquests in their respective works? Do you see any tension? What intelligent insights can we gather on the nature of Mongol rule over the eastern regions of Islamic world during the late 13th and early 14th century? What are the main differences between the Muslim perspectives on the Mongol activities from those expressed in the Secret History?
3. When reading the source selection titled “The Mongol Empire and the collapse of the Islamic East: Various Russian chronicles on the Mongol conquests and their subsequent administration; the account of Roman Catholic emissary Willem van Ruysbroeck (d.1295) and his journey to the Mongol capital at Karakorum in his Itinerarium” answer these questions: What was the reaction of the conquered Russians to the Mongol conquests and do the sources reveal a change over time in the relationship between the two groups? What was Mongol society like in Karakorum during the 1250s and what was Friar Ruysbroeck’s reaction to it? What subjects interested him most? How did the great Mongol Khan Mongke (referred to as Mangu, d. 1259) describe his beliefs and ideas to Ruysbroeck and are there problems in the interpretation of this narrative?

Reassigned Day:

December 7:
Post Mongol World and the disastrous 14th century
Topics: Contours of the post-Mongol world; Mamluk Egypt and Anatolia; The disastrous fourteenth century in world history and the end of the Pax Mongolica
Study Questions:
1. When reading the source selection titled “Contours of the post-Mongol World: Egypt and Asia Minor, Shams al-Din Ahmad-e Aflaki’s (d.1360) hagiography of Baha’ al-Din-e Valad (d.1231), a refugee from the Mongol invasions in Asia Minor, from his Mangeb-e ‘Arifin” answer these questions: How does the author’s biography of Baha’ al-Din-e Valad reflect upon the experience of those displaced by the Mongol invasion, and how does he assign blame for the disaster? How does this biography reflect on the relationship between religious and political leadership in the post-Mongol world? What role does Baha’ al-Din-e Valad’s son Jalal al-Din Rumi play in the narrative and why might this source pose challenges for the historian?
2. When reading the source selection titled “Contours of the post-Mongol World: Writings and Poetry of Mevlana Jalal al-Din Rumi (d.1273), famed Sufi mystic of Asia Minor under the later Rum Saljuqs” answer these questions: How did the historical context of the post-Mongol world influence Rumi’s poetry and why do you think he is still a very popular figure? What are the points in Rumi’s stories and how did they pose a challenge to the established wisdom and traditions of the Islamic world up to that time? What kinds of thinking or policies did Rumi advocate with regard to the Mongol Ilkhanid powers sweeping in from the east?
3. When reading the source selection titled “Contours of the post-Mongol World: Mamluk scholar Taqi al-Din b. Taymiyya’s (d.1328) and Ahmad b. ‘Ali al-Maqrizi’s (d.1442) work on the Mamluk economics, Ighyat al-ummah bi-kashf al-ghummah (Help for the Community by Examining its Distress)” answer these questions: What do you think the purpose and goal of Ibn Taymiyya’s letter to the King of Cyprus was and how would you characterize the tone of the letter? What does Ibn Taymiyya introduce the subject of the Mongols into the letter and what role do they play in his arguments? What kinds of economic and political problems did Egypt have under the Mamluk rulers from 1260 up to al-Maqrizi’s own time (ca. 1405)? How do you regard his assessment of the problems?
4. When reading the source selection titled “Collapse of the Islamic World: Fourteenth century disasters: Various sources on the impact of the Black Death in Egypt, North Africa and England; North African historian and sociologist Ibn Kahlidun’s (d.1406) al-Muqaddima (the Introduction to History), written ca. 1370s” answer these questions: What kind of impact did the Black Death have on the psychologies of both elites and ordinary people in the region of Egypt and North Africa? What role do the Bedouin, or nomadic peoples play in Ibn Kahlidun’s ideas about history and what role does the idea of “group feeling and solidarity” play in his thought processes? How is Ibn Kahlidun’s work (he is regarded as the father of the discipline of sociology) a product of the fourteenth century in which he lived? What does the comparison of the charts of respective Black Death pandemics in England and Egypt reveal? How do you explain what you see?
5. When reading the source selection titled “Collapse of the Islamic World: Fourteenth century disasters: Selection from Persian chronicler Ahmad b. ‘Arabshah’s (d.1450) biography of Timur-e Leng (Tamerlane, the lame)” answer these questions: How did Timur-e Leng establish himself as a regional power in the
area of Transoxiana (modern-day Uzbekistan and Afghanistan)? How did he defeat the
Golden Horde in Central Asia? How did Ibn „Arabshah view Timur-e Leng and why do
you think he took the position he did?
6. When reading the source selection titled “Collapse of the Islamic World:
Fourteenth century disasters: Various sources on Timur-e Leng”s reign and activities:
Timur”s historian Nizam al-Din Shami (fl.ca. 1392); the historian Ibn Khaldun (d.1406)
and the embassy of the Spanish diplomat Ruy Gonzales de Clavijo (d.1412)” answer
these questions: How do Nizam al-Din Shami (writing around 1392) and Ibn
Khaldun”s views on Timur-e Leng differ from those of Ibn „Arabshah and why? How
did Ibn Khaldun &lt;Timur-e Leng into his theories of history? What was the Spanish
emissary Clavijo”s impression of Timur”s court and capital city at Samarqand, and did
his impression differ from that of his Muslim contemporaries?

December 10 Friday: FINAL EXAM, 12:30-2:30PM
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: HIST 234

3. Texas Common Course Number:

4. Complete course title: European Military History, 1630-1900

5. Semester credit hours: 4

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

9. Number of class sections per semester: 1

10. Number of students per semester: 100-110

11. Historic annual enrollment for the last three years:
   - 0 (2011-2012)*
   - Faculty members on leave
   - 114 (2010-2011)
   - 96 (2009-2010)

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 3/7/2013
   - Approvals:
   - Date 3/18/13

14. Department Head
   - Date 3/20/13

15. College Dean/Designee
   - Date

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

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 234

Date: March 18, 2013

Please accept this memorandum in support of the history department's request to certify HIST 234: European Military History, 1630-1900 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. For that reason, we have gathered the below data on HIST 234’s annual enrollment over the last five years.

2007/2008=185
2008/2009=100
2009/2010=96
2010/2011=114
2011/2012=0
*Also scheduled for Fall 2013

As the above data indicates, the department does have a commitment to scheduling, and there is student interest in taking, HIST 234. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this annual enrollment 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 234) provides a survey of the relationship between war and social change in Europe from the end of the Middle Ages through the end of the twentieth century. It is based on the premise that the ways in which a society makes war reflect structures within that society and that we can only understand war by looking at the societies that engage in them. The course deals with armed conflict and the impact of war on groups that have not traditionally taken part in organized violence (women, children, and other non-combatants) to understand the evolving relationships between the front line and the home front, and the development of the modern European state system, which has in many ways been a product of the shifting military fortunes of dynasties, states, and nations over the past several centuries.

---

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 accounts written by participants in war, secondary source materials and a film. It does so to encourage students to consider how the ways in which a society makes war reflect structures within that society, and the impact of war on groups that have not traditionally taken part in organized violence (women, children, and other non-combatants). Student learning will be evaluated through quizzes, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

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

This course will address the development of application of communication skills by requiring students to interpret and evaluate lecture, primary source accounts written by participants in war, secondary source materials and a film. Students will be asked to discuss and write about the relationship between war and social change in Europe from the end of the Middle Ages through the end of the twentieth century and also how shifting military fortunes influenced the development of the modern European state system states over the past several centuries.
Texas A&M University

Core Curriculum

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

Student learning will be evaluated through quizzes on the readings, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

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

This course will address social responsibility by requiring students to identify and synthesize (through lectures, reading materials and a film) how cultural differences shaped the definition and expression of war and its relationship to the development of the modern European state system and civilian and soldiers participation in it. Students will be asked to reflect on how the different ethical decision making processes discussed in class can or can not be applied to their own lives. Student learning will be evaluated through quizzes on the readings, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

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 and evaluate (through lectures and reading materials and a film) how choices made by individuals and societies at war (whether combatants or not) shaped the political, economic and ideological structures of European society between 1450 and the present. Students will be asked to reflect on how the different ethical decision making processes discussed in class can or can not be applied to their own lives. Student learning will be evaluated through quizzes on the readings, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
SPRING 2010
HISTORY 234: WAR AND EUROPEAN SOCIETY, 1450-2000

Class Meeting Time: MWF 1:50-2:40
Meeting Place: HECC 105

TA: Marshall Yokell marshallyokell@tamu.edu
004 Glasscock Building
862-6818
Office Hours: Tuesday 1-2, Thursday 1-2

Professor: Dr. Adam Seipp
208 Melbem Glasscock Building
ascipp@tamu.edu
845-1737
Office Hours: Monday 3-4, Wednesday 3-4

Course Description and Overview
This course will provide a survey of the relationship between war and social change in Europe from the end of the Middle Ages through the end of the twentieth century. The outline of lectures is based on the premise that the ways in which a society makes war reflect structures within that society. We can only understand war by looking at the societies that engage in them just as we can only understand those societies by examining how they prepare for and make war.

This is not just a class about armed conflict, although that will feature prominently in what we discuss. We will also deal with the impact of war on groups that have not traditionally taken part in organized violence. The role of women, children, and other non-combatants has changed over the centuries. If we want to understand the unprecedented levels of violence in Europe during the first half of the twentieth century, we have to study the evolving relationships between the front line and the home front. We will also use the study of war to better understand the development of the modern European state system, which has in many ways been a product of the shifting military fortunes of dynasties, states, and nations over the past several centuries.

Prerequisites:
There are no prerequisites for this course.

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)

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

1) evaluate and synthesize primary and secondary historical writings related to war and European society from 1450-2000.

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

3) identify historical and social contexts that created diversity of experience in European societies shaped by war in the past and the present.

4) apply knowledge about the human condition- in the past and present- to their personal lives and studies.

Required Book List
The following paperback books will be used in the course. Each is available for purchase from a variety of vendors and each is also available on reserve at Evans Library:

Heinrich Boll, *A Soldier's Legacy*
Niccolo Machiavelli, *The Art of War* (be sure to buy the Christopher Lynch translation from University of Chicago Press)
JM Roberts, *The Penguin History of Europe*
Jakob Walter, *The Diary of a Napoleonic Foot Soldier*
Rand McNally Historical Atlas of the World (Map terms for the midterm and final exams will be drawn from this text)

Film
Students in this course will be responsible for watching the film *Stalingrad*. Screenings will be scheduled in the Media Center in Evans Library Annex. Questions from the film will appear on the Final Exam. You also can view this film at any time at http://mediamatrix.tamu.edu (you will need Real Player to stream the film).

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

There will be a number of graded assignments for this course.
First, there will be **three** quizzes, one for each of the assigned readings. These quizzes, the dates for which are indicated below, are multiple-choice and are designed to encourage careful reading of the texts. Each is worth 5% of the total grade.

Second, students will be required to write **one 500-750 word (2-3 pages) reaction paper** on either *The Art of War*, *The Napoleonic Foot Soldier* or *Soldier’s Legacy*. I will provide questions for each of the texts ahead of time to guide students in their written essays. Students may choose to which reading they wish to respond and papers are due on the day of the discussion for the book. This reaction paper is worth 15% of the total grade.

Any student who submits a paper on one of the first two assigned books (*The Art of War* or *The Napoleonic Foot Soldier*) will have the opportunity to submit a second paper on one of the remaining books. The AVERAGE of the two paper grades will be used. Please note that this may result in a higher or lower grade. All papers are to be submitted through www.turnitin.com. Students who have not already registered for this service will need to do so. The enrollment password for this class is: wareursocliO. Because we will discuss the books during class on those days, NO LATE PAPERS will be accepted without a university-approved excuse.

Grades for the paper will be awarded based on the following criteria for argument development:

A (90-100 %): Evidence of a high level of engagement with the text. Clear, well-reasoned argument well supported by textual evidence.

B (80-89 %): Good understanding of the text and course materials. Argument may be unclear or only partly supported by cited evidence.

C (70-79 %): Scant or no argument present. Limited use of evidence and/or limited engagement with and understanding of the text.

Please be aware that any paper that fails to meet acceptable standards of grammar, spelling, or general editing, will have ten percentage points deducted from the grade.

Finally, there will be **three exams**: two midterms and one final examination. These will consist of maps, multiple choice, and short answer questions and will be based on material from lecture, the assigned readings, the film, and our discussion of all of them.

**Final grades will be determined as follows:**

Quizzes: 3@5%=15%
Reaction Paper: 15%
Midterm Examinations: 2@20% =40%
Final Examination: 30%

Total= 100%

**Grading Scale**
All graded components will be evaluated on a standard percentage scale

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

**Attendance**
There is no formal attendance requirement for this class. Students missing class on days indicated for quizzes/discussions will not be able to make up those assignments unless they have a university-excused absence. For more information about university attendance policies, please see TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**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

**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://aggiehonor.tamu.edu.

**Schedule**

Week 1  
20-Jan Introduction  
22-Jan War and European Society in 1450 (Roberts [R], 183-204)

Week 2  
25-Jan Burgundy and Italy (R 250-271)  
27-Jan Europe's Reformations  
29-Jan Spain and the Crisis of Empire (R 272-290)

Week 3  
1-Feb The Challenge of Islam  
3-Feb **Quiz and Discussion on - ART OF WAR**  
5-Feb Wars and States in Reformation Europe

Week 4  
8-Feb Wars and States in Reformation Europe II
10-Feb  The Age of Limited War (R 291-315)
12-Feb  Europe and the World, 1650-1800

Week 5
15-Feb  War and British Society (R 316-342)
17-Feb  EXAM #1
19-Feb  The Royal Navy and British Society

Week 6
22-Feb  Ancien Regime France
24-Feb  Prussia
26-Feb  Age of Revolutions I (R 343-364)

Week 7
1-Mar  Age of Revolutions II
3-Mar  Napoleonic Warfare
5-Mar  War in the Industrial Age (R 394-418)

Week 8
8-Mar  Quiz and Discussion on -NAPOLEONIC FOOT SOLDIER
10-Mar  The End of the Long Peace
12-Mar  Wars of Unification

15-Mar  SPRING BREAK
17-Mar  SPRING BREAK
19-Mar  SPRING BREAK

Week 9
22-Mar  War and Empire, 1850-1914
24-Mar  EXAM #2
26-Mar  The Coming of WWI (R 471-511), Part 1

Week 10
29-Mar  The Coming of WWI (R 471-511), Part 2
31-Mar  WWI: The Marne to the Somme
2-Apr  NO CLASS, READING DAY

Week 11
5-Apr  Russia in Revolution
7-Apr  WWI: Ending War and Making Peace
9-Apr  Interwar Europe (R 551-578)

Week 12
12-Apr  The Coming of WWII
14-Apr  World War II: From Poland to Stalingrad
16-Apr  World War II: Occupation, Holocaust, Collapse
Week 13
19-Apr  From World War to Cold War (R 579-598)
21-Apr  Cold War Europe; War and the End of Empire (R 599-626)
23-Apr  VIEW: STALINGRAD, EVANS ANNEX ROOM 410,

Week 14
26-Apr  Discussion of STALINGRAD
28-Apr  Quiz and Discussion on  - SOLDIER'S LEGACY
30-Apr  The End of the Cold War (R 627-643)

Reassigned Days:
3-May  The Collapse of Yugoslavia
4-May  War and Peace in Contemporary Europe (R 644-662)

11-May  FINAL EXAMINATION, 3:30-5:30
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

2. Course prefix and number: HIST 242

3. Texas Common Course Number: None

4. Complete course title: United States Maritime History

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: One

10. Number of students per semester: 100+

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

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

12. Submitted by:

   Course Instructor

   Approvals:

   Department Head

   College Dean/Designee

Date: April 5, 2013

Date: 4-8-13

Date: 4-12-13

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

HIST 242, will focus on the consideration of past events ideas, values, beliefs, and other expressions of cultural expression that led to and shaped the maritime history of the United States from colonial times to the present.

---

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 enhance critical thinking skills through regular readings, class discussion, audio and visual presentations that reinforce course material. The evaluation of critical thinking skills will be based on exams, both online and in class, and/or participation in class discussions.

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

This course promotes communication skills through small and large group discussion, both outside the classroom and/or online, of major ideas, issues and questions central to the course readings and classroom lectures. The evaluation of communication skill will be based on exams, both online and in class, and/or participation in class discussions.

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

This class promotes social responsibility through regular readings, class discussion, audio, and visual presentations that describe United States maritime history in the context of the economic, strategic and theoretical dynamic of the global economy. The evaluation of social responsibility skill will be based on exams, both online and in class, and/or participation in class discussions.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):
Texas A&M University

Core Curriculum

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

This class promotes personal responsibility through regular readings, class discussion, audio, and visual presentations that expose the graduate to various ethical, ethnic, cultural, legislative, and legal ramifications of this globally oriented business. The evaluation of personal responsibility will be based on exams, both online and in class and/or participation in class discussions.

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

Course Title: United States Maritime History.
Course Number: HIST 242.
Course Term: Fall 2013.
Meeting Time: T.B.A.
Meeting Location: Galveston campus.

Course Description: History 242. United States Maritime History is a survey of American maritime history from Colonial America to the present with a focus on the American flagged merchant marine. The class will focus on the major events, technological achievements and legislation that has shaped the American Merchant marine.

Course Prerequisites: None.

Learning Outcomes:
1. Graduates will be able to describe and discuss the major events that have shaped American maritime history.
2. Graduates will be able to describe and analyze the major Supreme Court cases that have shaped the American merchant marine.
3. Graduates will be able to identify and interpret the major federal legislation that has influenced American maritime history.
4. Graduates will be able to describe and criticize American maritime labor.
5. Graduates will be able to recognize and explain the major technological achievements that have changed the American merchant marine.

Instructor Information:
Name: Dr. Donald Willett.
Telephone Number: 409 740-4722.
Email address: willett.d@tamu.edu
Office: CLB 131.
Office Hours: T.B.A.

Textbook and/or resource material:
Philbrick In the Heart of the Sea.
Jordan Lone Star Navy.
Moses At All Cost.
Junger The Perfect Storm.

Grading policy: http://student-rules.tamu.edu/
There will be three one hour exams and a final. Each hour exam will be worth one hundred
points and the final, which is cumulative will be worth two hundred points. The instructor will announce the exact structure of each test. Each student must provide their own test taking material. All students must take the final exam at the regularly scheduled time. A student who misses an exam will be allowed to take a make-up test only if the student had prior approval of the instructor or a doctor's excuse. All make-up exams will be administered on the reading day prior to final exams.

**Grading scale:**

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

**Course topics, calendar of activities, major assignment dates:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Test Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction.</td>
</tr>
<tr>
<td>2</td>
<td>Colonial America.</td>
</tr>
<tr>
<td>3</td>
<td>The American Revolution.</td>
</tr>
<tr>
<td>4</td>
<td>The Early Republic, finish Philbrick, End Test I.</td>
</tr>
<tr>
<td>5</td>
<td>Test I.</td>
</tr>
<tr>
<td>6</td>
<td>The Golden Age of the American Merchant Marine.</td>
</tr>
<tr>
<td>7</td>
<td>The Civil War, finish Jordan, End Test II.</td>
</tr>
<tr>
<td>8</td>
<td>Test II.</td>
</tr>
<tr>
<td>9</td>
<td>The Dark Age of American Oceanic Enterprise.</td>
</tr>
<tr>
<td>10</td>
<td>Alfred Thayer Mahan.</td>
</tr>
<tr>
<td>11</td>
<td>World War I, finish Moses, End Test III.</td>
</tr>
<tr>
<td>12</td>
<td>Test III.</td>
</tr>
<tr>
<td>13</td>
<td>World War II.</td>
</tr>
<tr>
<td>14</td>
<td>Postwar Merchant Marine, finish Junger, End Test IV.</td>
</tr>
<tr>
<td>15</td>
<td>Final.</td>
</tr>
</tbody>
</table>

**Statement on Americans With Disabilities Act:** [http://disability.tamu.edu/](http://disability.tamu.edu/)

The Americans With Disabilities Act (ADA), is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Director of Counseling.

**Statement on Academic Dishonesty:** [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse: ‘Aggies do not lie, cheat, or steal, nor do they tolerate those who do.’ As such, 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. 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.
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: INTS 251

3. Texas Common Course Number: [Field for entry]

4. Complete course title: Contemporary Issues in the Middle East

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 [Check box]
   - No [Check box]

8. How frequently will the class be offered? 1 semester/year (either Fall or Spring)

9. Number of class sections per semester: 1

10. Number of students per semester: 50

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

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

12. Submitted by: [Signature]
   Course Instructor
   Date: 03/07/2013

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

14. College Dean/Designee: [Signature]
   Date: [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?

INTS 251 is a new course open to all majors that is being proposed for 2014-15. The course examines diverse aspects of the culture and society of the Middle East in order to provide students with a framework through which to comprehend critical contemporary issues. Through course readings, lecture, and discussion, students will gain an appreciation of the ideas, values, and beliefs of this region of the globe. This knowledge will facilitate analysis of different forms of cultural expression. Synthesis of the material will enable students to be participants in the ongoing dialogue concerning social and ethical issues among cultures in a rapidly globalizing world.

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 through students’ multi-faceted, active engagement with course materials, lectures, and group discussions. Each student in the class must prepare a class presentation at least once during the semester, discussing the readings of the day with powerpoint slides and/or handouts; classmates’ participation grade is in part determined through discussion Q&A. Examination questions on the midterm test students’ comprehension of the material and require analysis through comparative questions. Students develop critical thinking skills through the production of a research paper constructed in the form of an analytical essay in which students present a thesis and support that thesis through argumentation and specific citation. Analytical skills also play a role in class discussions of current news items through which students develop lines of inquiry on the relationship between the region’s cultural and social history and the present.

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

The course enhances students skills in written, oral, and visual communication, through in-class discussions and presentations, a research project, and written examinations. All students will create class presentations during the semester, which include oral delivery of the presentation and visual communication through the creation of powerpoint slides and/or a class handout to accompany the presentation. In the research paper, students will engage skills of written communication, with attention to synthesis of the material and the logic and persuasiveness of the argument.
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):

The course enhances students’ intercultural competence through sustained engagement with diverse materials from the cultures of the Middle East. A primary learning outcome of the course is the articulation of key concepts of Middle Eastern culture, history and politics. Synthesis of this material allows students to make comparisons between the cultures studied and their own, and will enable students to be participants in the ongoing dialogue concerning social and ethical issues among cultures in a rapidly globalizing world. Group/class discussions on course material and current events in the region, a research paper, written examination, and class 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):

Students will be exposed to cultural and social developments in the evolution of the modern Middle East. This material raises questions of personal and national identity, complex issues surrounding the events and the consequences of the Arab Spring, and the role of personal choice as a function of being a global citizen. Class discussions are venues in which students will reflect actively on these topics. The research projects are an opportunity for students to pursue these types of questions in more depth.

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

INTS 251 – Contemporary Issues in the Middle East

Request for International and Cultural Diversity (ICD) Designation

The course examines diverse aspects of the culture and society of the Middle East in order to provide students with a framework through which to comprehend critical contemporary issues. The course equips students with the theoretical and empirical knowledge necessary to understand the region and its culture, society, and politics within a historical context. Further, the course facilitates analysis of different forms of cultural expression. The focus of the course is on the period after decolonization through the present. Synthesis of the material presented in the class will enable students to be participants in the ongoing dialogue concerning social and ethical issues among cultures in a rapidly globalizing world.
INTS 251-500 Contemporary Issues in the Middle East
Dr. Sena Karasipahi
Fall 2013

Office: ACAD 103
Office hours: Tuesday 2:00-4:00
E-mail: senokam@tamu.edu
Phone: 845-2124 (INTS main office)

MWF 11:30-12:20
BLTN 003

COURSE DESCRIPTION
The purpose of this course is to equip students with the theoretical and empirical knowledge necessary to understand the Middle East and its culture, society, and politics within a historical context. It will address issues in Middle East international relations such as the Arab Spring, the evolving US role in the region, the Arab-Israeli conflict, the challenge of Iran, the war in Iraq, and political Islam.

LEARNING OUTCOMES
Upon completion of the course, students will be able to:
- Articulate key aspects of Middle Eastern culture, history and politics.
- Describe and explain contemporary events in the Middle East.
- Formulate a position on historical and political issues.

CORE CURRICULUM OBJECTIVES
Critical Thinking: The course enhances critical thinking skills through students’ multi-faceted, active engagement with course materials, lectures, and course discussions. Student presentations, written examination, and the production of a research paper are all exercises through which students develop and demonstrate critical thinking skills.

Communication: The course enhances students skills in written, oral, and visual communication through in-class discussions and presentations, a research project, and written examinations.

Social Responsibility: The course enhances students’ intercultural competence through sustained engagement with diverse materials from the cultures of the Middle East. Synthesis of this material allows students to make comparisons between the cultures studied and their own, and will enable students to be participants in the ongoing dialogue concerning social and ethical issues among cultures in a rapidly globalizing world.

Personal Responsibility: The course enhances personal responsibility through engagement with contemporary social issues in the Middle East, including questions of personal and national identity, complex issues surrounding the events and the consequences of the Arab Spring, and the role of personal choice as a function of being a global citizen.

PREREQUISITES
None
**COURSE MATERIALS**

**EXPECTATIONS**
Students are expected to read all of the assigned material in order to have a necessary understanding of the subject matter. Lecture material and reading assignments are complementary and should not be considered substitutes for each other. Students are highly encouraged to ask any and all questions, to join and to participate in discussions that will be fostered in the classroom, and to realize that this is an open forum for debate and discussion where the expression of all views and questions are highly encouraged. This is an open forum and this class should be viewed as a learning experience by all involved. This can be achieved only with full class participation as this contributes to overall understanding of the subject by students. Students who successfully complete this course will demonstrate their skills in social science.

**ATTENDANCE**
Attendance in this class is mandatory! We will take attendance at the beginning of each class. If you miss more than two unexcused classes, I will deduct one letter grade from your final grade unless you have a university-excused absence. For current University policy on excused absences and documentation see Rule #7 of the Student Rules at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Also, in light of the fact that my presentations will complement rather than reiterate the assigned readings, you will miss a great deal by not coming to class.

**GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>40%</td>
</tr>
<tr>
<td>Research paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

**Oral Presentation:** During the oral presentation, you are expected to present and discuss the readings of the day and use relevant handouts or power point. After the presentation, students are expected to comment on the presentation and raise either theoretical or empirical questions regarding the information that has been presented. Student participation is required and expected immediately following these oral presentations. Students will sign up for a presentation date during the first week of classes.

**Research Paper:** Final research paper should be maximum 10 pages and the topics must be approved in advance. You are expected to write an analytical essay on a particular topic of interest related to one of the historical or political issues or conflict in the region or a specific country-case study.
The paper should persuasively support and elaborate on the argument stated in your thesis section. As such, while you could present arguments that contradict your line of thought, you do not necessarily have to do so. Yet, if you decide to present arguments that oppose your claim, you need to show convincingly how your argumentation accommodates or refutes them. While doing so may constitute extra work for you, it may also improve the overall quality of your argument. In both instances, please keep in mind that this is a paper written for a political science not a history course. Therefore, you will need to use historical phenomena to support your arguments. Mere narration of events without showing any connection to your main thesis will not earn you much credit.

Grading Criteria for Final Research Paper:
1. Degree of synthesis, logic and persuasiveness of your argument;
2. Extent to which you have answered the question(s) posed;
3. Correct spelling and grammar.

The due date for the research paper is December 3, 2013. Late submissions will not be accepted, except in the case of university-approved absence.

USEFUL REFERENCES AND RESOURCES
Blogs are an increasingly useful source of information and commentary on Middle East international politics. One of the best is www.juancole.com. Cole’s blog also has a good list of other blogs on the region.


You are encouraged to read news sources, such as The New York Times, The Washington Post, The Independent, The Christian Science Monitor, The Economist, or the BBC on-line, and bring in current news items for discussion in the beginning of each class. This will be an important component of your participation grade.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
PLAGIARISM STATEMENT
As commonly defined, plagiarism consists of the passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please see the section on Academic Misconduct on the Aggie Honor System Office web site: http://aggiehonor.tamu.edu/Descriptions/.

ACADEMIC INTEGRITY
"An Aggie does not lie, cheat or steal or tolerate those who do."
Week 1: August 26-30

Introduction What/Where is the Middle East?
- Introduction to the class. Clarification of the course, including reading material, expectations, requirements.
- Video: “Islam: Empire of Faith.”

Week 2: September 2-6

The Long 19th Century Transformation
- Renewal and Reform of the Middle East; Cleveland, chs. 5, pp. 81-103.
- Forms of Modern Islamic Thought; Cleveland, ch. 7, pp.119-133.
- The Middle East through the experience of World War I; Cleveland, ch. 9, pp. 149-171

Week 3: September 9-13

The Interwar Era to the End of World War II and Decolonization & Post-Colonial Identity
- The End of Empires; Roger Owen, *State, Power and Politics in the Making of the Modern Middle East*, ch.1, pp. 5-23.
- Egypt and the British to World War II; Cleveland, ch. 11, pp.193-217.
- The Mandate System: Syria, Lebanon, Iraq; Cleveland, ch. 12, pp. 217-239.

Week 4: September 16-20

Decolonization & Post-Colonial Identity
- Democracy and Authoritarianism: Turkey; Cleveland; ch. 14, pp.275-288.
- Nasser and “Revolution” in Egypt; Cleveland; ch. 15, pp. 301-322.
- Radical Politics and Six-Day War; Cleveland, ch. 16, pp. 323-344; Charles Smith, *Palestine and the Arab-Israeli Conflict*, pp. 273-286.

Week 5: September 23-27

Introduction & Question of Orientalism and Islamic Threat: Clash of Civilizations?
Week 6: September 30-October 4

**The Middle East State System: Origins and Evolution**
- State formation and international behavior; Hinnebusch, ch. 4, pp. 73-91.

Week 7: October 7-11

**International Politics of the Middle East**
- Introduction to Middle East International Relations; Raymond Hinnebusch, *The International Politics of the Middle East*, chs. 1-3, pp. 1-73.
- Nazih Ayubi, *Overstating the Arab State*, pp.224-240; and 296-320.

❖ Midterm: Friday, October 11

Week 8: October 14-18

**The Evolving US Role: New Imperialism?**
- Amin Tarzi, James Zogby, Leon Hadar, Jon Alterman, “The United States in Middle Eastern Eyes: A Reliable Security Partner or a ‘Problem to be Managed’?” *Middle East Policy Council*, 2010.
- America attempts to remake the Middle East; Owen, pp. 219-229.

Week 9: October 21-25

**The Arab-Israeli Conflict**
- Charles Smith, chs. 5,6.
- The Palestine mandate and the birth of the State of Israel; Cleveland, ch. 13, pp. 239-273.
- Israel and the Palestinians from 1948 to the 1970s; Cleveland, ch.17, pp. 345-367.
- 1973 War, Cleveland, ch. 18, pp. 374-382.
Week 10: October 28-November 1

The Challenge of Iran
- Centralization and westernization in Iran after WWI; Cleveland, ch. 10, pp. 185-191.
- Juan Cole, ch. 6.
- The Reestablishment of Royal Autocracy; Cleveland, ch. 14, pp. 288-299.
- The Iranian Revolution; Cleveland, ch.20, pp. 423-440; Hinnebusch, pp. 188-200.

Week 11: November 4-8

The War in Iraq and Afghanistan
- Background: The Era of Saddam Husayn and the Ba‘th; Cleveland, ch. 19, pp. 408-420.
- Juan Cole, ch. 4.
- Mahmood Mamdani, *Good Muslim, Bad Muslim*, ch. 4.

Week 12: November 11-15

Arab Spring

Week 13: November 18-22

Islamic Jihad
- Cole, ch. 2.
Week 14: November 25-27, December 2

**Political Islam**
- Country studies; Nazih Ayubi, *Political Islam*, chs. 4-5.
- Socio-economic bases; Ayubi, ch. 7.

**RESEARCH PAPER DUE DECEMBER 3**
From: David Vaught <d-vaught@neo.tamu.edu>
Sent: Friday, March 22, 2013 7:04 AM
To: Robert R. Shandley
Cc: Stephenson, Michael T.
Subject: INTS 251

Dear Bob,

With regard to the proposed course, INTS 251, "Contemporary Issues in the Middle East," while there are some minor lingering issues that we can discuss offline, the Department of History supports this course moving forward.

Best regards,

David

David Vaught
Professor & Head
Department of History
Texas A&M University
College Station, Texas 77843-4236
(979) 845-7170
FAX (979) 862-4314
Texas A&M University  
Departmental Request for a New Course  
Undergraduate + Graduate + Professional  
* Submit original form and attach a course syllabus. *

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

2. Course prefix, number and complete title of course: INTS 251 Contemporary Issues in the Middle East

3. Catalog course description (not to exceed 50 words): Exploration of current political and cultural issues in the Middle East.

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-listed with:</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS</td>
<td>251</td>
<td>Contemporary Issues in the Middle East</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lec.</th>
<th>Lab.</th>
<th>SCI</th>
<th>CIP and Unit Code</th>
<th>Academic Unit</th>
<th>Academic Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>00</td>
<td>30 20 01 00 15</td>
<td>17 35 14</td>
<td>00 36 32</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:  
ROBERT R. SHANDLEY  
Department Head or Program Chair *(Type Name & Sign)*  
Date  
Chair, College Review Committee  
Date  

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

Submitted to Coordinating Board by:  
Chair, GC or UCC  
Date

Associate Director, Curricular Services  
Date  
Effective Date  

Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandra.williams@cte.tamu.edu.  
Curricular Services – 3/10
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: ITAL 201

3. Texas Common Course Number: ITAL 2311

4. Complete course title: INTERMEDIATE ITALIAN 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: 2

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 39 32 40

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]

13. Date: 3/7/13

14. Approvals:

15. Department Head: [Signature]

16. College Dean/Designee: [Signature]

Date: 3/10/13

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 (ITAL 201) is a first-semester intermediate class in Italian 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, and other works, 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, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: gender and generational relationships, history, healthcare, migration, energy and the environment, labor, 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 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 production of short videos 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, oral, and visual 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 video skits) 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: contemporary Italian history, the relationships of men and women, health care, energy and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the production of a video skit.

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

ITAL 201 – Intermediate Italian 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 REQUIREMENTS AND POLICIES

Course description: Italian 201 is aimed at developing the essential skills of communication in Italian in a variety of situations. Students will take on intermediate level reading, and will be expected to write increasingly competent Italian while employing more complex grammatical structures. We will take into consideration a range of written material, including literary excerpts and film reviews. **This is a technology mediated course.**

Prerequisites: ITAL 102, placement test, or instructor’s consent. **NOTE:** If you have already studied Italian in another institution or elsewhere (in Italy, in your family, etc.) notify your instructor or our academic advisor to make sure that section 201 is most suitable for you. Students without a placement recommendation or the instructor’s permission will not be admitted to the course.

Learning Outcomes:
Upon completion of the course students will be able to:
- express knowledge of Italian from both cultural and linguistic perspectives;
- communicate on a variety of topics comfortably in an Italian environment;
- utilize analytical tools necessary to compare and contrast Italian culture with the student’s own culture;
- demonstrate social, cultural and global competence.

Core Curriculum Objectives

a) **Critical Thinking:** The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Italian culture. Group/class discussion, written work, and the production of audio and video recordings are all exercises in which students demonstrate critical thinking skills.

b) **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 video expounding on one of the topics addressed in the course.

c) **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.

d) **Personal responsibility:** The course enhances personal responsibility through engagement with contemporary social issues in Italy.

Methodology: This course focuses on a content-based language curriculum through the **communicative approach.** The class will be conducted in **Italian** and students will be expected:

a) to participate actively in small and large group activities. This course is **not a teacher-centered lecture,** but rather one in which lively participation in multiple tasks will help the student to forge his/her knowledge of Italian.

b) to be prepared to participate in all classroom activities and keep up with out-of-class assignments, such as group projects and online practice; students are asked to work steadily and responsibly, being engaged and creative at all times.

c) to engage into effective communication through linguistic accuracy.

d) to read, watch video clips, and listen to music online and in class in order to increase their familiarity of the Italian language and culture and to forge their own critical thinking.

Throughout the semester, assessment of progress will take place across all modalities -- grammar, vocabulary, organization of texts in spoken and written form. Different learners have different learning strategies and styles. However one of the ways of studying a language is finding a partner or a small group of fellow learners to engage with them in those initial steps that are necessary in learning a new language. The classroom is a collaborative and supportive environment. Do not hesitate to come to the instructor’s office anytime you need clarifications, or when you experience difficulties on any matter.
Required Textbooks:


**Participation and attendance are mandatory.** Tardiness or early departure will affect your participation and attendance grade. Attendance at regular classes is mandatory and it is connected to participation — if you are not in class, you cannot participate. **The university excused absences policy:** see http://student-rules.tamu.edu/rule07 for current policy on university-excused absences. For illness- or injury-related absences of up to **three meeting days,** student must provide a “Texas A&M University Exploratory Statement of Absence from Class” (available at http://attendance.tamu.edu). The student will initiate this process by completing the form either online or manually. The form must be printed and signed. Electronic copies will **not** be accepted. For absences of **four meeting 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). For each absence without a documented university excuse, your term grade will be lowered. **Participation:** oral and written class participation is an essential foundation in language learning; it needs to be **constructive and consistent.**

**Quizzes, compositions & homework:** In this semester we will study chapters 9 through 12 of **SENTIERI.**

a) **Quizzes** will be administered regularly: they will help you check your knowledge of the grammar structures vocabulary, and communicative situations studied in the units. The quizzes will be taken in class, unless otherwise noted. **Make-up quizzes:** The general policy is that there will be **no make-up quizzes,** except of university-approved excuse. However, I understand that unexpected events in life happen, so I will be happy to schedule a make-up quiz if the reason for missing the quiz fits into one of the ‘exception’ categories: TAMU related activity, religious holiday, health emergency, or family emergency.

b) At regular intervals a **composition** will be assigned based on the material covered. These compositions must be turned in on the due date.

c) On a daily basis your instructor will assign the exercises from the textbook, the Supersite, Elearning and other sources: all class material covered including the assignments will be posted on Elearning, as a reminder. This means that all workbook exercises and supplementary materials **MUST** be prepared accurately and carefully before class. It is the student’s responsibility to check the course website **EVERYDAY at** http://elearning.tamu.edu.

**NOTE:** Homework, labs, and other types of assignments will **not** be accepted after their due dates, except of university-approved excuse. If you are absent from class, you are responsible for making arrangements to have your work handed in on the due date, by the end of class, and for informing yourself of the material covered in class during the period of your absence.

**Supersite policy:** Sustained and consistent level of preparation for all aspects of oral and written classroom work is essential in order to ensure adequate preparation for class. Homework assignments and other out-of-class activities reinforce accuracy of vocabulary and grammatical forms. Therefore **I will not** accept late Supersite submissions, except of university-approved excuse. Grades from the Supersite’s gradebook will be downloaded the first day of the midterm oral presentations (see calendar below) in order to calculate your midterm grade; and the first day of the final oral presentations (see calendar below) in order to calculate your final grade. **Make-up quizzes:** the general policy is that there will be **no make-up quizzes,** except of university-approved excuse. However, I understand that unexpected events in life happen, so I will be happy to schedule a make-up quiz if the reason for missing the quiz fits into one of the ‘exception’ categories: TAMU related activity, religious holiday, health emergency, or family emergency. You are responsible for informing me of your absence as soon as you can (preferably via email) and for providing the adequate documentation to me, if available. At which point we can schedule a day and time for the make-up quiz. Please be advised that I will **not** email you about any of the missed course work: If you miss a quiz or any other assignment and I will not hear anything from you, that quiz/assignment will be assigned a ‘0’ grade and will count toward your midterm or final average.

**Midterm Presentation & Grade:** Besides everyday in-class participation and conversation, students are required to prepare an **online project** (written and oral components) — details and guidelines will be discussed before the
people). The topic of the online project and presentation must be based on SENTIERI or on one or more subjects studied during the semester (films, handouts, etc.). Students can select 1) a topic from the textbook or course material and 2) the online technological tool to create their project (a video story/soap-opera, comics, radio broadcast, etc.). However, they must adhere to the following mandatory guidelines:

- students will need to work on the online project consistently and constantly and not just a few days before the midterm or final exam. In fact, the midterm portion of the project will constitute the base for the final portion of the final project, the e-portfolio – guidelines and instructions will follow before the final presentations period.
- the project MUST use online tools, such as (but not limited to) chatrooms, discussion boards, voice recordings, and videos in order to complete the tasks. The work will be checked and graded by the instructor regularly: progress, each student’s contribution to the task, completion, personal and group’s commitment and creativity will be part of the regular assessment and grade;
- The project must have reading, writing, listening and speaking components that will demonstrate the students’ skills acquired throughout the semester(s). NB: Remember that studying a language is not an overnight or a semester process: since the first semester of Italian, students start to build up language structures, vocabulary and general competence that will continue throughout the cycles at Texas A&M, and sometimes this can become a lifelong learning experience!
- Throughout the course, the online material will provide students with additional opportunities to practice oral and written production in Italian. They will be used as a scaffolding as part of their midterm and final project.
- The instructor will discuss the format and confirm the topics with the students at least fifteen days before the presentation date.

The midterm grade will be calculated on the oral presentation of the project (min. 5’ – max. 7’’) plus the sum of all your tests, quizzes, compositions, participation and attendance up to the end of the midterm period. The midterm grade and report will help you to understand the level of your performance in Italian, and will help you identify the aspect(s) of the language to which you must dedicate greater effort and attention. The midterm project will be presented in class – dates TBA

Final Exam: e-portfolio, see above (min. 7’’ – max. 10’’). Your final grade will be calculated taking into consideration your midterm grade, all quizzes, homework, written assignments, compositions after the midterm period, the final oral presentation of your online project.

Email policy: Please use your TAMU email to correspond with me: the TAMU email address helps identify students, if necessary. Do not contact me using Vista’s or the SuperSite’s internal email system since I am not keeping track of those messages. Plus, specify the object of your inquiry in the subject line and sign your email so that I can recognize who you are. Email communication must meet the spelling, grammar and punctuation standards of formal business communication: even if I do not mind a friendly attitude remember that you are still addressing a question/issue to your instructor.

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>. All tests, take-home quizzes, compositions and homework of this course respect the provisions of the Aggie Honor Code. NB: In particular for this course, special attention will be given to the following principles:
- students MUST neither give nor receive any unauthorized help on take-home assignments;
- any form of plagiarism will be reported;
- proof-readings by third parties are not permitted: it is unacceptable to ask someone else to write, translate or edit any parts of your oral and/or written assignments; it is unacceptable to use any computer program that translates sentences from English into Italian;
- it may be acceptable to use: a) any ‘spelling check’ (Microsoft word, etc.); b) online dictionaries are allowed to look up ONLY individual words – all sources (bibliographical, internet or other) must be cited at the end of each oral/writing assignment.

Violations of these guidelines will be considered ‘cheating’: if your work raises any doubt concerning your academic integrity it will be submitted to the “Aggie Honor System Office” to be evaluated.

Disabilities: The American with Disabilities Act (ADA) is a federal anti-discrimination statute providing
that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Office of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

A general note on grades: In this course grades are not given, but they are earned. Your grade will be the result of your performance on your exams, quizzes, assignments, class participation and attendance. They are not based on how badly you feel or deserve a good grade, the fact that you did not miss a single class, or the fact that you need to maintain a certain GPA. I prefer not to round up grades, unless I see a real commitment and effort put in the course during the entire semester – by commitment and effort, besides good grades, I mean outstanding class attendance and participation, going to all the movie screenings and full participation to all the events related to Italian, in the semester. If I have to discuss a case of grade round up, then ONLY final grades will be adjusted to the nearest point value: for example 89.2 = 89, 79.7 = 80. Since I return all quizzes and assignments, you are responsible to keep track of your own records so that you can approximately calculate your grade, any time. I am also happy to give an estimate of your performance during the semester (besides the midterm report), but NOT via email: I would prefer you to come to my office hours. Same thing for questions concerning course assignments, quizzes, etc: if the issue raised is complex and require a detailed explanation I encourage you to visit my office hours or to schedule an appointment to meet face-to-face.

<table>
<thead>
<tr>
<th>ASSESSMENT CATEGORIES:</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and attendance 20%</td>
<td>A = 100 - 90</td>
</tr>
<tr>
<td>Quizzes and tests 15%</td>
<td>B = 89 - 80</td>
</tr>
<tr>
<td>Written Assignments/Homework (includes Supersite) 15%</td>
<td>C = 79 - 70</td>
</tr>
<tr>
<td>Midterm online project – presentation 20%</td>
<td>D = 69 - 60</td>
</tr>
<tr>
<td>Final online project – presentation 30%</td>
<td>F = 59 and below</td>
</tr>
</tbody>
</table>

CALENDAR

Please note: The professor reserves the right to change the dates of the quizzes should she seem it necessary. Any changes will be announced in class and Vista’s calendar will be updated accordingly. Students are responsible for checking the calendar and for finding out about such changes.

<table>
<thead>
<tr>
<th>Agosto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunedì 27 – first day of classes</td>
</tr>
<tr>
<td>Lunedì 3</td>
</tr>
<tr>
<td>Lunedì 10</td>
</tr>
<tr>
<td>Lunedì 17</td>
</tr>
<tr>
<td>Lunedì 24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ottobre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunedì 1 -- Midterm pres (Fabiana)</td>
</tr>
<tr>
<td>Lunedì 8 --</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Settembre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venerdì 31 Last day of drop/odd period</td>
</tr>
<tr>
<td>Venerdì 7</td>
</tr>
<tr>
<td>Venerdì 14 -- quiz # 1</td>
</tr>
<tr>
<td>Venerdì 21</td>
</tr>
<tr>
<td>Venerdì 28 -- quiz # 2</td>
</tr>
<tr>
<td>Venerdì 5</td>
</tr>
<tr>
<td>Lunedì 15</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Lunedì 22</td>
</tr>
<tr>
<td>Lunedì 29</td>
</tr>
<tr>
<td>Novembre</td>
</tr>
<tr>
<td>Lunedì 5</td>
</tr>
<tr>
<td>Lunedì 12</td>
</tr>
<tr>
<td>Lunedì 19</td>
</tr>
<tr>
<td>Lunedì 26</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Dicembre</td>
</tr>
<tr>
<td>Lunedì 3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>FINAL EXAM</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
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: ITAL 202

3. Texas Common Course Number: ITAL 2312

4. Complete course title: INTERMEDIATE ITALIAN II

5. Semester credit hours: 3

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

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

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

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

10. Number of students per semester: 40

11. Historic annual enrollment for the last three years: 39 28 33

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

12. Date 3/17/13

13. Submitted by: [Signature]
   Course Instructor

14. Approvals: [Signature]
   Date 3/14/2013
   Department Head
   Date 3/20/13

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?

The course (ITAL 202) is a second-semester intermediate class in Italian 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, and other works, 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 (texts and films) in the foreign language. Materials include: whole film/s, poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must: understand and interpret written and spoken language on a wide variety of topics, including: customs, gender, and generational relationships, history, dialectic of center and province, migration from and to Italy, art history and the urban environment, labor, 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 employ it to analyze video and class materials. Students’ cultural knowledge is reflected in their language use of Italian. 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 production of skits on key topics from the film/s.
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 Italian. These skills include writing and speaking, as well as listening and reading. Students not only read written texts (from the accompanying booklet/s that accompany the film/s in question), listen to audio samples, and watch videos (of the film/s in question), they also must produce written material (which they regularly revise after instructor’s indications) and oral and visual materials (midterm and final presentations of skits, in small groups) 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 Italian. 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. Through the screening of (varying) films and the use of the accompanying textual material students gain an understanding of the relationship between the practices and the perspectives of the culture studied. 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 (oral skits integrated in film/s’ topics) 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: contemporary Italian history, cultural traditions, and family habits, the relationships of men and women, relationship between the South and the North, Mediterranean and Continental identities, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the production of a series of skits.

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

ITAL 202 – Intermediate Italian 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.
Texas A & M University
Department of International Studies
Spring 2013
ITAL 202-500

Intermediate Italian II

Italian Through Film

TR 11:10-12:25 pm
PETR 106

Instructor: Dr. Manuela Marchesini

office: 230 Academic Building E
office hours: TT 2:00-3:00 and by app.
email: mmarchesini@tamu.edu
phone: 845-2107

Course Description:
In the fourth semester course, you begin moving toward fluency in Italian by focusing on communication and through an exposure to a non-stereotypical, more complex and up-to-date cultural picture of modern Italy and Italians. This is achieved through the pedagogical use of very recent Italian films and other shorter material (from Sentieri) that have been selected for their versatility and cultural significance and provide a systematic tool for reviewing, learning, and developing the Italian language at an intermediate level. In particular, this year’s course is based upon Marco Tullio Giordana’s celebrated long feature TUE Best of Youth (of 2003). It is a six and a half hour movie that optimistically ends with the line “tutto è veramente bello [everything is truly beautiful]”. It chronicles forty years in the life of the Carati family— liberal, middle-class Romans—as they navigate Italy’s turbulent ’60’s, ’70’s, and ’80’s up through the beginning of the new century. Missing the Best of Youth has been compared to missing a Dickens novel brought to film, or failing to appreciate the Italian equivalent of Marquez’s One Hundred Years of Solitude for Colombia, and Rushdie’s Midnight Children for India.

The course has its own Vista website on http://clearning.tamu.edu.

Learning Outcomes:
Upon completion of the course students will be able to:
• express knowledge of Italian from both cultural and linguistic perspectives;
• communicate on a variety of topics comfortably in an Italian environment;
• utilize analytical tools necessary to compare and contrast Italian culture with the student’s own culture;
• demonstrate social, cultural and global competence.

Core Curriculum Objectives:
   Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Italian culture. Group/class discussion, written work, and the production of skits 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 skit 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 Italy.

**Prerequisites:** ITAL 201, placement exam, or instructor's consent.

**Texts required:**
- Cozzarelli, *Sentieri*. V.sta Higher Learning. 2011 + the premium access to the Sentieri's Supersite at sentieri.vhcentral.com

- Buonanno, Elda *La Meglio Gioventù (The Best of Youth)* Farinelli Edizioni -the book is on sale at http://www.edizionifarinelli.com/titles.php?title=EF-Film+Study%3A+La+meglio+giovent%26grave%3B&tid=84.

- *The Best of Youth course pack* you will find on elearning.

- One hard copy of a good dictionary English-Italian/Italian-English (for ex: the *Pocket Oxford Italian Dictionary*).

Please note: Students must have the book within 10 days since the beginning of classes or else they will be dropped from the course.

The DVDs of the film (3 streams of the same film: original with no subtitles; with Italian subtitles only; with only English subtitles) are available
- a) on mediamatrix https://mediamatrix.tamu.edu/ (accessible through our elearning course page);
- b) on reserve at Educational Media, in the Evans Annex 4th floor;
- c) for purchase at the Farinelli publisher web site.

**Requirements:**
1. Attendance at regular classes is mandatory.
2. All compositions must be WORD or PDF files, 12 pt. Times New Roman, double-spaced.
3. It is the student's responsibility to check our course site at http://elearning.tamu.edu, at least 2 times per week each.
4. Homework, labs, and other types of assignments will not be accepted after their due dates, except in the case of university-excused absence.
5. The material for each day's lesson must be studied/screened before coming to class. You can find out what points will be covered on a given day by consulting the copy of your syllabus, either printed or on elearning or Howdy.

**Term grade:**
- Quizzes 15%
- Written Assignments/Homework 15%
- Midterm (oral presentation) 20%
- Final (final exam + final oral presentation) 20% + 20%
- Participation/attendance 10%

**Written Assignments/Homework:**

As per syllabus, plus what will be assigned daily and/or weekly (usually on Th. Afternoon) in accordance with the activities held/to be held in class that coming week. Homework will be posted on the calendar of our elearning page. All compositions will be checked for plagiarism.

All compositions assigned at home are to be turned in in class; a word processor must be used, then printed, point 12 and space 2. (Other shapes and forms will not be accepted.)
Orderly collect, date, and keep all your homework (drafts and final versions + the assigned exercises not on the supersite, and all other written activities) in a binder that will be turned in for instructor’s evaluation at the end of the semester.

Midterm Presentation:

Besides everyday in-class participation and conversation, students are required to prepare two oral presentations based on La Meglio Gioventú: one for the midterm grade and the second one for the final. These presentations have to be organized as a group skit (min. 3/max. 4 students) and will be presented in class (min. 7' – max. 10' for the midterm oral presentation).

The instructor will discuss the format and confirm the topics with the students at least one week before the presentation date. For a sense of what is evaluated, see a sample of Oral Report file uploaded to the Vista page of our course at http://elarning.tamu.edu/.

Final Exam:

The final exam grade consists of 2 components:

1) the second oral in class presentation, same as above but of min. 10' – max. 15’;
2) the final exam on the assigned day.

Participation:

Means attendance at regular classes; offering active contributions to class discussion, asking questions, and displaying a clear familiarity with the assigned material of the day. The student actively, consistently, and assertively tries to respond in Italian by preparing her/himself before class by memorizing or repetition in order to utilize basic and essential vocabulary for making basic statements and asking basic questions; and by consciously building and expanding upon that core foundation.

Attendance:

Attendance at regular classes is obligatory. Students should arrive for class on time and stay in class for its full duration. Tardy arrivals and early departures are disruptive and will be noted. University excused absences: please see http://student-rules.tamu.edu/rule2.htm for current policy on university-excused absences. For illness- or injury-related absences of up to two days, student must provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu). The student will initiate this process by completing the form either online or manually. The form must be printed and signed. Electronic copies will not be accepted. 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 and 7.1.6.2). For each absence without a documented University excuse, your term grade will be lowered by 1/3 letter grade. No penalty will apply to homework submitted late due to a University-excused absence. Make-up exams and late submission of assignments (or a satisfactory alternative) is permitted for University-excused absences within 30 calendar days from the last day of the absence, in accordance with Student Rule 17.3.

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

Grading scale:
A = 100 – 90 %  B = 89 – 80 %  C = 79 – 70 %  D = 69 – 60 %
### Course plan

<table>
<thead>
<tr>
<th>Settimana</th>
<th>Data</th>
<th>In classe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No use of electronic devices in class.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A casa**

*(Must be done by that day.)*

Collect, date, and keep all your homework/language activities and notes *(drafts and final versions* + the assigned exercises not on the supersite, and all other written activities) **in a binder**. You will turn it in to your instructor for **evaluation** at the end of the semester.

Students must bring book/s and binder to each class.

**Guarda:** watch (on mediamatrix or on DVD) the **same** indicated film **sequence** for 3 times, using the 3 different streams:

- **One with English subtitles,**
- **one with Italian subtitles,**
- **and one without subtitles.**

**Leggi:** gain a **full comprehension** of the assigned short passage.

**How:**

1- **Underline** the word/expressions you do not understand;
2- **look it up** on a hard copy Italian/English or Italian/Italian dictionary;
3- **write down** the expression in question, and **only that one.** Do not write down the full English translation of the sentence. It is for your personal use, keep it to the minimum—for you (not for me) to understand what it means.

**The purpose of the exercise is for you to acquire the Italian vocabulary to discuss the topic orally or in writing.**

**Leggi/Scrivi:** We will use the **best of youth coursepack** you will find on elearning.

Student will be asked to answer to the assigned questions, **orally and/or in writing**, for the class of that day.

It is the student’s responsibility to regularly check elearning and the supersite to find out the week’s assignments.

Please note: when your answers are in writing, they must be typed with a word processor (point 2, space 2 or 3) and they must be *turned to instructor in class, on the assigned day.*

**Write in full sentences:** subject, verb and modifiers.

On occasion students will be asked, following appropriate indications, to *edit their written homework, and turn the final version in again along with the first draft.*

**Esercizi & Grammatica:** we will use Sentieri and its Supersite for studying and reviewing/practicing grammar points.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 15</td>
<td>Presentazione del corso</td>
</tr>
</tbody>
</table>
| Jan. 17 | **Attività orale:**  
Grammarica: ripasso  
*Guarda* la prima sequenza (3+)  
*Legg/Scrivi:* Trama p. 9  
Rispondi oralmente e/o per iscritto alle domande assegnate dal BoY coursepack od altro (check elearning/supersite)  
*Esercizi e grammatica:* 3 p. 11 (check elearning/supersite) |
| Jan. 22 | Prima e seconda sequenza  
**Attività orale:**  
Grammarica: capitolo 12 di Sentieri  
*Guarda* la prima e la seconda sequenza  
*Legg/Scrivi:* prima sequenza p. 9-10 + seconda sequenza p. 17  
Rispondi oralmente e/o per iscritto alle domande assegnate dal BoY coursepack od altro (check elearning/supersite)  
*Esercizi e grammatica:* tba (check elearning/supersite) |
| Jan. 24 | Seconda sequenza  
**Attività orale:**  
Grammarica: capitolo 12 di Sentieri  
*Guarda:* la seconda sequenza  
*Legg/Scrivi:* seconda sequenza p. 17  
**Rispondi per iscritto** alle domande assegnate dal BoY coursepack od altro (check elearning/supersite)  
*Esercizi e grammatica:* tba (check elearning/supersite) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Page</th>
<th>Date</th>
<th>Page</th>
<th>Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 29</td>
<td>3</td>
<td>Terza sequenza 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Grammatica</em>: capitolo 12 di Sentieri</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 31</td>
<td>3</td>
<td>Quarta Sequenza 31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Grammatica</em>: capitolo 12 di Sentieri</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AND SO ON</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Grammatica</em>: Ripasso coniugazioni semplici</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Guarda</em> la terza sequenza</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Leggi/Scrivi</em>: terza sequenza p. 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rispondi oralmente alle domande assegnate dal BoY coursepack od altro (check elearning/supersite)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Esercizi e grammatica</em>: tba (check elearning/supersite)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 5</td>
<td>4</td>
<td>Quinta sequenza 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 7</td>
<td>4</td>
<td>Sesta sequenza 47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>HOMEWORK</em> for the week will be assigned on the Elearning’s Calendar (usually on Th. afternoon) in accordance with the activities to be held in class the following week.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>N.</td>
<td>Event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 12</td>
<td>5</td>
<td>Settima sequenza 53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TODAY CONFIRM WITH ME YOUR GROUP COMPOSITION AND THE TOPIC OF YOUR MIDTERM PRESENTATION:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 14</td>
<td></td>
<td>Ottava sequenza 59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb. 19</td>
<td>QUIZ #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb. 21</td>
<td>Nona sequenza 65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb. 26</td>
<td>MIDTERM ORALS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb. 28</td>
<td>MIDTERM ORALS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BY TODAY CONFIRM WITH ME YOUR GROUP COMPOSITION AND THE TOPIC OF YOUR MIDTERM PRESENTATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>March 5</td>
<td>Nona sequenza 65</td>
<td>Individual Mid-semester Progress Reports distributed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 7</td>
<td>Decima sequenza 71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undicesima sequenza 79</td>
<td>Ripasso coniugazione dei verbi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammatica:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 21</td>
<td>Dodicesima sequenza 85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tredicesima sequenza 93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 28</td>
<td>Quattordicesima sequenza 99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 2</td>
<td></td>
<td>Quindicesima sequenza 107</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td></td>
<td>QUIZ # 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sedicesima sequenza 115</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td></td>
<td>Sedicesima / Diciassettesima sequenza 123</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td></td>
<td>Diciottesima sequenza 131</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>BY TODAY CONFIRM WITH ME YOUR GROUP COMPOSITION AND THE TOPIC OF YOUR FINAL PRESENTATION</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 16</td>
<td></td>
<td><em>Ripasso</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td></td>
<td>PRESENTAZIONI ORALI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 23</td>
<td></td>
<td>PRESENTAZIONI ORALI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td></td>
<td><em>LAST DAY OF CLASS</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PRESENTAZIONI ORALI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 3rd</td>
<td></td>
<td>Final Exam - Location TBA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 3, Friday 3-5 p.m. (TR 11:10 a.m.-12:25 p.m.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>