LANGUAGE,
PHILOSOPHY,
AND CULTURE
#3
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: JAPN 201

3. Texas Common Course Number: JAPN 2311

4. Complete course title: INTERMEDIATE JAPANESE I

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
   Current ICD: No

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

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

9. Number of class sections per semester: Fall: 2; Spring: 0

10. Number of students per semester: 56

11. Historic annual enrollment for the last three years: 51 53 38

   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

   3/6/13
   Date

   3/20/13
   Date

   3/20/13
   Date

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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 (JAPN 201) is a fourth semester course in Japanese 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 and understanding of Japanese culture, society, and social relationships. 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: songs, interviews, structured and free conversations, listening activities, and both intensive and extensive readings. Students must understand and interpret written and spoken language on a wide variety of topics and in different levels of politeness. Whole class and small group activities allow students to negotiate for meaning and synthesize new information in different levels of speech. Conversations with native speaker guests allow students to inquire about, compare, analyze, and evaluate Japanese and American cultural and social values. 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.
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 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. They demonstrate their intercultural competence by learning to respect, appreciate, and engage effectively with Japanese people. They demonstrate social responsibility by learning appropriate levels of speech and when to use them. They show evidence of becoming lifelong 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 activities provide opportunity for intercultural communication which enhances students’ awareness of the importance of personal responsibility for individuals’ choices and actions when dealing with people from different cultures. This awareness enhances their ability to make ethical decisions in unfamiliar situations. Students demonstrate their thoughtfulness on these topics through discussions, writing assignments, and the production of video 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

JAPN 201 – Intermediate Japanese 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.
JAPN 201 Course Description and Schedule

日本語 2 0 1  ·  二千十二年 秋の学期 · JAPN 201 Fall 2012

Course Description

Instructor George Adams
Office Academic 103
Department Telephone 979-845-2124
Email georgeadams@tamu.edu
Office hours T/Th 3:00-4:00 or by appointment.
Webpage http://internationalstudies.tamu.edu/html/modern-languages.html
eLearning http://elearning.tamu.edu/

Meeting times & Location
JAPN 201-501: 1:50-2:40, MTWTh, IIRED 115

Required texts
- Workbook for Genki 2. ISBN4-7890-1444-1
- Online materials at eLearning

General description
This is the third in a cycle of Japanese language courses. Japanese 201 (Intermediate Japanese) continues to establish the foundation for mastery of the language.

At the end of this course, students will be able to:
- Participate in a variety of everyday conversations;
- Read Japanese texts at an intermediate level;
- Write short texts in Japanese using approximately 224 kanji;
- Comprehend narrations and short explanations in Japanese.

In addition, students will continue to acquire a general knowledge of Japanese people and their culture. For a more specific inventory of skills that students will be expected to acquire, see the grammar objectives on pages 6-7 in your text for Units 13-17, and the kanji on pages 276-302 of your text. Vocabulary for each unit will be found on eLearning.

Core Curriculum Objectives

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

Communication: The course enhances communication skills through participation in class discussions, intensive and extensive readings, and through collaborative work with a team in the production of a video.

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 awareness of the social uses of language. Students become aware of the kinds of language choices they make and how these choices affect how they engage Japanese persons of different age, status, gender, and occupations.

Prerequisites for this course
JAPN 101 and 102 or the equivalent.

Grading
Grades will be determined by the following formula.
JAPN 201 Course Description and Schedule

Unit Tests: 50%
Daily Quizzes: 50%

Test Grading Scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below.
Quiz Grading Scale: Quizzes are graded on a scale of 1 to 5. Absence is counted as a 0 on your quiz average. You receive a 1 for turning in a quiz with your name and nothing else to indicate attendance. 5 is excellent.
Listening Practices, Reading Practices, and Conversation Worksheets will count as one quiz. They will be graded using the formula Done = 5; Not done = 0. You will not receive credit for the Conversation Worksheet unless you participate in the next day's conversation.
At the end of the semester, you will make a video with a partner. The Rough Draft and the Revised Draft will be graded as one quiz each, and the Video itself will count as two quizzes. They will be graded using the formula Done = 5 (or, in the case of the Video, 10); Not done = 0.

There will be six unit tests and one final exam. They will all be cumulative (that is, they will evaluate students' retention of older material as well as an understanding of new material). They will be weighted the same in grading.

Attendance is mandatory. You are not directly penalized for being absent, but failure to turn in a daily quiz will lower your average. The daily quizzes may not be made up. University excused absences will not be counted in the quiz average. See http://student-rules.tamu.edu/rule07.

Daily class participation does not count as part of your grade. However, if you are unprepared (for whatever reason) to participate in class, I reserve the right to penalize you by not recording your daily quiz. Learning a language involves doing the speaking and listening activities in class, and that means working with other students. You have the right to expect support from your classmates and they have the right to expect the same from you. All students should come prepared to participate fully. Good citizenship is an essential part of learning languages in the classroom.

Please remember: to a teacher, individuals do not learn; classes learn. Everyone in a class—not just the teacher—is responsible for maintaining a supportive learning environment.

Prerequisite Information

A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language, MUST take a placement test to determine the appropriate course for her/his level of ability. Contact the Measurement and Research Services at 845-9532 (A-314 Cain Hall) to arrange a placement test. (The Arabic and Asian Languages Office will conduct an audit to verify students' eligibility in all language classes.)

University Excused Absences

Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional's confirmation that absence from class was necessary (see Rule 7.1.6.1).

A&M Policies

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil right protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed 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).

"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.

Common Sense Classroom Management Policies

Turn off your cell phones and other communication devices before class starts. No text messaging!
JAPN 201 Course Description and Schedule

Don’t put anything in your mouth that interferes with speaking. Don’t put anything in your ears that interferes with listening. You may bring a covered drink (such as bottled water) into the classroom, but do not bring in food. Throw away your trash.

Do not fall behind. If you do, I suggest you arrange a meeting with me.

Do not throw away graded material. My records are not perfect, but they will tell me your final grade unless you have kept the graded material I have handed back to you. I suggest you keep track of your grades so there are no surprises and periodically compare your records with mine.

If you took first year Japanese during the fall and spring semesters at A&M, you may remember that I allowed you attend the other section of the same course. Unfortunately, we cannot allow that this semester.

No special arrangements are final unless they are confirmed by email. So, if you ask to reschedule a test or do special extra credit, a conversation in class should not be taken as a final confirmation or this arrangement. You should follow up the conversation with an email reminder to me, and I will email you a confirmation.

FAQs (Frequently Ought-to-be-asked Questions)

If I come after the quiz is over, can I take it at the end of class?
If I think tardiness is a sign of not taking the class seriously, or even a strategy for doing better on the quizzes, of course I will refuse. If you think you are going to be late, the best thing to do is to call or email me.

Can I take a quiz and then leave?
Absolutely not.

Can I email you my Conversation Practice Worksheet, and then skip the Conversation Practice itself?
Absolutely not.

Sensei, can I borrow a pencil?
No! Do not be あまい. Always bring course materials to class.

Is there a minor in Japanese?

Are there Japanese courses in the summer?
Summer 2007 was the first time A&M offered Japanese in the summer. We will continue to expand course offerings in the summer. However, we are not yet sure what will be offered in 2013.

What about faculty-led study abroad in the summer?
Yes, we have a program and it is excellent. Dr. Martin Regan, in the Department of Performance Studies, and Dr. Yuki Waugh of the Japanese program jointly lead it. Dr. Regan guides students through various activities related to traditional Japanese performing arts, such as kabuki, folk music, dance, etc.; Dr. Waugh teaches students functional Japanese they can use on the street and in the program’s homestays.

This is a unique program. There are other “cultural” programs, but nothing like this. For more information, contact Dr. Regan at regann@tamu.edu or Dr. Waugh at ywaugh@tamu.edu.

Is there any independent study in Japanese?
There is no independent study in Japanese.

I will need a recommendation letter. Can you help?
If you anticipate needing a recommendation in the future, use your common sense about what constitutes good participation in this class.

Does A&M have a study abroad program in Japan?
A&M has a reciprocal exchange programs with Osaka University, Tohoku University, and Kwansei Gakuin University. Students can (1) study Japanese and take content courses in English, or can (2) enroll in intensive Japanese language programs. Some
JAPN 201 Course Description and Schedule

students who are studying Japanese have made private arrangements through companies that place students in Japanese universities, home stays, etc.

The Study Abroad office has information about Osaka University and Tohoku University, and about scholarships. Please talk to the teachers in A&M’s Japanese program if you are interested in Kwansei Gakuin University.

I want more conversation practice Where can I get it?

The Japan Club's Facebook page is:
http://www.facebook.com/group.php?gid=23356381281&ref=ts#!/group.php?gid=23356381281&v=wall&ref=ts. They have conversation tables during the semester. In previous semesters, the Language Learning Institute (LLI) offered conversation classes for close to no-cost. Its current status with Student Activities is Not Recognized, but it may be re-organized in the future.

In addition, teachers in the Japanese program have information about native speakers of Japanese who offer conversation practice.

What about tutoring?
The Japanese program offers free tutoring. Please ask your teacher for more information.

Test schedule

This schedule is subject to change with one week’s notice.

Review Test: September 10 (Monday)
Unit 13: September 24 (Monday)
Unit 14: October 8 (Monday)
Unit 15: October 22 (Monday)
Unit 16: November 5 (Monday)
Unit 17: November 19 (Monday)

Final Examination
JAPN 201-501 (1:50-2:40 class): Tuesday, December 11, 3:30-5:50
JAPN 201-502 (8:00-8:50 class): Friday, December 7, 10:00-12:00

Continued...
JAPN 201 Course Description and Schedule

日本語 201・2012年の秋学期のスケジュール

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<td>Course Introduction</td>
<td>Daily Homework is on eLearning</td>
<td>Due Thursday, 9/1: Go to the following website:</td>
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<td>第1のテスト 〜なければいけません</td>
<td>Handout</td>
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<td>8/29</td>
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<td>第6のテスト (だ)から</td>
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<td>第7のテスト</td>
<td>Adjective で Adjective</td>
<td>練習試験 (れんしゅうしけん)</td>
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Due Monday, 9/5: Go to the following website:

http://genki.japantimes.co.jp/self/verbadjective-conjugation-practice Do the following 5 activities:
Lesson 8: (a) Present Negative (Verbs); (b) "Short Form Verbs" (but actually adjectives!) Present Negative
Lesson 9: (a) Short Form Verbs Past Affirmative; (b) Short Form Adjective Past Affirmative; (c) Short Form Verb Past Negative.

Your computer must be able to write in Japanese. See the last page of this schedule for instructions.

When you enter a word, press 'Enter' twice to see the result.

Don't worry if a word is unfamiliar. Follow the transformation rules. Note that there are 'Meaning' and 'Rule' buttons.

When you finish, select 'See Summary' and print the results or email them to your teacher.
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<td>ふくしゅうの試験</td>
<td>Go to <a href="https://mediamatrix.tamu.edu/">https://mediamatrix.tamu.edu/</a></td>
<td>(1) Click ‘Login’ in the lower right. (2) Username: genki1wkbk; Password: genki. (3) Select “Publish to my NetID/Guest user” (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate Lesson 12, Tracks 37, 38, and 39. Note: This is the listening practice for Unit 12 in Genki I, not Genki II. See the ‘Listening File’ on eLearning for the Worksheet.</td>
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<td>第8の小テスト</td>
<td>Potential form: 30-31; 37-39</td>
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<td>9/12</td>
<td>第9の小テスト</td>
<td>Potential form: 30-31; 37-39</td>
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</tr>
<tr>
<td>9/13</td>
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<td>～し: 31-32; 39-40</td>
<td>読む練習 (Reading Practice) Choose a Reading from eLearning and submit a Summary on Monday.</td>
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<td>～そうだ  (It looks like...):</td>
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<td>9/24</td>
<td>第13課試験</td>
<td>Go to <a href="https://mediamatrix.tamu.edu/">https://mediamatrix.tamu.edu/</a></td>
<td>(1) Click ‘Login’ in the lower right. (2) Username: genki2wkbk; Password: genki. (3) Select “Publish to my NetID/Guest user” (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson</td>
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<td>ほしい: 54-55; 61-62</td>
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<td>あげる・くれる・もらう: 56-57; 65-67</td>
<td>読む練習 (Reading Practice) Choose a Reading from eLearning</td>
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日中に 授業の内容

文法：教科書のページ

宿題（しゅくだい）

⑥ 10/1 第 8 の小テスト
月
あげる・くれる・もらう: 56-57; 65-67

10/2 第 9 の小テスト
火
～たら: 58; 68-69

10/3 第 10 の小テスト
水
Number + も/Number + しか+ negative: 58-59; 69-70

会話ワークシート Online
Complete and bring to class tomorrow

10/4 第 11 の小テスト
木
会話

会話ワークシート - Did you do it?
練習試験 (れんしゅうしけん)
Online

⑦ 10/8 第 14 課試験

Wkbk 26
月
Go to https://mediamatrix.tamu.edu/
(1) Click ‘Login’ in the lower right. (2) Username: genki2wkbk; Password: genki. (3) Select “Publish to my NetID/Gues. user” (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson.

10/9 第 22 の小テスト
火
Volitional form: 78; 84-5

62-3, III

10/10 第 23 の小テスト
水
Volitional form + と思っています: 79; 86-87

10/11 第 24 の小テスト
木
～ておく: 80; 87-88

読む練習 (Reading Practice)
Choose a Reading from eLearning and submit a Summary on Monday.

⑧ 10/15 第 25 の小テスト
月
Noun modifying phrases: 80-81; 88-93

10/16 第 26 の小テスト
火
Number + も/Number + しか+ negative: 58-59; 69-70

10/17 第 27 の小テスト
水
何か・何も
Handout

会話ワークシート Online
Complete and bring to class tomorrow

10/18 第 28 の小テスト
木
会話

会話ワークシート - Did you do it?
練習試験 (れんしゅうしけん)
Online

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<td>11/5</td>
<td>第 1 6 課実験</td>
<td>11/6 第 3 6 の小テスト</td>
<td>11/5 第 1 6 課聞く練習・Wkbk 42</td>
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<td>(1) Click ‘Login’ in the lower right. (2) Username: genki2wkbk; Password: genki. (3) Select “Publish to my NetID/Guest user” (4) Select ‘Adams, George (georgeadams)’ (5) Select the appropriate lesson</td>
<td>Go to <a href="https://mediamatrix.tamu.edu/">https://mediamatrix.tamu.edu/</a></td>
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<td>11/6</td>
<td>第 3 6 の小テスト</td>
<td>〜そうですね (I hear that...): 122-123; 129-131</td>
<td>11/6 第 3 6 の小テスト</td>
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<td>11/7</td>
<td>第 3 7 の小テスト</td>
<td>〜って: 123; 130-131</td>
<td>11/7 第 3 7 の小テスト</td>
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<td>11/8</td>
<td>第 3 8 の小テスト</td>
<td>〜たら: 123-125; 131-132 56-57; 65-67</td>
<td>11/8 第 3 8 の小テスト</td>
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<td>読む練習 (Reading Practice)</td>
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|       |            | Choose a Reading from eLearning and submit a Summary on Monday. | Choose a Reading from eLearning and submit a Summary on Monday.
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<th>日にち</th>
<th>授業の内容</th>
<th>文法：敬語者のページ</th>
<th>宿題（しゅくだい）</th>
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<tr>
<td>11/12</td>
<td>第39の小テスト</td>
<td>～なくてもいいです: 125: 132-133</td>
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<td>11/13</td>
<td>第40の小テスト</td>
<td>～みたい: 126; 134-136</td>
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<tr>
<td>11/14</td>
<td>第41の小テスト</td>
<td>～前に・てから: 127; 136-137</td>
<td>会話ワークシート Online</td>
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<td></td>
<td></td>
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<td>Complete and bring to class tomorrow</td>
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</tbody>
</table>

- 七五三: For Thursday's quiz: Go to [http://web.mit.edu/jpnet/holidays/Nov/7-5-3.shtml](http://web.mit.edu/jpnet/holidays/Nov/7-5-3.shtml) and answer: On this day, families go to Shinto shrines and pray for the health of children aged ____, ____ , and ____ .

| 11/15 | 第42の小テスト | 会話 | 会話ワークシート - Did you do it? |
|       |             |      | 練習試験 (れんしゅうしきけん) |
|       |             |      | Online |

| 11/19 | 第17課試験 | | 第17課聞く練習・Wkbk 49 |
|       |             | | Go to [https://mediamatrix.amu.edu/](https://mediamatrix.amu.edu/) |

(1) Click ‘Login’ in the lower right. (2) Username: genki2wkb; Password: genki. (3) Select “Publish to my NetID/Guest user” (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson

| 11/20 | 第43の小テスト | Reading and Video Unit |
| 11/21 | 第44の小テスト | Video Scripts due today |

| 11/22-23 日 | 木/金曜日 感謝祭・Thanksgiving Holiday |

| 11/26 | 第45の小テスト | Reading and Video Unit |
| 11/27 | 第46の小テスト | Reading and Video Unit |
| 11/28 | 第47の小テスト | Reading and Video Unit |
| 11/29 | 第48の小テスト | Reading and Video Unit |

- お正月：For Thursday’s quiz: Go to [http://web.mit.edu/jpnet/holidays/Jan/syogatsu.shtml](http://web.mit.edu/jpnet/holidays/Jan/syogatsu.shtml) and be prepared to fill in the blanks: Many Japanese go for a first visit to a _______ or _______: one traditional activity is to pound and eat _______ , especially with a red bean soup.
JAPN 201 Course Description and Schedule

<table>
<thead>
<tr>
<th>日にち</th>
<th>授業の内容</th>
<th>文法：教科書のページ</th>
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<tr>
<td>12/3</td>
<td>第49の小テスト</td>
<td>ビデオパーティー</td>
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</table>

期末試験 (Final Examination)
JAPN 201-501 (1:50-2:40) December 11, Tuesday 3:30 a.m.-5:30 p.m. (HRBB 115)
JAPN 201-502 (8:00-8:50) December 7, Friday 10:00-12:00 p.m. (ZACH 105C)

You may take your final exam with another class if you arrange it with 先生.

Grading
Grading is determined by the following formula:

Tests: 50%
Quizzes: 50%

- 試験 (Tests) count for half your grade. They are weighted the same, including the Final Exam (期末試験)

- 小テスト (Quizzes) count for half your grade. The items are taken directly from the homework assignments. They cannot be made up if you are absent. 聞く練習 (Listening Practice) and 会話のワークシート - Did you do it? (ConversationWorksheets) and bi-weekly 読む練習 Reading Practice each count as one quiz. However, the ワークシート itself will count for nothing if you do not participate in the 会話.

Online Practice

1. http://www.davidhallger.se/nihon/genki.asp. Go to “げんき Genki” in the “Japanese” window on the left; Click “Vocabulary Test” under the appropriate unit; do the activity and click “Check Answer” when you have finished.
2. http://kanji.asianmideast.jlu.edu/ Choose one of the quizzes from Genki II. Choose the “Quiz type.” Copy and paste the “Your results” page. You may submit more than one of the quizzes for each unit, but not the same kind twice.
4. http://quizlet.com/ Search: Genki. Then choose one of the “Sets” and do the Test. You must do all Question Types in each test. Many of the sets for Genki II were written by current and former students of Japanese at A&M.
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: JAPN 202
3. Texas Common Course Number: JAPN 2312

4. Complete course title: INTERMEDIATE JAPANESE II

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
   Current ICD - No

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

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

9. Number of class sections per semester:
   - Fall: 0; Spring: 2

10. Number of students per semester: 56

11. Historic annual enrollment for the last three years: 44 52 30

   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: 03/06/2013

13. Approvals:

    [Signature]
    Date: 03/20/2013

14. Department Head:

    [Signature]
    Date: 3/26/13

15. College Dean/Designee:

    [Signature]

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (JAPN 202) is a fourth semester course in Japanese 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 and understanding of Japanese culture, society, and social relationships. 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: songs, interviews, structured and free conversations, listening activities, and both intensive and extensive readings. Students must understand and interpret written and spoken language on a wide variety of topics and in different levels of politeness, including very respectful and humble language. Whole class and small group activities allow students to negotiate for meaning and synthesize new information in different levels of speech. Conversations with native speaker guests allow students to inquire about, compare, analyze, and evaluate Japanese and American cultural and social values. 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.
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 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. They demonstrate their intercultural competence by learning to respect, appreciate, and engage effectively with Japanese people. They demonstrate social responsibility by learning appropriate levels of speech and when to use them. 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 activities provide opportunity for intercultural communication which enhances students’ awareness of the importance of personal responsibility for individuals’ choices and actions when dealing with people from different cultures. This awareness enhances their ability to make ethical decisions in unfamiliar situations. Students demonstrate their thoughtfulness on these topics through discussions, writing assignments, and the production of video 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

JAPN 202 – Intermediate Japanese 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.
JAPN 202 Course Description

日本語202春の学期2013年・JAPN 202 Spring 2013
Course Description

Instructor: George Adams (ジョージ・アダムス)
Office: Academic 103C
Office hours: T/Th 4:00-5:00 or by appt.

Email: georgeadams@tamu.edu
Classroom: ACAD 227
Class time: MTWT 11:30-12:20
Department phone: 845-2124

Required texts
- Other materials online at eLearning. Conversation Worksheets must be brought to class on the dates indicated.

General description
This is the fourth in a cycle of Japanese language courses. Japanese 202 (Intermediate Japanese) continues to lay the foundation for mastery of the language. At the end of this course, students will be able to:
- Participate in a variety of everyday conversations;
- Be able to use both respectful and humble language in conversations;
- Comprehend extended utterances in Japanese;
- Continue to develop basic literacy skills.

In addition, students will continue to acquire a general knowledge of Japanese people and their culture.

Learning outcomes
The state of Texas has mandated that course descriptions describe the outcomes of a course of study, or what you will be able to do after you finish this course. You should not take this literally. Remember that real-life language performance, both receptive and productive, is negotiated and mediated.

In addition to the objectives students have achieved in JAPN 101, 102, and 201, students in JAPN 202 will be able to:
- Sustain understanding over long stretches of discourse in a number of situations.
- Successfully handle various communicative tasks and social situations.
- Initiate, sustain, and close a general conversation about different topics with a number of strategies.
- Accomplish the above while comprehending and using sociolinguistically appropriate language.
- Comprehend extensive and intensive readings in various genres.
- Write and comprehend 300 or more kanji.

The above will include:
- Transitive and intransitive verbs; respectful language; humble language; conditional voice; passive voice; simultaneous events and activities; grammar expressing regret and frustration; causative voice; giving orders; describing similarities; various ways of making decisions; describing processes; expressing specification and probability; giving orders. (Students will be able to comprehend, but not use, the passive-causative voice.)

Core Curriculum Objectives

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

Communication: The course enhances communication skills through participation in class discussions, intensive and extensive readings, and through collaborative work with a team in the production of a video.

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 awareness of the social uses of language. Students become aware of the kinds of language choices they make and how these choices affect how they engage Japanese persons of different age, status, gender, and occupations.
Grading

Tests: 50%  Tests are equally weighted, including the final examination.

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

Quizzes: 50%  Quizzes are graded on a scale of 1 to 5.

In addition, students will be required to do the following assignments.

(1) Listening practice.  After each unit test, there will be listening homework due the next class.  Each listening practice will be worth one quiz.

(2) Reading practice.  There will be readings online.  Each reading will be worth one quiz.

(3) Conversation practice.  Preparation homework will be worth one quiz; Follow-up homework will be worth one quiz.

(4) Homework.  The writing practice on the daily homework will not be graded.  However, students must show that they have at least attempted every sentence, even if this means simply writing the vocabulary.  Failure to do so will lower your quiz grade.

At the end of the semester, students will have the opportunity to make a video for extra credit.

Student Responsibilities

Attendance is mandatory.  You are not directly penalized for being absent, but failure to turn in a daily quiz will lower your average.  Each class begins with a daily quiz that is taken directly from the homework.  If you come a little late, you may take the quiz after class.  If you come very late, the teacher reserves the right not to allow you to take the quiz.

Class participation does not count as part of your grade.  However, if you are unprepared (for whatever reason) to participate in class, I reserve the right to penalize you by not recording your daily quiz.  Learning a language involves doing the speaking and listening activities in class, and that means working with other students; you have the right to expect support from your classmates and they have the right to expect the same from you.  All students should come prepared to participate fully.

Remember:  to a teacher, individuals do not learn; classes learn.  Everyone in a class—not just the teacher—is responsible for maintaining a supportive learning environment.  If a student shows “poor citizenship”—that is, behaving in a way that makes learning more difficult for other students—the teacher reserves the right to penalize the offending student.

University Excused Absences

Students will not be penalized in case of a University excused absence.  The following documentation is acceptable.

a)  Student must provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu).

b)  Student must provide confirmation of visit to a health care professional affirming date and time of visit.

c)  Either (a) or (b)

Late Work Policy

Make-up exams and late submission of assignments are permitted for University-excused absences within 30 calendar days from the last day of the absence, in accordance with Student Rule 1.7.3.

Prerequisite Information

JAPN 201 or the equivalent is a prerequisite for this course.  A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language, MUST take a placement test to determine the appropriate course for her/his level of ability.  Contact the Data and Research Services at 845-0532 (A-314 Cain Hall) to arrange a placement test.

(The Department of International Studies will conduct an audit to verify students' eligibility in all language classes.)

A&M Policies

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil right protection for persons with disabilities.  Among other things, this legislation requires that all students with disabilities be guaranteed 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).

"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.

Common Sense Classroom Policies

Turn off your cell phones and other communication devices before class starts. No texting! Use of apps for kanji and electronic dictionaries are allowed, except with quizzes and tests.

Don't put anything in your mouth that interferes with speaking. Don't put anything in your ears that interferes with listening.

Please check your TAMU email account regularly.

Do not fall behind. If you do, I suggest you arrange a meeting with me.

As the semester is ending, do not tell the teacher what grade you need.

Do not throw away graded material. The teacher's records are not perfect, but they will determine your final grade unless you have kept the graded material that will be handed back to you.

FAQs (Frequently Ought-to-be-asked Questions)

If I come after the quiz is over, can I take it at the end of class?

If tardiness is a sign of not taking the class seriously, or even a strategy for doing better on the quizzes, of course the answer is No. If you think you are going to be late, the best thing to do is to call or email the teacher.

Can I take a quiz and then leave?

Absolutely not.

Is there a minor in Japanese?

Yes. To minor in Japanese, a student must complete JAPN 302, take one elective, and do a 1-credit Capstone course.

Is there any independent study in Japanese?

Independent study in place of JAPN 101 through JAPN 302 is not allowed.

I will need a recommendation letter. Can you help?

If you anticipate needing a recommendation in the future, use your common sense about what constitutes good participation in this class.

Does A&M have a study abroad program in Japan?

A&M has a unique study abroad program in the summer. Students spend 5 weeks in Japan learning about and experiencing Japanese performing arts. At the same time, students will study functional Japanese. The application deadline for next summer's program has been extended to February 21. For more information, contact Dr. Martin Regan (reganm@tamu.edu) or Dr. Yuki Waugh (waugh@tamu.edu).

A&M currently has a reciprocal exchange program with Osaka University, Kwansei Gakuin University, and Tohoku University. Students can arrange for study in Japan through many private providers.

I want more conversation practice. Where can I get it?

The Japan Club has conversation tables. Their Facebook page is http://www.facebook.com/#!/group.php?gid=23356381281.

Test Dates

Unit 18 Test: 1 月 28 日
Unit 19 Test: 2 月 11 日
Unit 20 Test: 2 月 25 日
Unit 21 Test: 3 月 7 日
Unit 22 Test: 4 月 1 日
JAPN 202 Course Description

Unit 23 Test: 4 月 15 日

Final Exam Times

JAPN 202-501 (11:30-12:20 class): 5 月 8 日（水曜日）、10 時半～12 時半
JAPN 202-502: (10:20-11:10 class): 5 月 7 日（火曜日）、8 時～10 時
### 日本語 202・2013年の春の学期のスケジュール

**Assignments**

Hot Pink writing indicates information about Japanese holidays that you will find online. This information will be on the next quiz. Yellow Highlights indicate homework that will be submitted or checked the next class. Failure to submit a mandatory assignment will delete on quiz grade.

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<th>1/14</th>
<th>Course Introduction</th>
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<td>1st Test</td>
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<td>1/16</td>
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<td>1/24</td>
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<td>1/29</td>
<td>7th Test</td>
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Upon completion of the assignments, students are expected to:

- **1/14**
  - Course Introduction
  - Grammar (handout): に・をする & Informal expressions
  - **Advanced Day (Adults Day, celebrated 1/15).** Go to [http://www.yamasa.org/ajst/network/english/newsletter/things_japanese_24.html](http://www.yamasa.org/ajst/network/english/newsletter/things_japanese_24.html) and answer these questions for tomorrow’s quiz: (1) At what age do you officially become an adult? (2) What special event marks the holiday? (3) What is Inisode?

- **1/15**
  - 1st Test

- **1/16**
  - 2nd Test
  - Grammar: ～てしまう (part 1); New edition: 153; old edition: 125

- **1/17**
  - 3rd Test
  - Grammar: ～てしまう (part 2); New edition: 154; old edition 126, I-C
  - Online Reading: Choose a reading from the “Reading” Folder

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- **1/21**
  - Break: King’s Day

- **1/22**
  - 4th Test

- **1/23**
  - 5th Test

- **1/24**
  - 6th Test

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- **1/28**

- **1/29**
  - 7th Test
  - Grammar (ぶんぽう): ～てくれて(or くださって)ありがとう; New edition: 177, III-A; old edition: 147, III-A
  - Review: Transitive – Intransitive; New edition: 152, I-C &/or D; old edition: 124, I-C &/or D
1/30  第８の小テスト

1/31  第９の小テスト
木  文法 (ぶんぽう): はずです; New edition: 179, V-A; old edition: 149, V-A

Online Reading
Choose a reading from the “Reading” Folder.

- 消分の日 (celebrated 2/3 or 2/4) See http://web.mit.edu/jpnet/holidays/Feb/setsubun.shtml and answer these questions for 2/7 Quiz: (1) These days, people throw ___ ___ ___ (Japanese words); (2) and shout ___ ___ ___ ___ ___ (Japanese).

4
2/4  第１０の小テスト

2/5  第１１の小テスト
火  Grammar: Honorific Verbs (cont.); New edition: 175, I-C (Do not do #13 or 18); old edition 145, I-C (Do not do #13 or 18.)

2/6  第１２の小テスト
水  文法: Giving Respectful Advice; p. 176, II (or p. 146, II)

Online Conversation Worksheet
Bring to class tomorrow

2/7  第１３の小テスト
木  会話

会話のワークシート Conversation Worksheet
Write Sentences based on the 会話

5
2/11  第１９課・しけん
月

Unit 19 Listening. New edition: Use the CD that comes w/ Workbook.
Click “Login” in the bottom right. In “Local Account,” input:
Username: genki2wkbk; Password: genki. Click: “Publish to my Net ID/Guest User” and then “Adams, George.”
Do all sections and bring a copy to class on Monday or email.

2/12  第１４の小テスト

2/13  第１５の小テスト
水  文法: Questions within larger sentences, Part 1: Yes/No Q&A;
New edition: 200-201 IV A & B But only1-5 in A and only 1-3 in B;
old edition: 170-171, IV A & B But only1-5 in A and only 1-3 in B.

- バレンタインデー Go to http://web.mit.edu/jpnet/holidays/Feb/valentine.shtml and answer these questions for tomorrow’s quiz: (1) Who gives what to whom? And (2) one of the gifts is given for social and professional obligations; what is it called?

2/14  第１６の小テスト
木  文法: Questions within larger sentences, Part 2: Yes/No Q&A;

Online Reading
But only 6-12 in I-A, and only 4-8 in I-B. Choose a reading from the “Reading” Folder.

6 6月 16の小テスト

7 7月 第20課・しきん

8 8月 第23の小テスト
3/4 文法: (く・に) します; p.193, IV-A

会話のワークシート

Online Conversation Worksheet

Bring to class tomorrow

Online Reading
Choose a reading from the “Reading” Folder

* ひな祭り (celebrated 3/3). Go to [http://web.mit.edu/jpnet/holidays/Mar/hinamatsuru.shtml](http://web.mit.edu/jpnet/holidays/Mar/hinamatsuru.shtml) and answer these questions for Monday’s quiz: (1) This holiday is considered a day for ____ (填入合适的词语); (2) families display ____ (填入合适的词语) (Japanese).

Write Sentences based on the 会話

Unit 21 Listening. New edition: Use the CD that comes w/ Workbook.
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Old edition: Go to [http://mediamatrix.tamu.edu](http://mediamatrix.tamu.edu), Click “Login” in the bottom right. In “Local Account,” input: Username: genki2wkbb; Password: genki. Click: “Publish to my Net ID/Guest User” and then “Adams, George.” Do all sections and bring a copy to class on Monday or email.

* 3月11日（月）～3月15日（金）: 春休み

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- 3月19日
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3月11日（月）～3月15日（金）: 春休み

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**JAPN 202 Course Description**

**4/24** 第48のテスト
木
読むれんしゅう・ビデオ

子供の日 (May 5). Go to [http://web.mit.edu/jpnet/holidays/May/kodomonohi.shtml](http://web.mit.edu/jpnet/holidays/May/kodomonohi.shtml) and answer these questions for tomorrow’s quiz:
(1) It’s called “Children’s Day”, but actually it celebrates ____; (2) Families with boys hoist ____ from balconies and flagpoles.

**4/29** 第49のテスト
月
読むれんしゅう・ビデオ

宪法記念日 (Constitution Day, 5/3). Go to [http://www.japanhouse.ru/eng/full_news.php?id=34&PHPSESSID=f651fe2b46525014aaee882ffe9bd749](http://www.japanhouse.ru/eng/full_news.php?id=34&PHPSESSID=f651fe2b46525014aaee882ffe9bd749) and answer these questions for Monday’s quiz:
(1) Who wrote the current constitution? (2) What is Article 9?

**4/30** バーティー
火

期末試験 (Final Examination)
Section 501 (11:30-12:20): 5月8日（水曜日）午前10時半～12時半
Section 502 (10:20-11:10): 5月7日（火曜日）午前8時～10時
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): Landscape Architecture and Urban Planning

2. Course prefix and number: LAND 240

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

4. Complete course title: History of Landscape Architecture

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
   - Yes
   - No

   [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? Once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 150


   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: Instructor

   Department Head

   College Dean/Designee

13. Date: 3/21/13

14. Date: 3/21/13

15. Date: 3/24/13

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

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

LAND 240 – History of Landscape Architecture I meets the Foundational Component Area description for Language, Philosophy, and Culture by specifically focusing on how the ideas, values, beliefs, and philosophical positions of a particular set of historical people are reflected in the visible landscape. It takes the assumption that as humans interact with nature the write their unwritten autobiography. The tastes, styles, behaviors, and philosophies of particular persons within a given time period, within a given region are then directly reflected through the design of the built and natural environments.

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 ability to engage in reflective and independent thinking is a key component to LAND 240. Learning objectives for the course which help achieve this are (see syllabus for complete list):

L.O.3. Be able to distinguish the distinctive, stylistic, and functional periods of landscape design
L.O.4. Recognize and explain the significance of outstanding historical works of landscape architecture and how they fit into a particular design period
L.O.5. Differentiate the philosophies of each primary era of landscape design and describe how they have impacted the layout of different countries, cities, and gardens.

Strategies used to create/assess an atmosphere of critical thinking are:
1. In class questioning and answering within lectures
2. Pre-lecture outline knowledge exposure/ Post-lecture knowledge obtainment discussions
Procedural learning questioning (assessing the “how” something was applied rather than the “what”) embedded within quizzes and tests

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

Being able to communicate clearly and effectively – orally, visually and in writing – underpins much of the lecture material, the cinematic material, and the extra credit option for the course. Learning objectives within the syllabus which seek to enhance student communication skills are:

L.O.6. Identify renowned landscapes, the work of renowned designers, and the key philosophers of
Texas A&M University

Core Curriculum

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

differing design styles
  L.O.7. Know key facts and interpretations regarding significant historical works of landscape architecture

Strategies used to create/assess an atmosphere of communication skill enhancement are:
  1. Key lecture materials are outlined at the end of each slide show. Students are questioned on this material and are asked to stand up and state their answers to the entire class
  2. The extra credit assignment affords students the opportunity to draw a plan view a landscape design covered in class and describe the style, philosophies, and importance of the design creatively
  3. "Team" questioning is utilized to answer questions from quizzes which were missed by large portions of the course
  4. Quizzes and tests include many visual images as questions which must be recognized according to the designer (in some cases), location, and site.

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

The contribution of the people to the welfare of their communities is covered through many facets of the course, primarily in lecture form. While direct application to College Station is not necessarily made, the classes of people of each period of time covered and the contributions of these persons, their struggles and/or prestige are embedded within the layout description and philosophical debates of the design itself. Learning objectives within the syllabus which aid in exposing the social responsibility of people to their communities are:
  L.O.1. Develop and better understand the nature and depth of the discipline of landscape architecture
  L.O.2. Become well versed in historical multicultural nomenclature used by historical designers and the meanings of this terminology

Strategies used to create/assess an atmosphere of social responsibility are:
  1. Emphasizing and quizzing/testing students on the role landscape architects can play in designing spaces for public good and the promotion of social justice
  2. Showing cinematic screening of movies which expose historical injustices during historical times and testing on the materials covered in these screenings

Utilizing design nomenclature which has roots in different countries and classes and explain the meaning/significance/origins of these terms.

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

The responsibility of students to take care of their own problems is part of the maturation process. Strict deadlines, no make-up examinations, attendance policies, and reflections on the impacts humans have had on the environment promote personal responsibility within LAND240. The learning objective within the syllabus which aids in promoting personal responsibility is:
  L.O.2. Understand the impact that human alteration has had on natural systems through time

Strategies used to create/assess an atmosphere of personal responsibility are:
  1. Discussions on the loss of ecological habitat in lieu of built form
  2. Strict deadlines and no late/missed work accepted without a doctor's note
  3. Credit for attendance given and zeroes given for missed quizzes and examinations

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

LAND 240 - History of Landscape Architecture I - examines the design of natural and built environments in a diverse range of cultural, philosophical, and religious contexts from the prehistory to the 19th century. In this culture-historical approach to landscape architectural history, students develop an awareness of the cultural and stylistic differences in design in European, Asian, African, and American contexts through time. Design of the landscape is considered a direct reflection of human values and preferences of each era and philosophical (e.g. humanism, transcendentalism, etc...) and religious (e.g. Christianity, Hinduism, Islam) ideals are discussed in the context of design. An understanding of how cultural identity is expressed and revealed through the arrangement of the built and natural environments is stresses and these expressions are utilized as evidence for the transmission of design and technology across cultures and over time. Information covering lost and surviving historic landscapes from prehistoric times to the early 19th century provides an opportunity to discuss issues of social memory, identity, adaptive reuse, and historic preservation, environmentalism, and the exploration of the wealth of disciplined embedded within the field of landscape architecture. By learning how to appreciate, understand, and respect the natural and built environments of different cultures, students will gain insights into how the world we build has always reflected who we are and gain insight as to the ideals and historic customs of non-American countries thereby increasing an atmosphere of multiculturalism.
LAND 240  Spring 2012 - Syllabus
DEPT of LAUP: History of Landscape Architecture I

Class: Class Title: LAND 240/630 History of Landscape Architecture I
Class Hours: M-W-F – 9:10am-10:00am
Location: Langford Architecture Center B101
Course Credits: 3

Professor: Galen Newman, PhD, ASLA, APA
Office: Langford Architectural Center A334
Email: gnnewman@arch.tamu.edu
Office Hours: MW 10:00am-12:00pm

COURSE DESCRIPTION:

Introduction: LAND 240 examines (primarily) the quality of human landscape use in Asia, African, and Europe from prehistory to contemporary times. Our examination of the past is concerned with three major issues: the comprehension of specific landscape contexts (that is the environment), the quality of human response to these landscapes (their cultural attitudes and practices for that landscape), and their design response to both cultural and environmental factors.

Preface: History of Landscape Architecture is a general introduction to the history of human settlement, land use and landscape architecture, primarily outside of North America. The content of the course is focused on interpreting the role of culture in landscape formation, the role of technology in the evolution of landscape alteration, symbolic use of the landscape, landscape as an aesthetic expression, and the influences of natural and cultural systems on one another.

The format for the class includes in-class lectures, in-class cinematic screenings, pop quizzes, and four exams (at the beginning of class on the days listed in the schedule). Lectures will be accompanied by a series of slide images that help to illustrate the lecture content and are an integral part of the course. All of the class presentations are aimed at building a comprehension of the role of environmental context and human values in landscape use. Specifically we will look at context and values at three scales: urban planning and design, municipal and civic, and small site design.

Objectives: Upon completion of the course the student should be able to:
- Develop better understand of the nature and depth of the discipline of landscape architecture
- Recognize how key themes of landscape use have been applied in specific landscapes, cultures and eras
- Recognize and appreciate different cultural traditions of landscape use
- Recognize distinctive stylistic and functional periods of landscape use
- Identify renowned landscapes and the work of renowned designers
- Recognize and explain the significance of outstanding works of landscape architecture

Texas A&M University • Galen Newman, PhD • Department of Landscape Architecture and Urban Planning
• Know key facts and interpretations regarding significant works of landscape architecture
• Apply principles from the history of landscape architecture to current landscape issues

Class Routine:

Lectures: Relevant topics are presented by the instructor and examination materials are covered in class. The bulk of your test/quiz material will be covered in these lectures.

Pop Quizzes: There will be 6 unannounced quizzes covering videos and materials discussed which will be randomly distributed throughout the semester. These will take only 10-15 minutes to complete and lectures will occur thereafter. You can drop your lowest two quiz grades.

Examinations: There will be four examinations throughout the semester. These examinations will not be followed by a lecture. The exams will be given at the start of class and NO MAKE UP EXAMS WILL BE GIVEN WITHOUT A DOCTORS OR UNIVERSITY ACCEPTED EXCUSE.

Cinematic Screenings: A series of videos will be watched on Friday’s through the semester which explore that week’s topic. These cinematic lectures will be watched on Fridays and materials covered will also be included in tests and quizzes.

Required References: 

Landscapes in History: Design and Planning in the Eastern and Western Tradition, Phillip Pregill and Nancy Volkman, 2nd Edition. This text is also used in the History of Landscape Architecture II Course – 120.00 new, 70.00 Used on Amazon.

Equipment:

You are responsible for the project costs associated with providing the materials and services listed below and any other costs associated with completion of the course:

• 15 Scantrons (8.5 x 11 with 150 answers) - #101607

ASSESSMENT Evaluation:

Final course grades are based upon the average of four exams and the average of your quiz grades. The exams will cover the material, including the text readings, all lectures up to the date of the exam, and the movies watched in class.

Principles for Success:

1. Attend class regularly
2. Read the text well and with understanding—take notes, relate readings to lectures, etc
3. Take notes both in class and from the text and on the movies watched
4. Develop methods of reinforcing information—make up your own quizzes, develop thought questions, etc
5. Study in groups

Evaluation Criteria:

The following standards will be used in grading project works

• A (89.50 - 100) Distinction: Work that is truly superior and demonstrates original insights, extraordinary depth of research, professional quality, or a highly creative and convincing design resolution.
• B (79.50 - 89.49) Above Average: Work that is above the norm and goes beyond the stated requirements, but lacks extraordinary insights or has aspects which are not fully resolved.

Texas A&M University • Galen Newman, PhD • Department of Landscape Architecture and Urban Planning
- C (69.50 - 79.49) *Average*: Work that is acceptable and satisfies the stated requirements, though there may be substantial flaws in design resolution, craftsmanship, or presentation.
- D (59.50 - 69.49) *Below Average*: Work that barely meets minimum requirements.
- F (0 - 59.49) *Unsatisfactory*: Work that is unfinished and incomplete or is clearly below program standards

Grade Components:
- 60% - Examination Scores (600 Total Points)
  - 15% First Examination (150 Points)
  - 15% Mid Term Examination (150 Points)
  - 15% Third Examination (150 Points)
  - 15% Final Examination (150 Points)
- 40% Quiz Scores (400 pts - Your 2 lowest quiz scores will be dropped)
  - 10% Quiz 1 (100 Points)
  - 10% Quiz 2 (100 Points)
  - 10% Quiz 3 (100 Points)
  - 10% Quiz 4 (100 Points)
  - 0% Dropped Quiz (100 Points)
  - 0% Dropped Quiz (100 Points)

POLICIES

Class Policy:
Respect must be maintained at all class times. Thus:
- No cell phone conversations/no ring tones/no texting
- Be ready on time (prepare before)
- Inter-student learning is highly encouraged
- Be prepared with necessary materials for each class (NO TIME FOR FORGOTTEN SCANTRONS WILL BE PERMITTED DURING TEST OR QUIZ TIMES; ALWAYS HAVE ONE ON YOU!!)
- No Facebooking or other social media during class
- Your participation, in the form of thoughtful comments and questions is always encouraged and welcomed. Your education is dependent on your taking part in the class. And your interest helps me do a better job.
- If you spill it, clean it up; if you bring it with you, take it out.

Attendance:
Your presence is required and expected in class at all designated times. We will cover an extensive amount of material at a very fast pace. Punctual and regular attendance is necessary and mandatory.

Only University approved absences, as stated in the Student Handbook http://studentrules.tamu.edu/search/rule7.htm Rule 7.1, will be accepted as excused absences on days that exams are given. If you will be unable to attend an exam and have a university excused absence you must let me know via email prior to the exam time or you may not be able to do a make-up exam. Class performance is typically directly related to being in attendance, paying attention and taking thorough notes.

Prerequisites:
Sophomore status or above, as stated in the University catalog and on the registration website.
Disability Access: The Americans with Disabilities Act 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 have a disability which requires special accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. For additional information please visit http://disability.tamu.edu.

Academic Integrity: "An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://aggiehonor.tamu.edu. Failure to honor this code will result in a failure of the class and immediate dismissal.

University policies on originality of student work: "As commonly defined plagiarism consists of passing off as one's own the ideas, words, writing, 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 or source. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest of the Texas A&M University Student Rules, under the section 'Scholastic Dishonesty.'

Syllabus Changes: Both the syllabus and the attached course calendar are tentative. The instructor reserves the right to make changes in the syllabus or schedule throughout the course as it may become necessary.

Readings Schedule: REQUIRED readings NOT within the required book will be provided on eLearning. Supplemental readings are not necessarily required but due to copyright laws cannot be placed on eLearning but are available in the library

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<tr>
<td>Prehistory: Cultural Alterations of the Land</td>
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The Neolithic + Ancient Settlement Landscape |


**Early City Form: Aegean, Greek + Roman**


**The Middle Ages + Medieval Towns**


**Symbolic Landscapes + Islamic Gardens**


**Landscaes of the Renaissance**


**Humanism in France + Italy**


**The Grand Manner and Baroque Urbanism**


**Europe’s Expanding Ideals: Great Britain + Beyond**


**Enlightenment and Romanticism**


**Chinese and Japanese Landscapes**


**Democratic + North American Landscapes**


**Modernism + City Planning**


**Ecological Planning**


**Course Schedule:**

See Attached
# LAND 240 - History of Landscape Architecture I

**MWF: 9:10am - 10:00am**

**Professor Galen Newman, PhD, ASLA, APA**  
gnewman@arch.tamu.edu - Office: A334 Langford

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<td>Prehistory</td>
<td>AUG 27 - Syllabus Overview / Introduction</td>
<td>AUG 29 - Prehistory: Cultural Alterations of the Land</td>
<td>AUG 31 - Cinema: IRAQ - CRADLE OF CIVILIZATION</td>
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<td>SEPT 3 - The Neolithic + Ancient Settlement Landscape</td>
<td>SEPT 5 - The Neolithic + Ancient Settlement Landscape</td>
<td>SEPT 7 - Cinema: ANCIENT GREECE</td>
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<td>Prehistory - 5th Century</td>
<td>SEPT 10 - Early City Form: Aegean, Greek + Roman</td>
<td>SEPT 12 - Early City Form: Aegean, Greek + Roman</td>
<td>SEPT 14 - Cinema: MIDDLE ASIANS</td>
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<td>5th Century - 15th Century</td>
<td>SEPT 17 - European Middle Ages + Medieval Towns</td>
<td>SEPT 19 - European Middle Ages + Medieval Towns</td>
<td>SEPT 21 - FIRST EXAMINATION</td>
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<td>SEPT 24 - Symbolic Landscapes + Islamic Gardens</td>
<td>SEPT 26 - Symbolic Landscapes + Islamic Gardens</td>
<td>SEPT 28 - Cinema: THE MOORISH SOUTH</td>
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| OCT. | |
| 15th - 16th Century | OCT 1 - Landscapes of the Renaissance | OCT 3 - Landscapes of the Renaissance | OCT 5 - Cinema: ITALIAN CITIES |
| 16th - 18th Century | OCT 8 - Humanism in France + Italy | OCT 10 - Humanism in France + Italy | OCT 12 - MID TERM EXAMINATION |
| 18th - 19th Century | OCT 22 - Europe's Expanding Ideals: Great Britain + Beyond | OCT 24 - Europe's Expanding Ideals: Great Britain + Beyond | OCT 26 - Cinema: LONDON - CITY OF MAJESTY |
| 19th Century | OCT 28 - Enlightenment + Romanticism | OCT 31 - Enlightenment + Romanticism | |

| NOV. | |
| Prehistory - 18th Century | NOV 5 - Chinese + Japanese Landscapes | NOV 7 - Chinese + Japanese Landscapes | NOV 9 - Cinema: THE FORBIDDEN CITY |
| 20th Century | NOV 19 - Modernism + City Planning | NOV 21 - Modernism + City Planning | |

| DEC. | |
| DEC 10 - Finals | DEC 12 - Finals | DEC 7 - Finals |
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: MUSC 201

3. Texas Common Course Number: MUSI 1306

4. Complete course title: Music & The Human Experience

5. Semester credit hours: 3 SCH

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

   [ ] Current Core - Yes
   [x] 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 class be offered? Fall, Spring

9. Number of class sections per semester: 8

10. Number of students per semester: 1000

11. Historic annual enrollment for the last three years: 1267 1369 2004

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] Laura Elkin Marlow

   Course Instructor

   Date: 19 March 2013

14. Department Head

   [Signature]

   Date: 3/26/13

15. College Dean/Designee

   [Signature]

   Date: 3/26/13

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Music is considered within its cultural context, exploring both parallel and conflicting movements in the visual and literary arts, the composer's own situation, political movements, technological changes, and other events which have an affect on the creation, performance and reception of the particular compositions selected for study in a given semester. The interchange of ideas and styles from other cultures has been a staple of European culture from the days of the crusades (the Arabic oud becomes the ubiquitous Renaissance lute; shawms as predecessor of oboes and bassoons), and these influences are noted throughout the course.

Core Objectives

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

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

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

Critical Thinking is addressed through group projects and concert reports. The group project/presentation consists of researching a topic of the group's choice and presenting it to the class (p. 2). Concert reports (p. 7) require the student to observe, analyze and comment upon such factors as the surroundings in which the concert take place, audience makeup and reaction, performer/audience interaction, analysis of the music itself, and synthesis of the experience as a whole. Students unable to participate in a group project may complete other projects (p. 8), including essays, creative writing, analysis of music in a movie, etc.

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

Communication is of vital importance in a successful group project (p. 2), as each group member is to speak to the class as part of the presentation, in addition to the communication necessary to conduct the research as a group. Effective use of visual aids and video clips is addressed encouraged. Concert reports (p. 7) are to be written in prose form, covering the aspects mentioned under Critical Thinking. Several of the alternate projects (p. 8) require personal interaction and communication (interviews, surveys).
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):

Attendance at several concerts is a requirement of the course. These may include “classical” concerts, music of other cultures, popular styles and staged musical works. Students are expected to behave respectfully at the concert and observe the conventions of the particular genre. Although it is not the focus of Music 201, some musics of other world cultures are studied, and part of the discussion is the social context of performances within that culture, the regard in which creators and practitioners are held, and various customs/taboos (such as removing one’s shoes and not stepping over the instruments in an Indonesian gamelan).

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

Personal Responsibility is developed in several ways in addition to the responsibility to the other group members for the project/presentation. Attendance is mandatory (p. 2), and students are responsible for signing in on the class role sheet, and for providing documentation of absences, should they miss class. Due dates for concert reports are relatively flexible (pp. 2 & 3), with one paper due by midsemester and the other by the end of the semester. Students may turn papers in at any time during the semester and have the option to correct flawed papers, or to attend another concert to replace the deficient concert report, thereby giving them considerable control in the outcome of the grade. However, they do not have this option for papers turned in at very end of the semester on the final due date.

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

MUSC 201 Music and the Human Experience

Request for International and Cultural Diversity (ICD) Designation

Music 201 covers a wide range of vernacular and art music including those of different cultures, within the West and around the world. Additionally, the study of Western European concert repertoire enables students to contextualize music from past eras that regularly surfaces in contemporary media and popular culture -- movies, ringtones, television, video games, and advertisements. For their research projects, students are encouraged to select current popular styles, many of which draw inspiration from multiple sources and new technologies, and to note any correlations with the creation, dissemination, and acceptance of other types of music already studied.
MUSIC 201  MUSIC AND HUMAN EXPERIENCE  FALL 2012
Instructor: Laurine Elkins-Marlow, Ph.D.

MUSC 201.501 meeting Tuesdays & Thursdays 8:00 – 9:15 a.m. in HECC 100
MUSC 201.502 meeting Tuesdays & Thursdays 9:35 – 10:50 a.m. in HECC 100
MUSC 201.505 meeting Tuesdays & Thursdays 12:45 – 2 p.m. in HECC 100

Office: Academic Building 406B, telephone 845-8697  email l-marlow@tamu.edu
Office hours 2 – 3:30 p.m. Tuesdays & Thursdays, and by appointment

COURSE DESCRIPTION
An introduction to music and related issues; designed to enhance the student’s knowledge and
perception of music; selected works in various styles within historical, psychological and
aesthetic contexts.

PREREQUISITES: None

OBJECTIVES OF THIS COURSE:
1) To demonstrate an understanding of the creation and performance of music in cultural
context.
2) To develop and apply listening skills and a working knowledge of basic music terminology.
3) To apply these skills in live listening experiences and to evaluate the concert or event in a
written report.
4) To demonstrate an understanding of music of other cultures and "popular" musics (jazz,
musical theatre, etc.).
5) To demonstrate knowledge of composers, specific compositions, instruments and forms
associated with the various style periods in the history of the "Western art music"
tradition.
6) To communicate with the class your research on a musical topic of special interest, working
with a group of fellow students.

both the text and the CDs or downloads. Bonds offers the class materials in a variety of
formats, both printed and electronic. You may choose which is most convenient for you.
Listening selections on the exams will come from musical selections in Bonds.

It is highly recommended that you also acquire access to Bonds’ MyMusicLab, which
offers valuable learning experience through animated listening guides, chapter highlights and
quizzes, and many supplemental learning activities.

Bonds’ Listen to This is structured with emphasis on "classical" music of the Western
European art music tradition, presented in 6 historical periods, and within these also covers
some American popular music, jazz, and musics of other cultures. This text will provide the
basic framework for the course to fulfill the objectives given above, and will be supplemented
with videos, handouts and additional readings.

Attending a live music performance offers a range of experience and insight not possible
when listening to a recording. Students will attend two concerts of "classical" or other music
studied in class which are available on campus and in the community and submit reports on
their observations. A list of such concerts is included in the class schedule.

DETAILED GUIDELINES FOR WRITING CONCERT REPORTS ARE FOUND AT THE
END OF THE SYLLABUS, ALSO AVAILABLE PRINTED AS "THE PINK SHEET."
COURSE REQUIREMENTS:
3 Examinations @ 100 pts each ................. 300
2 concert reports from list in Schedule @ 25 pts each ... 50
Student Group Project/Presentation @ 55 pts .......... 55
Regular class attendance .................................. 45
TOTAL POINTS ...... 450

GRADING SCALE: A = 450-405  B = 404-360  C = 359-315  D = 314-270  F = 269 and below

YOUR NAME AND YOUR MUSIC 201 SECTION NUMBER MUST BE ON ALL PAPERS. YOU MUST INITIAL AND RETURN GRADED PAPERS. THESE MUST BE IN YOUR FILE AT THE END OF THE SEMESTER TO RECEIVE CREDIT

EXAMINATIONS
are multiple-choice, to be taken on the 150-question grey Scantron form #0-01607. They will contain both factual information and listening selections from the text and CDs and additional material covered in class lectures and videos. One week before the exam, you will receive a review sheet outlining the material to be covered on the exam, and the listening selections for which you are responsible.

STUDENT GROUP PROJECT/PRESENTATION
Groups of 5 - 10 students will research musical styles of particular interest which may not be covered in detail in our textbook. Each group will present its findings to the class as a group, using Power Point, live performance, video clips, etc. as appropriate to the topic and agreed upon by the group. The class is expected to regard these reports as part of the course content and may expect examination questions on the basic content of the reports. (Students who are unable to participate in this activity due to excessive course load and work commitments may complete two individual projects instead, with the permission of the instructor.)

To receive credit for the group project/presentation
1) the group as a whole must submit an outline or a copy of their Power Point slides, including the names of all group members
AND
2) each student must submit a brief explanation of his/her part in the project and an evaluation of the experience, specifying beneficial of detrimental aspects, problems and solutions, etc.

CLASS ATTENDANCE
Regular class attendance is expected. Students are expected to sign in each class on the attendance sheet which will be passed around during class. If for some reason the sheet does not get to you, it is your responsibility to see that your name is on a sheet of paper (which you can leave on the instructor's desk as you are leaving). It is expected that you will sign in with your own handwriting, not to have a kind friend sign in for you. One unexcused absence is permitted. Each additional unauthorized absence will result in a 5 point deduction from your point total for the class. YOU MUST SUBMIT WRITTEN DOCUMENTATION FOR ABSENCES as per http://student-rules.tamu.edu/rule07
DUE DATES FOR CONCERT REPORTS AND PROJECTS
Concert reports and projects may be completed and submitted at any time during the semester. In most cases these will be graded and returned to you within two weeks. INITIAL AND RETURN the graded reports to go in your file.

If you are not pleased with your grade on a concert report, you may correct it, or attend another concert and correct the shortcomings of the first report in the subsequent report. ONE concert report is DUE BY THURSDAY, OCTOBER 11, before Midsemester grades must be submitted.

ALL REPORTS AND PROJECTS ARE TO BE TURNED IN BY THE LAST WEEK OF CLASS, LAST CLASS DAY DECEMBER 4, with the exception of concerts occurring at the very end of the semester. In most cases these will be graded and returned at your final exam so you can see your grade.

I WILL ACCEPT PAPERS AND PROJECTS AT THE FINAL EXAM BUT THESE WILL BE GRADED AND GO DIRECTLY INTO YOUR FILE.

NOTE WELL —— YOU CANNOT CORRECT OR CHANGE ANY MISTAKES OR OMISSIONS, OR CONTEST A GRADE RECEIVED ON A PAPER OR PROJECT SUBMITTED ON THE LAST CLASS DAY OR AT THE FINAL EXAM.

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

ACADEMIC INTEGRITY STATEMENT
"An Aggie does not lie, cheat, or steal, or tolerate those who do." Please consult the Honor council Rules and Procedures on the web at http://aggiehonor.tamu.edu. In Music 201 this refers not only to cheating on exams, but copying or unduly collaborating on concert reports or downloading materials from the web for other reports. If any two papers are too similar, neither will receive credit. DO YOUR OWN WORK!!

PUT YOUR NAME AND SECTION NUMBER ON EVERY PAPER YOU TURN IN.
INITIAL AND RETURN GRADED PAPERS TO GO IN YOUR FILE.
IF PAPERS ARE NOT FOUND IN YOUR FILE AT SEMESTER'S END, YOU MAY NOT RECEIVE CREDIT FOR THEM.
SCHEDULE OF CLASS TOPICS AND CONCERTS
as of August 2012. Subject to Change due to Guest Lecturers, Residencies, and Concerts which have not been scheduled this early in the semester.

More details on concerts will be available on fliers distributed later in the semester and on the websites of sponsoring organizations. Expect to have more possibilities added to this list. Most concerts offer reduced ticket prices for students, and many are free.

Be sure to Doublecheck the times and locations on organization websites before you go! Times and venues have been known to change!!!!

Abbreviations of Sponsoring Organizations:
AGO American Guild of Organists
BVC Brazos Valley Chorale
BVSO Brazos Valley Symphony Orchestra
CCC/FCM Community Chamber Concerts
CCC/FPC Concerts on Carter Creek, First Presbyterian Church
OPAS – TAMU MSC Opera and Performing Arts Society
TAMU PERF TAMU Department of Performance Studies
TC BCS Theatre Company of Bryan/College Station

**Counts for “Classical” concert credit – one of the two required concerts must be one of these
* May be used for the second required concert, or you may have have two ** concerts

WEEK 1 Aug 28, 30 Introduction, Overview, ELEMENTS OF MUSIC (Bonds pp 4-15)

WEEK 2 Sept 4, 6 MORE ELEMENTS, MIDDLE AGES Bonds PT 1
9 Sep Sun at 6 PM *Vocestin Karen Chavez, St. Thomas Episcopal Church, CS

WEEK 3 Sept 11, 13 MIDDLE AGES/RENAISSANCE PT 2

WEEK 4 Sep 18, 20 INSTRUMENTS OF THE ORCHESTRA, BAROQUE PT 3
20 Sep Thur at 7:30 PM *OPAS “The Midtown Men,” Rudder Aud $
21 Sep Fri at 7:30 PM *OPAS “The Midtown Men,” Rudder Aud $
21 Sept Fri at 7 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
22 Sep Sat at 2 PM and 7 PM *Theatre Company musical “The Music Man,” Tejas Center
23 Sep Sun at 2 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
23 Sep Sun at 3 PM **Concerts Carter Creek, organist Niko Tchotchkin, First Presbyterian Church, Bryan, free
24 Sep Mon at 7:30 PM **Friends of Chamber Music: A Far Cry, First Presbyterian Church, free

WEEK 5 Sept 25, 27 BAROQUE PT 3
25 Sep Tues at 7:30 PM **TAMU Perf Music Faculty Recital, Rudder Theatre
28 Sept Fri at 7 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
29 Sep Sat at 2 PM and 7 PM *Theatre Company musical “The Music Man,” Tejas Center
30 Sep Sun at 2 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
30 Sep Sun at 3 PM **TAMU Bands Wind Symphony and Symphonic Winds, Rudder Theatre
30 Sep Sun at 6 PM *Concerts on Carter Creek: David Stevens, First Presbyterian Church, free
30 Sep Sun at 6 PM **TAMU Bands Symphonic Band and Concert Band, Rudder Theatre
**WEEK 6 Oct 2, 4** EXAM #1 on TUESDAY, CLASSICAL ERA PT 4 Thursday

5 Oct Fri at 7 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $  
6 Oct Sat at 2 PM and 7 PM *Theatre Company musical “The Music Man,” Tejas Center $  
7 Oct Sun at 2 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $  
7 Oct Sun at 5 PM **Brazos Valley Symphony Orchestra, Rossini, Saint-Saëns Piano concerto, Brahms Symphony No. 4, Rudder Theatre $

**WEEK 7 Oct 9, 11** MORE CLASSICAL ERA

11 Oct Thurs at 8 PM *TAMU Perf James Luna, Rudder Theatre  
11 Oct Thurs at 7:30 PM *OPAS 1G Ray Benson, Rudder Theatre $  
12 Oct Fri *Century Singers Showcase, A&M United Methodist Church. Variety show & dessert $  
13 Oct Sat at 11:55 CST **Met in HD Donizetti’s L’Elisir d’Amore, Cinemark Theatre, $  
13 Oct Sat at 3 PM **TAMU Bands University Jazz Ensembles, Rudder High School  
13 Oct Sat at 6 PM **TAMU Bands University String Orchestra, Rudder High School  
Oct 15 Midsemester grades due

**WEEK 8 Oct 16, 18** THE NINETEENTH CENTURY PT 5

**WEEK 9 Oct 23, 25** MORE 19th C, OPERA PT 5

23 Oct Tues at 7:30 PM *OPAS Martha Graham Dance Company, Rudder Aud $  
24 Oct Wed at 7:30 PM **TAMU Perp Texas Guitar Quartet concert, Texas A&M International Guitar Festival and Symposium, Rudder Theatre  
25 Oct Thurs at 7:30 PM **TAMU Perp Friends of Chamber Music- Los Angeles Guitar Quartet Concert, Texas A&M International Guitar Festival and Symposium, Rudder Theatre  
26 Oct Fri at 7:30 PM **TAMU Perp Grisha Goryachev Concert, Texas A&M International Guitar Festival and Symposium, Rudder Theatre  
26 Oct Fri at 8 pm Theatre Company **“The Rocky Horror Show,” Tejas Center (Texas Ave & Villa Maria) $  
27 Oct Sat at 8 PM and 11:45 PM Theatre Company **“The Rocky Horror Show,” Tejas Center (Texas Ave & Villa Maria) $  
27 Oct Sat at 11:55 AM **Met in HD Verdi’s Othello, Cinemark Theatre, $  
29 Oct Mon at 7:30 PM *OPAS musical Catch Me if You Can, Rudder Aud $

**WEEK 10 Oct 30 Nov 1** WORLD MUSIC (selections from Bonds, handouts, videos)

30 Oct Tucs at 7:30 PM *OPAS musical Catch Me if You Can, Rudder Aud $  
1 Nov Thurs at 7:30 PM fyi TAMU Perp Music No Exit, Rudder Theatre  
1 Nov Thurs at 7:30 PM fyi OPAS IG LA Theatre Works Pride and Prejudice, Rudder Theatre $  
FYI = For your information. Not for concert credit!!!  
2 Nov Fri at 7 PM ExCr AGO Presentation on Beethoven’s 9th Symphony, Our Saviour’s Lutheran Church, CS  
4 Nov Sun at 5 PM **BJSO BVC TAMU Century Singers – Beethoven’s Symphony No. 9, Mozart Eine Kleine Nachtmusik, Rudder Auditorium $
WEEK 11 Nov 6, 8  EXAM #2 ON TUESDAY, 20th Century PT 6 Thursday

7 Nov Wed at 6:30 PM **Met in HD  Donizetti's opera L'Elisir d'Amore, Cinemark Theatre, $  
7 Nov at 7:30 PM **TAMU Perf  Pablo Salceo, Andean flutes, Rudder Theatre  
10 Nov Sat at 11:55 AM **Met in HD  Ade's opera The Tempest, Met Premiere, Cinemark Theatre, $  
11 Nov Sun at 6 PM **Texas Early Music Project: Hildegard of Bingen Concert, St. Thomas Episcopal Church

WEEK 12 Nov 13, 15  MORE 20th CENTURY, JAZZ  PT 6

13 Nov Tues at 7:30 PM  OPAS Laughter and Reflection with Carol Burnett, Rudder Aud  FYI not for concert credit!!!!!!  
14 Nov Wed at 6:30 PM *Met in HD  Verdi's Othello, Cinemark Theatre, $  
15 Nov Thur at 7:30 PM **Friends of Chamber Music: Canadian Brass, Christ United Methodist, free  
18 Nov Sun at 3 PM **Concerts on Carter Creek: The Marian Anderson String Quartet, First Presbyterian, free

WEEK 13 Nov 20  STUDENT PRESENTATIONS  (November 22 Thanksgiving holiday)

WEEK 14 Nov 27, 29  STUDENT PRESENTATIONS

28 Nov Wed at 6:30 PM **Met in HD  Ade's opera The Tempest, Met Premiere, Cinemark Theatre, $  
29 Nov Thurs at 7:30 PM **Trombonanza, trombone choirs concert, Our Saviour's Lutheran Church, free  
30 Nov Fri at 7 pm  *Theatre Company musical "A Christmas Carol," Tejas Center $  
1 Dec Sat at 2 PM and 7 PM  *Theatre Company musical "A Christmas Carol," Tejas Center $  
1 Dec Sat at 11:55 AM  Met in HD  **Mozart's opera La Clemenza di Tito, Cinemark Theatre, $  
2 Dec Sun at 2 pm  *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria) $  
2 Dec Sun at 2 PM **TAMU Bands Symphonic Winds and Orchestra, Rudder Theatre  
2 Dec Sun at 4 PM **TAMU Choral Organizations "Holiday Spirit of Aggieland" concert, Rudder Aud  
2 Dec Sun at 6:30 PM **TAMU Bands Symphonic Band and Concert Band, Rudder Theatre

LAST CLASS DAY Dec 4  STUDENT PRESENTATIONS

4 Dec Tues at 7 PM **TAMU Perf  Guitar Studio Recital, St. Thomas Episcopal Church  
5 Dec Wed at 7 PM **TAMU Perf  Piano Studio Recital, St. Mary Catholic Church  
5 Dec Wed at 7 PM **TAMU Perf  Voice Studio Recital, St. Mary Catholic Church  
6 Dec Thu at 12:30 PM **AGO Advent Recital, St. Thomas Episcopal Church, free  
7 Dec Fri at 7 pm  *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria) $  
8 Dec Sat at 2 PM and 7 PM  *Theatre Company musical "A Christmas Carol," Tejas Center $  
9 Dec Sun at 2 pm  *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria) $  
8 Dec Sat at 7:30 pm **BVC "Christmas Cheer," First Presbyterian Church, $  
8 Dec Sat at 11:55 AM  **Met in HD  Verdi's opera Un Ballo in Maschera, Cinemark Theatre $  
9 Dec Sun at 5 PM **BVSO Holiday Brass and Organ Spectacular, with choirs, Christ United Methodist  $
EXAM SCHEDULE (as set by the university)

8 am TR class (501)  10 DEC MONDAY at 1 PM
9:35 TR class (502)  7 DEC FRIDAY at 12:30 PM
12:45 TR class (505)  12 DEC WEDNESDAY at 8 AM

After the Semester is over, FYI (most Cinemarks carry the Met in HD series)
12 Dec Wed at 7:30 PM **OPAS IG The Romeros and Concerto Malaga, classical guitar, Rudder Theatre $
13 Dec Thur at 12:30 PM **AGO Advent Recital, St. Thomas Episcopal Church, free
14 Dec Fri at 7 pm *Theatre Company musical "A Christmas Carol," Tejas Center $
15 Dec Sat at 2 PM and 7 PM *Theatre Company musical "A Christmas Carol," Tejas Center $
15 Dec Sat at 11:55 AM **Met in HD Verdi's opera Aida, Cinemark Theatre $
16 Dec Sun at 2 pm *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria)
16 Dec Sun at 7:30 PM **St. Cecilia Consort early music Christmas Cantata, St. Thomas Episcopal Church, free
19 Dec Wed at 6:30 PM Met in HD Mozart's opera La Clemenza di Tito, Cinemark Theatre, $
20 Dec Thur at 12:30 PM AGO Advent Recital, St. Thomas Episcopal Church, free

******To keep up with Performance Studies events, please join the Texas A&M Department of Performance Studies' Facebook group.

****** Students are encouraged to listen to KAMU-FM (90.9 FM) which offers a wide variety of programming in "classical," jazz, and various other styles we study in this class. Other sources of noncommercial music are local KEOS (89.1 FM) and A&M student radio KANM (1690 AM), Houston KUHF (91.7 FM) and Austin KMFA (89.5 FM)

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PUT YOUR NAME AND SECTION NUMBER ON EVERY PAPER YOU TURN IN
INITIAL AND RETURN GRADED PAPERS TO GO IN YOUR FILE
IF PAPERS ARE NOT FOUND IN YOUR FILE AT SEMESTER’S END,
YOU MAY NOT RECEIVE CREDIT FOR THEM
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: RELS/HIST/CLAS 220
   History of Christianity: Origins to The Reformation

3. Texas Common Course Number: N/A

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Poliical Science
   - Social and Behavioral Sciences
   Current Core - No (but HIST 220 is 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? each Spring semester

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

10. Number of students per semester: 120-150

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

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

13. Submitted by: [signature]
   Course Instructor
   [signature] 3/22/13
   Date

14. Department Head
   [signature] 3/25/13
   Date

15. College Dean/Designee
   [signature] 3/26/13
   Date

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

See form instructions for submission/approval process.
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 Christianly 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/CLAS/RELS 220: The History of Christianity
TR 9:35-10:50
Spring 2011
ANIN 215

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

Teaching Assistant: Mr. Nathaniel Weber
weberr1@neo.tamu.edu
office: Glasscock 003B
office hours: T 11-12:15; W 12-1:45

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

Prerequisites:
None

Core Objectives for Language, Philosophy and Culture Foundational Component Area
Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

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

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

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

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

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

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

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

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

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

**Required Course Readings**


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

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

Attendance
Attendance in class and participation in discussion are expected. On Thursday of the first week you will be assigned a seat for the entire term. Please choose carefully and sit in that same seat every day. If you have no unexcused absences for the semester, you will receive two percentage points added to your final grade. If you have only one unexcused absence, you will receive one percentage point added to your final grade. You are permitted two unexcused absences without an adverse impact on your final grade. However, unexcused absences beyond two will each earn a one percent drop in your final grade. Being late is the same thing as being absent! If you want to receive credit for attending class you must be in your seat when the TA takes attendance.
I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

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

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

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

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

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

Course Grading (based on points)

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

Grading Scale (by percentage):

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

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

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

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

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  Pelagius, 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  Mandeville on Prester John (Online)  
The Lives of Mar Yahbh-Allaha and Rabban Sawma (RWCH, 373)  
Kebra 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): Religious Studies Program
   RELS 221*

2. Course prefix and number: Course is cross-listed HIST 221
   W1

3. Texas Common Course Number:

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 - No (but HIST 221 - Yes)

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

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

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

10. Number of students per semester:
    10 RELS; 45-50 HIST
    0 (2011-2012)*
    Faculty members on leave
    0 (2009-2010)*
    Faculty members on leave

11. Historic annual enrollment for the last three years:
    10RELS; 49 HIST (2010-2011)

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:
    Orona WF
    Course Instructor

14. Department Head
    MBF

15. College Dean/Designee
    MBF

Date
3/25/13

Date
3/25/13

Date
3/24/13

See form instructions for submission/approval process.
MEMORANDUM

DATE: March 25, 2013

TO: Members of the Core Curriculum Committee

FROM: Donnellee Dox, Director Religious Studies

RE: RELS 221/HIST 221

Please accept this memorandum in support of the Religious Studies Program’s request to certify RELS 221/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 RELS 221’s annual enrollment over the last six years.

2007/2008=47
2008/2009=0
2009/2010=0
2010/2011=10 RELS; 49 HIST
2011/2012=0
2012/2013=10 RELS; 37 HIST
*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, RELS 221/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.600C.E.) to ca. 1500 C.E. 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.
REL 221/HIST 221
Texas A&M University
Fall 2010

Instructor: Dr. Side 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 (sarandia@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
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 Devillier 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 400 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 on 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 Ilisham as a source of victory for Muhammad?  
3. Why/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 a-Tabari's narrative?
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”awiyah b. Abu Sufyan (d. 680) and his followers” answer these questions: How did Mu”awiyah”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”awiyah as direct heir to the Umayyad throne prove to be a controversial act? How can we define Mu”awiyah”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.
Primary Source Readings posted on E-Learning: The Abbasid Revolution and the Sunni-Shi”i split
Study Questions:
1. When reading the source selection titled “The Abbasid Revolution and the Sunni-Shi”i 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-Shi”i 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) Nishwar 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 viziers 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'iite 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'i 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'i 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 eight 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 development of the Umayyad caliphate?
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 Izz al-Din ibn al-Athir (d.1233), al-Kamil fil-tarikh (The Complete History) and selections from work of Saljuq vizier Nizam al-Mulk (d.1092) Siyasat-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'udi (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 do 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 okes 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: Egger 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. Hadith-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 ijma‘ 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 hi-la kayfa (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 frontier warrior Usama b. al-Munqiqidh
(d.1188); and Imam 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-Munqiqidh? 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
Imam 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 Jamugha 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 Mongol conquests 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
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 Bahá" al-Din-e Valad (c.1231), a refugee from the Mongol invasions in Asia Minor, from his Manaqeb-e `Arifin” answer these questions: How does the author’s biography of Bahá’ 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 Bahá“ 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 Ilkhanic 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, Ighatat 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 Khaldun”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 Khaldun”s ideas about history and what role does the idea of “group feeling and solidarity” play in his thought processes? How is Ibn Khaldun”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 fit 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): International Studies

2. Course prefix and number: RUSS 201

3. Texas Common Course Number: RUSS 2311

4. Complete course title: INTERMEDIATE RUSSIAN I

5. Semester credit hours: 3

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

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

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

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

10. Number of students per semester: F: 30; S: 30

11. Historic annual enrollment for the last three years: 57 51 50

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

12. Submitted by: Olga M. Cooke

   Course Instructor

   Date: March 7, 2013

Approvals:

13. Department Head

   Date: 3/26/2013

14. College Dean/Designee

   Date: 3/31/13

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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 (RUSS 201) is a first-semester intermediate class in Russian 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.
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 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 Russian history, artistic culture, 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 and writing assignments.

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

RUSS 201 – Intermediate Russian 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.
RUSS 201 – Intermediate Russian I
TR 9:35-10:50 • PETR 106

Dr. Olga M. Cooke
845-2124 (INTS main office)
E-mail: olga-cooke@tamu.edu

Office: 329B Academic
Office hours: TR 1-2 & by appt.

Required Textbook and Materials:
Patricia Davis, Making Progress in Russian
Hand-outs of supplementary materials, consisting of short stories, poems, newspaper articles, & dialogues

Course Description:
Continuation and review of grammar, selected readings; material to develop conversational and reading ability. Prerequisite: RUSS 102.

Student Learning Outcomes:
Upon successful completion of the course students will be able to
1. articulate their knowledge of the human condition and human cultures in the context of the course subject matter;
2. analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone;
3. reason logically and respond critically to a wide range of evidence, both primary and secondary;
4. recognize the intellectual demands required for the study of culture through their own critical analysis—thinking, reading, listening, speaking, and writing;
5. communicate an appreciation of foreign cultures as both a field of knowledge and a creative process;
6. demonstrate an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign cultures;
7. recognize these issues and interpretations in their cultural and social contexts;
8. apply knowledge of diverse backgrounds and cultures to their personal lives and studies;
9. articulate his/her own opinion; and,
10. distinguish fact from opinion and apply reflection to practical applications.

Core Curriculum Objectives:
Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Russian culture. Group/class discussion, written work, and creative poetry readings 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 participation of poetry readings.
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 Russia.

Grades:

- 25% Quizzes
- 25% Final Examination
- 25% Graded Homework
- 15% Mid-Term
- 10% Preparedness and Class Participation

Description of Requirements:

Quizzes:
There will be 6 quizzes in all, one following Chapter 1, one after Chapter 2, and one after Chapter 3. Chapter 4 will be incorporated into the mid-term, during the eighth week of the class. Chapters 5, 6 and 7 will each have separate quizzes, but Chapter 8 will be incorporated into the Final. While the Final will focus principally on the chapters following the Mid-Term, there will be some material drawn from the first half of the semester. The lowest score will be dropped; therefore, unless you have a university-excused absence, NO MAKE-UPS will be permitted! Thus, your quiz average will be based on five quiz grades.

Graded Homework:
Will consist principally of graded assignments, such as compositions and other written work. While you are expected to prepare class assignments (exercises) at home on a daily basis, you do not have to turn in this material, as we will go over it and correct it in class. Every chapter will entail some type of graded assignment, be it on a reading in the chapter or a reading specially assigned. All assignments must be turned in when specified.

Preparedness and Class Participation:
You will receive daily grades based upon your preparedness, especially on daily drills and exercises, which will be drawn from the textbook.

Grading Format:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%
Attendance:
Five unexcused absences will result in a full grade reduction. If you are absent for medical
des reasons, or other legitimate reasons, it is your responsibility to contact someone in class and find
out what you missed. The University views class attendance as the responsibility of an individual
student. Attendance is essential to complete the course successfully. University Rules related to
excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic Integrity Statement:
"An Aggie does not lie, cheat, or steal or tolerate those who do." You are expected to be aware

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

Давайте познакомимся!
-- Привет! Давайте познакомимся! Меня зовут Наташа. Как вас зовут?
-- Привет! Меня зовут Игорь. Откуда вы?
-- Я из Канады. А вы?
-- Я из Техаса. Где вы учите?
-- В Калифорнийском университете, а вы?
-- В Техасском университете А и М. Что вы изучаете?
-- Русский язык и философию, а вы?
-- Математику и социологию. На каком факультете вы занимаетесь?
-- На филологическом.
Calendar of Assignments

Week 1  Chapter 1
        Verbs of learning
        Exercises 1-4, pp. 15-18
        Essay on why you study Russian

Week 2  Chapter 1 (cont’d)
        Dialogue, p. 19
        Exercises 5-6, pp. 18-19
        First quiz: Thurs, 1/24

Week 3  Chapter 2
        Verbal aspect
        Exercises 1-5, pp. 45-47
        Read “Oleg-filatelist”

Week 4  Chapter 2 (cont’d)
        Essay on your hobbies
        Exercises 6-7, pp. 48-49
        Second quiz: Thurs, 2/7

Week 5  Chapter 3
        Formation of the imperative
        Exercises 1-5, pp. 73-75
        Read “Na ekzamene”

Week 6  Chapter 3 (cont’d)
        Essay on short story
        Third quiz: Thurs, 2/21

Week 7  Chapter 4
        Nominative plurals
        Exercises 1-5, pp. 102-105
        Memorize dialogue on pg. 105

Week 8  Chapter 4 (cont’d)
        Mid-term: Thurs, 3/7 (covering chapters 1-4)

Week 9  Chapter 5
        Formation of genitive plural
        Exercises 1-6, pp. 135-137
        Read “Sovet Molodym suprugam,” p. 120
        Write poem on the subject of love
Week 10  Chapter 6
   Formation of accusative
   Exercises 1-7, pp. 170-173
   Read “St. Petersburg,” p. 154
   Fourth quiz: Tues, 3/26

Week 11  Chapter 6 (cont’d)
   Write essay on your favorite city
   Fifth quiz: Thurs, 4/4

Week 12  Chapter 7
   Formation of the dative
   Exercises 1-6, pp. 203-205
   Read essay on pp. 186-187

Week 13  Chapter 7 (cont’d)
   Write an essay on your astrological sign
   Class poetry recital
   Sixth quiz: Thurs, 4/18

Week 14  Chapter 8
   Formation of instrumental case
   Exercises 1-6, pp. 229-232
   Read essay on Russian traditions
   Review for final exam

Final examination: Friday, May 5, 3-5 p.m.
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: RUSS 202

3. Texas Common Course Number: RUSS 2312

4. Complete course title: INTERMEDIATE RUSSIAN 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

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 Fall and Spring semester

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

10. Number of students per semester: F: 30; S: 30

11. Historic annual enrollment for the last three years: 56 39 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. Submitted by: Olga M. Cooke

   Date: March 7, 2013

   Course Instructor

13. Approvals:

   Department Head

   Date: 3/26/2013

   College Dean/Designee

   Date: 3/26/13

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (RUSS 202) is a second-semester intermediate class in Russian 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.
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 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 Russian history, artistic culture, 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 and writing assignments.

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

RUSS 202 – Intermediate Russian 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.
RUSS 202 – Intermediate Russian II
TR 11:10-12:25 • PETR 106

Dr. Olga M. Cooke
845-2124 (INTS main office)
E-mail: olga-cooke@tamu.edu

Office: 329B Academic
Office hours: TR 1-2 & by appt.

Required Textbook and Materials:
Patricia Davis, Making Progress in Russian
Hand-outs of supplementary materials, consisting of short stories, poems, newspaper
articles, & dialogues

Course Description:
Continuation and review of grammar, selected readings; material to develop
conversational and reading ability. Prerequisite: RUSS 201.

Student Learning Outcomes:
Upon successful completion of the course students will be able to
1. articulate their knowledge of the human condition and human cultures in the context of
   the course subject matter;
2. analyze and respond critically to a wide range of texts, including matters of genre,
   purpose, audience, culture, voice, and tone
3. reason logically and respond critically to a wide range of evidence, both primary and
   secondary;
4. recognize the intellectual demands required for the study of culture through their own
   critical analysis—thinking, reading, listening, speaking, and writing;
5. communicate an appreciation of foreign cultures as both a field of knowledge and a
   creative process;
6. demonstrate an awareness of the scope and variety of contemporary and historical issues
   and interpretations surrounding foreign cultures;
7. recognize these issues and interpretations in their cultural and social contexts;
8. apply knowledge of diverse backgrounds and cultures to their personal lives and studies;
9. articulate his/her own opinion; and,
10. distinguish fact from opinion and apply reflection to practical applications.

Core Curriculum Objectives
Critical Thinking: The course enhances critical thinking through engagement with a variety
of inputs on multiple topics in the context of Russian culture. Group/class discussion, written
work, and creative poetry readings 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 participation of poetry readings.
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 Russia.

Grades:
25% Quizzes
25% Final Examination
25% Graded Homework
15% Mid-Term
10% Preparedness and Class Participation

Description of Requirements:

Quizzes and Exams:
There will be 6 quizzes in all, one following Chapter 9, one after Chapter 10, and one after Chapter 11. Chapter 12 will be incorporated into the mid-term, during the eighth week of class. Chapters 13, 14 and 15 will each have separate quizzes, but Chapter 16 will be incorporated into the Final. While the Final will focus principally on the chapters following the Mid-Term, there will be some material drawn from the first half of the semester. The lowest score will be dropped; therefore, unless you have a university-excused absence, NO MAKE-UPS will be permitted! Thus, your quiz average will be based on five quiz grades.

Graded Homework:
Will consist principally of graded assignments, such as compositions and other written work. While you are expected to prepare class assignments (exercises) at home on a daily basis, you do not have to turn in this material, as we will go over it and correct it in class. Every chapter will entail some type of graded assignment, be it on a reading in the chapter or a reading specially assigned. All assignments must be turned in when specified.

Preparedness and Class Participation:
You will receive daily grades based upon your preparedness, especially on daily drills and exercises, which will be drawn from the textbook.

Grading Format
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%
Attendance:
Five unexcused absences will result in a full grade reduction. If you are absent for medical reasons, or other legitimate reasons, it is your responsibility to contact someone in class and find out what you missed. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University Rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic Integrity Statement:
“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, stated at http://aggiehonor.tamu.edu.

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

Давайте познакомимся!
-- Привет! Давайте познакомимся! Меня зовут Наташа. Как вас зовут?
-- Привет! Меня зовут Игорь. Откуда вы?
-- Я из Канады. А вы?
-- Я из Техаса. Где вы учитесь?
-- В Калифорнийском университете, а вы?
-- В Техасском университете А и М. Что вы изучаете?
-- Русский язык и философия, а вы?
-- Математику и социологию. На каком факультете вы занимаетесь?
-- На филологическом.
Calendar of Assignments

Week 1  Chapter 9
Formation of prepositional case
Exercises 1-5, pp. 254-257
Read essay on shopping, p. 244

Week 2  Chapter 9 (cont’d)
Dialogue, p. 259
First quiz: Thurs, 1/24

Week 3  Chapter 10
Unprefixed verbs of motion
Exercises pp. 282-285
Read essay, p. 270
Write essay on summer vacation

Week 4  Chapter 10 (cont’d)
Memorize dialogue, p. 287
Second quiz: Thurs, 2/7

Week 5  Chapter 11
Continuation of verbs of motion
Exercises 1-7, pp. 310-313
Read “Day Off”

Week 6  Chapter 11 (cont’d)
Memorize dialogue, p. 315
Third quiz: Thurs, 2/21

Week 7  Chapter 12
Prefixed verbs of motion
Exercises 1-5, pp. 342-345
Memorize dialogue, pg. 349

Week 8  Chapter 12 (cont’d)
Exercises 6-10, pp. 345-347
Review for mid-term
Mid-term: Thurs, 3/7 (covering chapters 9-12)

Week 9  Chapter 13
Formation of comparative and superlative degrees
Exercises 1-6, pp. 379-382
Read “Bajkal,” p. 360
Write poem on the subject of nature
Week 10  
Chapter 14  
Formation of time, cardinals and ordinals  
Exercises 1-7, pp. 411-413  
Read “Sovet upravliaiushchemu,” p. 398  
Fourth quiz: Tues, 3/26

Week 11  
Chapter 14 (cont’d)  
Memorize dialogue, p. 415  
Fifth quiz: Thurs, 4/4

Week 12  
Chapter 15  
Formation of participles  
Exercises 1-7, pp. 433-435  
Read essay on pp. 426

Week 13  
Chapter 15 (cont’d)  
Memorize dialogue, p. 437  
Class poetry recital  
Sixth quiz: Thurs, 4/18

Week 14  
Chapter 16  
Formation of conditional mood  
Exercises 1-5, pp. 451-453  
Read essay on p. 444  
Review for final exam

Final examination: Friday, May 5, 3:00 – 5:00 p.m.
Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. **SPAN 201**
3. TCCNS SPAN 2311
4. SPAN 201 Intermediate Spanish I
5. 3 SCH
6. Foundational Component Area: **Language, Philosophy and Culture**
7. To be considered for International and Cultural Diversity
8. Course to be taught every fall, every spring, and every summer session I
9. Eighteen sections to be taught per academic year
10. SPAN 201 will enroll 30 students per section each time it is taught (Total 540)
11. Previous enrollments have been: 2009-2010: 521; 2010-2011: 505; 2011-2012: 460
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curry, Director of Undergraduate Programs

   [Signature]

14. Signature of Department Head: [Signature]
   Dr. Steven Oberhelman

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

16. [Signature]

*Submitted Feb., 2013*
Texas A&M University

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Central to SPAN 201 is the study of how members of another historical-cultural-linguistic background, specifically Hispanic/Spanish-speaking culture(s), express themselves, and how the Spanish language affects the expression of Hispanic culture. As students study the Spanish language with the objective of language acquisition, they explore expression through explicit and implicit comparisons and contrasts with their own language. Literary and cultural readings put students in contact with different aesthetic and intellectual perspectives on creativity and history, as well as themes universal to the human condition (love, death, family, religion, ethnicity, geography, identity...).

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):

In pursuit of active skill competence, students must speak and write in Spanish, creating and expressing themselves in the language which they are working to acquire. Students read literary texts, they read descriptions of aspects of Hispanic culture, they are exposed to visual realia, and they listen to authentic and varied audio material. Students comprehend and analyze these literary and cultural forms in terms of both content and style. Inquiry into the context surrounding these texts, and synthesis of “reading” offer implicit opportunities for critical thinking because always implied is a comparison and contrast with the student’s own linguistic and cultural experience.

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

Students receive instruction in guided writing, and they write formal compositions expressing their ideas relative to pertinent cultural topics. With daily oral participation, students frequently must express their thoughts relative to literary and artistic texts, current events, customs, world views, etc. Their writing and speaking are evaluated as to content, style and formal correctness.
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):

Students learn to use the Spanish language and to understand Hispanic culture through the study of the language and literary/cultural texts. The achievement of objectives of language and cultural competence prepares students to more effectively engage the glocal community. Glocal -- > “global” in the sense of world Hispanism, and “local” in the sense that their own local communities and state, Texas, are increasing Hispanic.

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

While some of the literary and cultural texts studied provide insights into and opportunities for discussion of personal responsibility, the conduct of the course relates more directly to personal responsibility objectives. Though tutorial help and online translators are available to them, students must make the proper ethical choice of presenting their own work to express their opinions and in order to satisfy course requirements. While it may be tempting for them to offer others’ words and expressions as their own, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
<table>
<thead>
<tr>
<th>Fecha</th>
<th>En tu libro</th>
<th>Tarea en línea</th>
<th>EN CLASE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MIÉRCOLES</strong> 4/10</td>
<td>#5-2, p. 173 Estudia el vocabulario, p. 175</td>
<td>Tost-test’ del cap. 4 SAM: 5-1, 5-2</td>
<td>Rumbo a España La apariencia física y el carácter</td>
</tr>
<tr>
<td><strong>VIERNES</strong> 4/12</td>
<td>Lee <em>Nuestra imagen y los piropos</em>, p. 179 #5-11, p. 180 Estudia la p. 182</td>
<td>GT: “Direct object pronouns” SAM: 5-6, 5-7</td>
<td><em>Nuestra imagen y los piropos</em> Pronombres de objeto directo</td>
</tr>
<tr>
<td><strong>LUNES</strong> 4/15</td>
<td>Estudia la p. 185</td>
<td>GT: “Indirect object pronouns” SAM: 5-8, 5-12</td>
<td>Pronombres de objeto indirecto y de objetos dobles</td>
</tr>
<tr>
<td><strong>MIÉRCOLES</strong> 4/17</td>
<td>ECH 6 (ep. 39-48)</td>
<td>SAM: 5-13, 5-14</td>
<td>Pronombres dobles (repaso) <strong>ECH 6</strong></td>
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<tr>
<td><strong>VIERNES</strong> 4/19</td>
<td>Estudia el vocabulario, p. 189</td>
<td>SAM: 5-15, 5-19</td>
<td>La moda y la expresión personal</td>
</tr>
<tr>
<td><strong>LUNES</strong> 4/22</td>
<td>Estudia las pp. 196-197</td>
<td>GT: “Gustar and similar verbs” SAM: 5-21, 5-23</td>
<td>Verbos como ‘gustar’</td>
</tr>
<tr>
<td><strong>MIÉRCOLES</strong> 4/24</td>
<td>Lee <em>El destepe en España</em>, p. 193 #5-36, p. 194</td>
<td>SAM: 5-26, 5-27</td>
<td><em>El destepe en España</em> Verbos como ‘gustar’ (repaso)</td>
</tr>
<tr>
<td><strong>VIERNES</strong> 4/26</td>
<td></td>
<td>SAM: 5-A1, 5-A3-A, 5-A3-C, 5-A4</td>
<td>¡A repasar y a avanzar! ¡A ver!</td>
</tr>
<tr>
<td><strong>LUNES</strong> 4/29</td>
<td>'Post-test’ del cap. 5</td>
<td>Repaso para el examen final</td>
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</tbody>
</table>
Instructor:
E-mail:
Office:
Office hours:

********************************************************************************
A student enrolling for the first time in a Texas A & M Spanish language course who has previously acquired knowledge of the language, whether acquired through high school study or cultural/family experience, and who has not received college credit for the language MUST have taken a placement test to determine the appropriate course for his/her level of ability.
********************************************************************************

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, or call 845-1637. For additional information, visit http://disability.tamu.edu.

ACADEMIC INTEGRITY STATEMENT
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not excuse any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor

PREREQUISITES
The prerequisite for this course is SPAN 102 or SPAN 140 with a grade of C or better. Students who are enrolled in this class must have already taken the departmental placement test or college level prerequisite courses. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

COURSE LEARNING OUTCOMES
Through the review of existing communicative skills in Spanish and the acquisition of new ones, students are expected to be capable of the following by the end of the course: 1) demonstrate comprehension of Spanish spoken at normal speed on a variety of selected topics; 2) demonstrate the use of conversational skills in a variety of communicative situations, such as narrating in the past, making comparisons, dealing with invitations, and discussing likes and dislikes; 3) demonstrate accurate reading comprehension of level-appropriate cultural and literary material; and 4) produce written Spanish to meet practical needs as well as creative expression.

REQUIRED TEXTS AND TECHNOLOGY PACKAGE

GRADING SCALE
Grades will be assigned on the basis of the following scale (http://student-rules.tamu.edu/rule10):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 - 79%</td>
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<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
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</tbody>
</table>

ASSESSMENT
The student’s final course grade will be determined by performance on the following (See below for further explanation):

- **Midterm**: 20% Participation
- **Final exam**: 30% Quizzes
- **Compositions (2)**: 20%
- **Homework (Online homework = 10% + Online post-tests = 5%)**: 15%

Exams: Tests will consist of listening, reading and writing sections. The midterm exam will cover chapters 1-2. The final exam is comprehensive (chapters 1-5).

Compositions: You will write two 250-300 word-long compositions during the semester. You will have to write two drafts for each composition:

- **First draft:**
  - 100% of the total composition grade
  - Written in class, during the last 30 minutes of the period.
  - You will only be allowed to use your notes from the pre-writing activities to help you write the composition.

- **Second draft:**
  - Correction and delivery ensures recording of the total composition grade
  - Correction based on instructor feedback
  - Written at home. Must be typed and double-spaced.
  - You must turn in both drafts and your pre-writing activities on the day assigned on the calendar. No credit will be given for a final version that is handed in without the first draft or the pre-writing activities.
  - No late compositions will be accepted unless you provide your instructor with university-authorized documentation (http://student-rules.tamu.edu/rule07).

Homework:

- **Daily online homework (SAM: Student Activities Manual):** You are responsible for completing the assigned online activities before each class (see course outline). These activities are computer-graded.
- **Online post-tests (Diagnostics):** After finishing each chapter, you will have to complete an online post-test on the material covered on that specific chapter. These tests are computer-graded.
- **Other homework:** Additional homework from your SAM, textbook or other sources may be assigned.

Participation: Please be aware that “participation” means not only your physical presence in the classroom, but also your active contribution to the class and interaction with the instructor and classmates.

Quizzes: During the semester, there may be short quizzes on vocabulary, grammar and/or on the assigned readings.

ATTENDANCE
Each university-unauthorized absence beyond three will result in a 1% reduction of your final grade per absence beyond three. Also, without a university-authorized excuse, (1) tardiness or leaving class early will be counted as ½ of an absence, and (2) arriving more than 15 minutes late will be counted as an absence. Please, familiarize yourself with TAMU attendance policies [See http://student-rules.tamu.edu/rule07].
**MAKE-UPS AND LATE-WORK POLICY**

NO make-ups will be permitted for work missed due to unexcused absences. No late work will be accepted unless there is a university-approved excuse in writing.

**HELP**

Instructor office hours are listed above. You are strongly encouraged use that time if you are having trouble with a particular chapter or grammatical concept. Help is also available in the Language Support Office (LSO) in room 124 Academic. You are encouraged to visit the LSO to consult language problems you may be having, to practice with material from Rumbos, or to practice with the LSO staff.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Capítulo 1: LOS HISPANOHABLANTES</th>
<th>Fecha</th>
<th>ANTES de clase</th>
<th>EN CLASE</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>En tu libro</td>
<td>Tarea en línea</td>
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<tr>
<td>LUNES 1/14</td>
<td></td>
<td></td>
<td>Introducción al curso</td>
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<tr>
<td>MIÉRCOLES 1/16</td>
<td>#1-2, p.5</td>
<td>Estudia el vocabulario1, p. 7</td>
<td>SAM2: 1-1, 1-2</td>
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<tr>
<td>LUNES 1/21</td>
<td>Libre</td>
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<td>Diversidad racial en el mundo hispano Presente de indicativo</td>
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<tr>
<td>VIERNES 1/25</td>
<td>Estudia el vocabulario, p. 23 ECH 1 (pp. 3-8)</td>
<td>SAM: 1-15, 1-17, 1-18</td>
<td>Los hispanos en los Estados Unidos ECH 1</td>
</tr>
<tr>
<td>LUNES 1/28</td>
<td>Lee <em>Las contribuciones de los hispanos</em>, p. 27 #1-38, p. 28 Estudia las pp. 30-31</td>
<td>GT: “Adjetivos” SAM: 1-19, 1-22, 1-23</td>
<td>Las contribuciones de los hispanos Concordancia y posición de adjetivos</td>
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<tr>
<td>MIÉRCOLES 1/30</td>
<td></td>
<td></td>
<td>¡A repasar y a avanzar! ¡A ver! Ejercicios de pre-escritura</td>
</tr>
</tbody>
</table>

1 Practice pronunciation by listening to the vocabulary words on the vocabulary pages of your e-book.
2 SAM = Student Activities Manual
3 GT = Grammat Tutorial. You may access the GTs within ‘Enrichment’ OR by going to the grammar pages (‘Estructura y uso’) of your e-book and clicking on the vico camera icon.
### Capítulo 2: LA FAMILIA

<table>
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<th>Fecha</th>
<th>ANTES de clase</th>
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<tr>
<td><strong>VIERNES</strong> 2/1</td>
<td>#2-2, p. 47</td>
<td>Escritura #1: primera versión Rumbo a Guatemala, Honduras y Nicaragua</td>
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<td>'Post-test' del cap. 1</td>
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<tr>
<td><strong>LUNES</strong> 2/4</td>
<td>Estudia el vocabulario, p. 49 ECH 2 (pp. 9-13)</td>
<td>Familias y tradiciones ECH 2</td>
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<tr>
<td><strong>MIÉRCOLES</strong> 2/6</td>
<td>Lee ¿Qué es una familia?, p. 53 #2-12, p. 54</td>
<td>¿Qué es una familia? Pretérito e imperfecto: diferencias básicas</td>
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<td></td>
<td>Estudia las pp. 56-57</td>
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<tr>
<td><strong>VIERNES</strong> 2/8</td>
<td>Estudia la p. 60</td>
<td>Pretérito e imperfecto juntos</td>
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<tr>
<td><strong>LUNES</strong> 2/11</td>
<td>Estudia la p. 61</td>
<td>Más con pretérito e imperfecto</td>
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<tr>
<td><strong>MIÉRCOLES</strong> 2/13</td>
<td>Estudia el vocabulario, p. 65</td>
<td>Ritos, celebraciones y tradiciones familiares</td>
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<tr>
<td><strong>VIERNES</strong> 2/15</td>
<td>Estudia las pp. 72-73</td>
<td>Palabras negativas e indefinidas</td>
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<tr>
<td><strong>LUNES</strong> 2/18</td>
<td>Lee Una quinceañera, p. 69 #2-39, p. 70</td>
<td><em>ESCRITURA #1: ENTREGAR LA VERSIÓN FINAL</em></td>
</tr>
<tr>
<td><strong>MIÉRCOLES</strong> 2/20</td>
<td>ECH 3 (pp. 16-21)</td>
<td>Una quinceañera ¡A repasar y a avanzar! ¡A ver!</td>
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<td>'Post-test' del cap. 2</td>
<td>Repaso para el examen parcial ECH 3</td>
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### Capítulo 3: LOS VIAJES

<table>
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<th>Fecha</th>
<th>ANTES de clase</th>
<th>EN CLASE</th>
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<tr>
<td><strong>VIERNES</strong> 2/22</td>
<td>MID/TERM</td>
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<tr>
<td><strong>LUNES</strong> 2/25</td>
<td>#3 2, p. 89 Estudia el vocabulario, p. 91</td>
<td>Rumbo a México Estudiar en el extranjero</td>
</tr>
<tr>
<td><strong>MIÉRCOLES</strong> 2/27</td>
<td>Lee La UNAM, p. 95 #3-11, p. 96 Estudia las pp. 98-99</td>
<td>La UNAM Por/Para</td>
</tr>
<tr>
<td><strong>VIERNES</strong> 3/1</td>
<td>Estudia las pp. 102-103</td>
<td>Verbos reflexivos y recíprocos</td>
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<tr>
<td><strong>LUNES</strong> 3/4</td>
<td>Estudia el vocabulario, p. 107</td>
<td>Viajando en el extranjero</td>
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<tr>
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<td>SAM: 3-10, 3-11 GT: &quot;Reflexive verbs and pronouns&quot;</td>
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<td>SAM: 3-15, 3-16, 3-17</td>
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<tr>
<td>MIÉRCOLES 3/6</td>
<td>Estudia las pp. 114-115 ECH 4 (pp. 22-28)</td>
<td>SAM: 3-21, 3-24</td>
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<tr>
<td>VIERNES 3/8</td>
<td>Lee <em>Los autobuses y el metro en México</em>, p. 111 #3-35, p. 112</td>
<td>GT: “Superlatives” SAM: 3-A1, 3-A2, 3-A3-A, 3-A3-B, 3-A4</td>
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<td>3/11-3/15</td>
<td>SPRING BREAK</td>
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</table>

### Capítulo 4: EL OCIO

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<tr>
<th>Fecha</th>
<th>Antes de clase</th>
<th>En clase</th>
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<tbody>
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<td></td>
<td><strong>En tu libro</strong></td>
<td><strong>Tarea en línea</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ECH 5</strong> (pp. 29-38)</td>
<td>Repaso gramatical Ejercicios de pre-escritura</td>
</tr>
<tr>
<td>LUNES 3/18</td>
<td>#4-2, p.131</td>
<td>‘Post-test’ del cap. 3 Rumbo a Cuba, Puerto Rico y República Dominicana</td>
</tr>
<tr>
<td>MIÉRCOLES 3/20</td>
<td>Estudia el vocabulario, p. 133</td>
<td>El ocio ECH 5</td>
</tr>
<tr>
<td>VIERNES 3/22</td>
<td>Estudia las pp. 140-141</td>
<td>GT: “The present subjunctive” El subjuntivo en cláusulas sustantivas</td>
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<tr>
<td>MIÉRCOLES 3/27</td>
<td>Lee <em>Un concepto diferente del tiempo</em>, p. 137 #4-12, p.138</td>
<td>El subjuntivo en cláusulas sustantivas (repeto) Un concepto diferente del tiempo</td>
</tr>
<tr>
<td>VIERNES 3/29</td>
<td>Libre</td>
<td>El SE pasivo e impersonal</td>
</tr>
<tr>
<td>LUNES 4/1</td>
<td>Estudia la p. 144</td>
<td>GT: “Other uses of se” El SE pasivo accidental</td>
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<tr>
<td>MIÉRCOLES 4/3</td>
<td>Estudia la p. 145</td>
<td>GT: “Other uses of se”</td>
</tr>
<tr>
<td>VIERNES 4/5</td>
<td>Estudia el vocabulario, p. 149</td>
<td>SAM: 4-16, 4-17 La cocina</td>
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</table>
| LUNES 4/8 | Lee *La “cocina fusión” original*, p. 153 #4-38, p. 154 | SAM: 4-19, 4-A1, 4-A2, 4-A3-A, 4-A3-B, 4-A3-C, 4-A4 La “cocina fusión” original ¡A repasar y a avanzar! ¡A ver! Escritura #2 Entregar la versión final.
Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. **SPAN 202**
3. TCCNS: SPAN 2312
4. SPAN 202 Intermediate Spanish II
5. 3 SCH
6. Foundational Component Area: Language, Philosophy and Culture
7. To be considered for International and Cultural Diversity
8. Course to be taught every fall, every spring, and every summer session I
9. Eighteen sections to be taught per academic year
10. SPAN 202 will enroll 30 students per section each time it is taught (Total 540)
11. Previous enrollments have been: 2009-2010: 503; 2010-2011: 468; 2011-2012: 474
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curry, Director of Undergraduate Programs

   

14. Signature of Department Head:
   Dr. Steven Oberhelman

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

--- Submitted Feb, 2015 ---
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?

Central to SPAN 202 is the study of how members of another historical-cultural-linguistic background, specifically Hispanic/Spanish-speaking culture(s), express themselves, and how the Spanish language affects the expression of Hispanic culture. As students study the Spanish language with the objective of language acquisition, they explore expression through explicit and implicit comparisons and contrasts with their own language. Literary and cultural readings put students in contact with different aesthetic and intellectual perspectives on creativity and history, as well as themes universal to the human condition (love, death, family, religion, ethnicity, geography, identity...).

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):

In pursuit of active skill competence, students must speak and write in Spanish, creating and expressing themselves in the language which they are working to acquire. Students read literary texts, they read descriptions of aspects of Hispanic culture, they are exposed to visual realia, and they listen to authentic and varied audio material. Students comprehend and analyze these literary and cultural forms in terms of both content and style. Inquiry into the context surrounding these texts, and synthesis of “reading” offer implicit opportunities for critical thinking because always implied is a comparison and contrast with the student's own linguistic and cultural experience.

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

Students receive instruction in guided writing, and they write formal compositions expressing their ideas relative to pertinent cultural topics. With daily oral participation, students frequently must express their thoughts relative to literary and artistic texts, current events, customs, world views, etc. Their writing and speaking are evaluated as to content, style and formal correctness.
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):

Students learn to use the Spanish language and to understand Hispanic culture through the study of the language and literary/cultural texts. The achievement of objectives of language and cultural competence prepares students to more effectively engage the glocal community. Glocal -- > “global” in the sense of world Hispanism, and “local” in the sense that their own local communities and state, Texas, are increasing Hispanic.

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

While some of the literary and cultural texts studied provide insights into and opportunities for discussion of personal responsibility, the conduct of the course relates more directly to personal responsibility objectives. Though tutorial help and online translators are available to them, students must make the proper ethical choice of presenting their own work to express their opinions and in order to satisfy course requirements. While it may be tempting for them to offer others’ words and expressions as their own, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Instructor:  
E-mail:  
Office:  
Office hours:  

***************************************************************  
A student enrolling for the first time in a Texas A & M Spanish language course who has previously acquired knowledge of the language, whether acquired through high school study or cultural/family experience, and who has not received college credit for the language MUST have taken a placement test to determine the appropriate course for his/her level of ability.  
***************************************************************  

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, or call 845-1637. For additional information, visit http://disability.tamu.edu.  

ACADEMIC INTEGRITY STATEMENT  
"An Aggie does not lie, cheat, or steal or tolerate those who do."  
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor  

PREREQUISITES  
The prerequisite for this course is SPAN 102 or SPAN 140 with a grade of C or better. Students who are enrolled in this class must have already taken the departmental placement test or college level prerequisite courses. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.  

COURSE LEARNING OUTCOMES  
Through the review of existing communicative skills in Spanish and the acquisition of new ones, students are expected to be capable of the following by the end of the course: 1) demonstrate comprehension of Spanish spoken at normal speed on a variety of selected topics; 2) demonstrate the use of conversational skills in a variety of communicative situations, such as narrating in the past, making comparisons, dealing with invitations, and discussing likes and dislikes; 3) demonstrate accurate reading comprehension of level-appropriate cultural and literary material; and 4) produce written Spanish to meet practical needs as well as creative expression.  

REQUIRED TEXTS AND TECHNOLOGY PACKAGE  

ISBN: 1111992483  

GRADING SCALE
Grades will be assigned on the basis of the following scale (http://student-rules.tamu.edu/rule10):

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

ASSESSMENT
The student’s final course grade will be determined by performance on the following (See below for further explanation):

- Midterm 20% Participation 10%
- Final exam 30% Quizzes 5%
- Compositions (2) 20%

Homework (Online homework = 10% + Online post-tests = 5%) 15%

Exams: Tests will consist of listening, reading and writing sections. The midterm exam will cover chapters 1-2. The final exam is comprehensive (chapters 1-5).

Compositions: You will write two 250-300 word-long compositions during the semester. You will have to write two drafts for each composition:

- First draft:
  - 100% of the total composition grade
  - Written in class, during the last 30 minutes of the period.
  - You will only be allowed to use your notes from the pre-writing activities to help you write the composition.

- Second draft:
  - Correction and delivery ensures recording of the total composition grade
  - Correction based on instructor feedback
  - Written at home. Must be typed and double-spaced.
  - You must turn in both drafts and your pre-writing activities on the day assigned on the calendar. No credit will be given for a final version that is handed in without the first draft or the pre-writing activities.
  - No late compositions will be accepted unless you provide your instructor with university-authorized documentation (http://student-rules.tamu.edu/rule07).

Homework:

- Daily online homework (SAM: Student Activities Manual): You are responsible for completing the assigned online activities before each class (see course outline). These activities are computer-graded.
- Online post-tests (Diagnostics): After finishing each chapter, you will have to complete an online post-test on the material covered on that specific chapter. These tests are computer-graded.
- Other homework: Additional homework from your SAM, textbook or other sources may be assigned.

Participation: Please be aware that “participation” means not only your physical presence in the classroom, but also your active contribution to the class and interaction with the instructor and classmates.

Quizzes: During the semester, there may be short quizzes on vocabulary, grammar and/or on the assigned readings.

ATTENDANCE
Each university-unauthorized absence beyond three will result in a 1% reduction of your final grade PER ABSENCE beyond three. Also, without a university-authorized excuse, (1) tardiness or leaving class early will be counted as ½ cf an absence, and (2) arriving more than 15 minutes late will be count as an absence.
Please, familiarize yourself with TAMU attendance policies [See http://student-rules.tamu.edu/rule07].
**MAKE-UPS AND LATE-WORK POLICY**
NO make-ups will be permitted for work missed due to unexcused absences. No late work will be accepted unless there is a university-approved excuse in writing.

**HELP**
Instructor office hours are listed above. You are strongly encouraged use that time if you are having trouble with a particular chapter or grammatical concept. Help is also available in the Language Support Office (LSO) in room 124 Academic. You are encouraged to visit the LSO to consult language problems you may be having, to practice with material from *Rumbos*, or to practice with the LSO staff.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Fecha</th>
<th>ANTES de clase</th>
<th>EN CLASE</th>
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<tbody>
<tr>
<td></td>
<td>En tu libro</td>
<td>Tarea en línea</td>
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<tr>
<td>LUNES 1/14</td>
<td></td>
<td>Introducción al curso</td>
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<tr>
<td>MIÉRCOLES 1/16</td>
<td>#6-2, p. 213</td>
<td>Rumbo a Costa Rica, El Salvador y Panamá</td>
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<td>MIÉRCOLES 1/23</td>
<td>Estudia la p. 225</td>
<td>El condicional</td>
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<td>ECH (pp. 65, 85-91)</td>
<td>ECH “A la deriva”</td>
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<td>LUNES 1/28</td>
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<td>Un voluntario involuntario</td>
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<td>Lee <em>Un voluntario involuntario</em>, p. 232</td>
<td>Mandatos formales</td>
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<td>#6-35, p. 234</td>
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<td>Estudia la p. 236 (“Mandatos formales&quot;)</td>
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<td>Estudia las pp. 236-7</td>
<td>GT: “Informal commands”</td>
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<td>(“Mandatos informales”)</td>
<td>SAM: 6-25, 6-29</td>
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<td>Estudia la p. 229</td>
<td>Un voluntario involuntario</td>
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<td>GT: “The conditional tense”</td>
<td>ECH “A la deriva”</td>
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<td>SAM: 6-13, 6-17</td>
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<td>Lee <em>Un voluntario involuntario</em>, p. 232</td>
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<td>Estudia la p. 236 (“Mandatos formales”)</td>
<td>GT: “Informal commands”</td>
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<td>SAM: 6-25, 6-29</td>
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<td>VIERNES 2/1</td>
<td>Estudia la p. 237</td>
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<td>LUNES 2/4</td>
<td>ECH (pp. 93-100)</td>
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<td>GT: “Formal and nosotros commands”</td>
<td>ECH “La continuidad de los parques”</td>
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<td>SAM: 6-A1, 6-A2, 6-A3-A, 6-A3-B</td>
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<td>MIÉRCOLES 2/6</td>
<td>Lee <em>Flores de volcán</em>, pp. 243-4</td>
<td>‘Post-test’ del cap. 6</td>
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<td>#6-56, p. 245</td>
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1SAM = Student Activities Manual  
2GT = Grammar Tutorial. You may access the GTs within ‘Enrichment’ OR by going to the grammar pages (‘Estructura y uso’) of your e-book and clicking on the video camera icon.
### Capítulo 7: LA JUSTICIA

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<tr>
<th>Fecha</th>
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<td><strong>VIERNES 2/8</strong></td>
<td>#7-2, p. 253</td>
<td>SAM: 7-1, 7-2</td>
<td>Rumbo a Ecuador, Perú y Bolivia Para hablar de la lucha por los derechos</td>
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<td><strong>LUNES 2/11</strong></td>
<td>Estudia las pp. 262-263</td>
<td>GT: “The subjunctive vs. the indicative in adjective clauses” SAM: 7-3, 7-5, 7-7, 7-8</td>
<td>El subjuntivo en cláusulas adjectivales</td>
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<td><strong>MIÉRCOLES 2/13</strong></td>
<td>Lee <em>La situación indígena</em>, p. 259 #7-10, p. 260 Estudia las pp. 266-267</td>
<td>GT: “The subjunctive in adverbial clauses” SAM: 7-12, 7-13</td>
<td><em>La situación indígena</em> El subjuntivo en cláusulas adverbiales</td>
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<td><strong>VIERNES 2/15</strong></td>
<td><strong>ECH</strong> (pp. 120-128)</td>
<td>SAM: 7-14, 7-15</td>
<td>CI. adverbiales (cont.) <strong>ECH</strong> “Emma Zunz”</td>
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<td><strong>LUNES 2/18</strong></td>
<td>Estudia la p. 271</td>
<td>SAM: 7-19, 7-20</td>
<td>Para hablar de los crímenes y la justicia</td>
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<td><strong>MIÉRCOLES 2/20</strong></td>
<td>Estudia las pp. 278-279</td>
<td>GT: “The present perfect tense” SAM: 7-23, 7-25, 7-26</td>
<td>El presente perfecto</td>
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<tr>
<td><strong>VIERNES 2/22</strong></td>
<td>Lee <em>Facia otro tipo de justicia</em>, p. 275 #7-33, p. 276</td>
<td>SAM: 7-25</td>
<td><strong>Hacia otro tipo de justicia</strong> ¡A escribir! [Ejercicios de pre-escritura]</td>
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<td><strong>LUNES 2/25</strong></td>
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<td><strong>Escrutina #1: primera versión</strong> ¡A ver!</td>
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<td><strong>MIÉRCOLES 2/27</strong></td>
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<td>SAM: 7-A2, 7-A3-A, 7-A3-B, 7-A3-C, 7-A3-4</td>
<td>¡A repasar y a avanzar! Repaso para el examen parcial</td>
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<tr>
<td><strong>VIERNES 3/1</strong></td>
<td><strong>MIÉTERM</strong></td>
<td>‘Post-test’ del cap. 7</td>
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### Capítulo 8: LAS ARTES

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<tr>
<td><strong>LUNES 3/4</strong></td>
<td>#8-2, p. 295</td>
<td>SAM: 8-3, 8-5</td>
<td>Rumbo a Colombia y Venezuela Para hablar del arte</td>
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<td><strong>MIÉRCOLES 3/6</strong></td>
<td>Estudia las pp. 304-305</td>
<td>GT: “The imperfect subjunctive” SAM: 8-6, 8-7</td>
<td>El imperfecto de subjuntivo</td>
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<td><strong>VIERNES 3/8</strong></td>
<td>Lee <em>La arquitectura venezolana de ayer y de hoy</em>, p. 301 #8-12, p. 302</td>
<td>SAM: 8-8, 8-9, 8-10</td>
<td>El imperfecto de subjuntivo (repaso) El pronombre relativo ‘que’</td>
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<tr>
<td>Lunes 3/18</td>
<td>Estudia las pp. 308-309</td>
<td>GT: “Relative clauses” SAM: 8-12, 8-13</td>
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<td>Viernes 3/29</td>
<td>Libre</td>
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<td>Lunes 4/1</td>
<td>ECH (pp. 160-169)</td>
<td>SAM: 8-A2, 8-A3-A, 8-A3-B, 8-A3-C, 8-A4 ¡A repasar y a avanzar! ECH “La indiferencia de Eva”</td>
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<tr>
<td>Lunes 4/8</td>
<td>Estudia la p. 345</td>
<td>GT: “The present perfect and the past perfect subjunctive” SAM: 9-20, 9-22</td>
<td>El pluscuamperfecto del subjuntivo</td>
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<td>Viernes 4/12</td>
<td>Lee La tecnología como arma de doble filo, p. 350 #9-30, p. 352</td>
<td>SAM: 9-26</td>
<td>La tecnología como… ¡A escribir! [Ejercicios de pre-escritura]</td>
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<td>Lunes 4/15</td>
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<td>Escritura #2: primera versión ¡A ver!</td>
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<td>Miércoles 4/24</td>
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<td>’Post-test’ del cap. 9</td>
<td>Repaso de los tiempos verbales ECH “El abogado más..”</td>
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<td>Repaso para el examen final ECH “El abogado más..”</td>
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<td>Lunes 4/29</td>
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<td>Repaso para el examen final</td>
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*ESCRITURA #2: ENTREGAR LA VERSION FINAL*
Texas A&M University  

**Core Curriculum**

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

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

2. Course prefix and number:  
   THAR 155

3. Texas Common Course Number:

4. Complete course title:  
   History of Western Dress

5. Semester credit hours:  
   3 SCH

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

   Current Core: Yes  
   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 class be offered?  
   Fall, Spring

9. Number of class sections per semester:
   1

10. Number of students per semester:
    100

11. Historic annual enrollment for the last three years:  
    179  0  190

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

13. Approvals:
    **[Signature]**
    Date 3/13/13

14. Department Head
    **[Signature]**
    Date 3/13/13

15. College Dean/Designee
    **[Signature]**
    Date 3/13/13

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?

This course explores the social, psychological, and cultural aspects of dress and appearance, including the relationship of dress to physical and social environments, aesthetic and personal expression, and cultural ideals and values. Dress cannot be isolated from the political, economic and social surroundings of the time. This course therefore has sociological and psychological overtones as we seek to understand why humans began to adorn themselves, and continue to do so.

Core Objectives

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

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

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

Students will demonstrate their understanding of course material through quizzes and tests given over the semester. (p. 2 Assessments) Students use critical thinking skills when analyzing motivations for dress as a cultural tool, and dress as a window into the conscience of a specific society.

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

Students will regularly engage in in-class discussions over course material. Effective written communication is critical to the Production Review Paper, graded based on the following criteria: writing – organization, clear communication of ideas and meaning; mechanics – grammar and punctuation; correct use of course concepts and vocabulary; and citation of sources. (p. 2 Production Review Paper) Visual identification of historic forms of dress is critical to success in the course. Tests include a visual component in which students identify time period and region, as well as specific components of historically important garments.

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

Students will further their appreciation for theatre as a collaborative means of both global and communal expression by attending a live theatre production over and submitting a production review. The production requirement aids in the discovery of dress as an art form and an integral part of the performing arts. Class discussion covers appropriate audience behavior and etiquette in order to effectively engage in the performance. (p. 4 Production Response) Students are challenged to develop intercultural competence through the recognition that the meanings of dress vary from society to society and over time.

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

Students will manage all assignments outside of class in a timely fashion in preparation for exams, quizzes, and discussions. (p. 4 Assignments and Grading; p. 4-5 Attendance Policy) Students consider their personal choices in dress as a reflection of their culture and make connections between their choices and consequences for the global community.

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

THAR 155 History of World Dress

Request for International and Cultural Diversity (ICD) Designation

Every day humans around the globe make decisions about how to dress. Humans use dress as a means of communication and personal expression. Modern Western dress is a culmination of the evolution of dress from the ancient world and centuries of cross-cultural contact. Historic dress forms, while new in their own times, are regularly referenced in modern fashion in order to establish, reinforce, and even challenge cultural identity. The remixing of these older styles is how modern citizens experience their heritage and find their own place in modern culture.

In each unit of History of Western Dress, students identify similarities and differences in the historical forms of dress to their own, as well as the cultural influences that led to those choices in dress. This course explores the social, psychological, and cultural aspects of dress and appearance, including the relationship of dress to physical and social environments, aesthetic and personal expression, and cultural ideals and values. Dress cannot be isolated from the political, economic and social surroundings of the time. This course therefore has sociological and psychological overtones as we seek to understand why humans began to adorn themselves, and continue to do so.
THAR 155: History of Western Dress  
Department of Performance Studies  
Fall 201X

Instructor: Rayna Middleton Dexter, M.F.A  
Office: 259 LAH  
Phone: 979-845-5001 (no voice mail)  
E-mail: rdexter@tamu.edu  
Office Hours:  
Class Meeting Times:  
Class Meeting Location:

Course Description  
Evolution of dress in Western civilization; consideration of influences of politics, religion, economics, visual arts and social mores on choices of dress. There are no prerequisites for this course.

Course Introduction  
This course provides an overview of the history and evolution of Western dress. A great deal of the class revolves around learning the terminology of costume and how each article of clothing evolved. This course explores the social, psychological, and cultural aspects of dress and appearance, including the relationship of dress to physical and social environments, aesthetic and personal expression, and cultural ideals and values. Dress cannot be isolated from the political, economic and social surroundings of the time. This course therefore has sociological and psychological overtones as we seek to understand why humans began to adorn themselves, and continue to do so.

Learning Outcomes  
Through this course students will:
- Demonstrate an understanding of dress as a process involving all the senses of perception.
- Recognize and articulate how the meaning of dress varies from society to society and analyze these variations.
- Identify and discuss different historical periods in dress, as well as, articulate ways in which dress has reflected and affected society.
- Analyze the ways in which affinities and conflicts are expressed, in part, in dress when people of different cultures come in contact.
- Develop skill in the use of data sources for research and analysis of dress.
- Evaluate the differing strengths and weaknesses of dress evidence found in dress artifacts, representations of dress, and written documentation of dress.
- Operate analytically within a group of peers in order to analyze dress as a window into the conscience of a specific society.
- Relate dress and specific physical and social environments.
- Analyze how dress can alter or enhance the form of the physical body to meet personal or cultural needs.
- Analyze dress as an art form and an integral part of visual, performing, and literary arts.
- Challenge and assess their position as global citizens by examining different global traditions in dress; and evaluate the ethics of art without a political or personal agenda.
To successfully complete this course you must:

- Attend and participate in all class meetings.
- Attend and review the Department of Performance Studies Theatre Arts production.
- Complete all reading and written assignments.
- Become familiar with the eLearning website as important course information and communication will be posted there.

Resources and Required Materials


Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10 pts</td>
<td>A</td>
</tr>
<tr>
<td>Production Review</td>
<td>20 pts</td>
<td>B</td>
</tr>
<tr>
<td>10 Quizzes @ 5 points each</td>
<td>50 pts</td>
<td>C</td>
</tr>
<tr>
<td>3 Tests @ 100 points each</td>
<td>300 pts</td>
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<td>Final Exam</td>
<td>120 pts</td>
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<td><strong>Total</strong></td>
<td>500 pts</td>
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</table>

Online access to eLearning http://elearning.tamu.edu/ is required for this course. All grades will be posted through eLearning.

Reading Assignments:

Please complete all assigned reading before class so you will be familiar with the general information to be covered in class.

Production Review Paper:

You are required to attend a performance of the Department of Performance Studies Theatre Arts production. You will then write an essay discussing the role of dress in supporting the characters and actors as well as the similarities and differences between costumes in the performing arts and dress in everyday life.

Assessments:

You will be responsible for 10 quizzes throughout the semester. The quizzes are taken online through the Assessments tab on eLearning. You are welcome to use your textbook and notes from class while taking quizzes, but these are the only approved resources. Please adhere to the Aggie Honor Code and refrain from using any unauthorized materials or assistance from classmates.

There will be a total of 3 tests and one cumulative final exam. All tests will include definitions of terminology, identification of visual images, and questions on evolution, impact, etc. You will need the gray 8.5"x11" scantron form (Form no.: NCS MP90051, NCS Pearson MM90051-2 or Scantron form No.0-101607-TAMU) and a No. 2 pencil for each test.
Policies

Attendance:
The best way to be successful in this course is to attend class. If you miss class due to an excused absence you will be provided an opportunity to make up any missed assignments or quizzes. I will not accept late assignments without an excused absence. If you do miss a class for any reason you are responsible for obtaining notes and information regarding assignments from your classmates.

As per University policy, a student must notify me in writing (an acknowledged e-mail is acceptable) prior to the absence if possible, but no later than the end of the second working day after the absence in order to be excused. In most cases I will ask for documentation substantiating the reason for the absence. You must provide the documentation within one week of the last day of absence in order to be excused. If you are unsure of what is considered a University excused absence then you can visit http://student-rules.tamu.edu/rule07.

Academic Integrity

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. See http://aggiehonor.tamu.edu.

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

If you believe that you have a disability that is affecting your level of participation or success in this course, please do not hesitate to see me. I will be happy to help you find the resources you need to help you succeed in this course.
### COURSE SCHEDULE

The following is an outline of the course and test dates. The instructor reserves the right to adjust the schedule as needed to enhance learning opportunities. If any changes are necessary, they will be clearly communicated in advance.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction and Syllabus</td>
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<tr>
<td></td>
<td>Origins and Functions of Dress and Motivations for Dress</td>
<td>Read Chapter One&lt;br&gt;Syllabus Quiz Due</td>
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<tr>
<td>Week 2</td>
<td>The Ancient Middle East</td>
<td>Read Part One and Chapter Two Sources of Information Worksheet</td>
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<tr>
<td>Week 3</td>
<td>Crete and Greece</td>
<td>Read Chapter Three</td>
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<tr>
<td>Week 4</td>
<td>Etruria and Rome</td>
<td>Read Chapter Four&lt;br&gt;Ancient Inspiration for Modern Fashions</td>
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<td>Week 5</td>
<td>Test #1</td>
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<tr>
<td></td>
<td>The Early Middle Ages</td>
<td>Read Part Two, Chapter Five Library Scavenger Hunt</td>
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<tr>
<td>Week 6</td>
<td>The Late Middle Ages</td>
<td>Read Chapter 6&lt;br&gt;Conspicuous Consumption in the Middle Ages</td>
</tr>
<tr>
<td>Week 7</td>
<td>The Italian Renaissance</td>
<td>Read Part Three, Chapter Seven</td>
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<tr>
<td>Week 8</td>
<td>The Northern Renaissance</td>
<td>Read Chapter Eight</td>
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<td></td>
<td>Test #2</td>
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<tr>
<td>Week 9</td>
<td>The Seventeenth Century</td>
<td>Read Part Four, Chapter Nine Portraits of the 17th Century</td>
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<tr>
<td>Week 10</td>
<td>The Eighteenth Century</td>
<td>Read Chapter Ten</td>
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<tr>
<td>Week 11</td>
<td>The Directoire Period and Empire Period</td>
<td>Part Five, Chapter Eleven</td>
</tr>
<tr>
<td>Week 12</td>
<td>The Romantic Period</td>
<td>Read Chapter Twelve&lt;br&gt;Production Review Assignment Due</td>
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<td></td>
<td>Test #3</td>
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<tr>
<td>Week 13</td>
<td>The Crinoline Period</td>
<td>Read Chapter Thirteen</td>
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<tr>
<td>Week 14</td>
<td>The Bustle Period and the Nineties</td>
<td>Read Chapter Fourteen&lt;br&gt;19th Century Extant Garments</td>
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<tr>
<td>Finals</td>
<td>Final Exam</td>
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<tr>
<td>Week</td>
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Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies
2. Course prefix and number: THAR 280
3. Texas Common Course Number: DRAM 2361
4. Complete course title: History of the Theatre I
5. Semester credit hours: 3 SCH
6. This request is for consideration in the following Foundational Component Area:
   Communication
   Creative Arts
   Mathematics
   American History
   Life and Physical Sciences
   Government/Political Science
   Language, Philosophy and Culture
   Social and Behavioral Sciences
   Current Core - YES
   Current ICD - NO
7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   Yes
   No
8. How frequently will the class be offered? Fall, Spring
9. Number of class sections per semester: 3
10. Number of students per semester: 500 starting fall 2013; offered as a study abroad spring 2013
11. Historic annual enrollment for the last three years: 0
    0
    0
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
    Mtiier
    Date 2/26/2013
    Approvals:
    Date 2/27/13
14. Department Head
    Date 3/30/13
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.

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

Theatre History focuses on the ways in which theatre has reflected and affected society throughout history. Students in the course will analyze theatre as a window into the conscience of a specific society, recognizing theatre as an expression of the human condition. When comparing and analyzing the role of theatre throughout history and the role of theatre today, students gain a deeper understanding of their own society.

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 on each objective will be evaluated.

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

Students will demonstrate their understanding of course material through tests given over the semester. Tests will require students to analyze historical facts and evaluate the significance of specific theatrical movements in history with direct parallels to the values and beliefs of a specific culture. Students will be evaluated based on test scores.

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

Students will regularly engage in discussions over course material. Students will be called upon to express their understanding of course material and to discuss the value of intellectual creation and the evolution of the human experience over the course of history. Students will attend a live theatre production and submit an essay in which they interpret the oral and visual content of the production and assess their actual experience with their expectations based on their understanding of the course material. Students will be evaluated based on their individual participation and the overall effectiveness of course essays.

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

Students will further their appreciation for theatre as a collaborative means of both global and communal expression by attending a live theatre production over the course of the semester. The production will give students the opportunity to engage in a shared ephemeral experience that encourages artistic exploration while directly reinforcing information from the course. Students will be evaluated based on their physical attendance and intellectual response to the production.
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):

Students will recognize and discuss theatre as a form of personal, often controversial, expression; and judge the merit of personal expression in comparison with its possible social and political ramifications. Outside of the classroom, students will manage all assignments outside of class in a timely fashion in preparation for exams, quizzes, and discussions. Students will be evaluated based on their understanding of personal responsibility.

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

THAR 280 History of the Theatre I

Request for International and Cultural Diversity (ICD) Designation

Theatrical history is a lens through which students view diverse societies. When comparing and analyzing the role of theatre throughout history and the role of theatre today, students gain a deeper understanding of their own society. Theatre, in its rich and global variety, makes us more aware of who we were and who we are. The study of modern theatre during the last 50 years challenges the traditional definition of theatre that is outlined earlier in the course. Students gain the foundation to better appreciate post-modern performances and the deconstruction of classical work. Modern theatre also becomes a tool for understanding how historical works can inform and affect modern life.

Many of the oldest forms of theatre are non-western. The course covers the rich cultural traditions of global theatrical forms, many of which have an uninterrupted heritage of performance and are regularly performed today in order to establish and reinforce cultural identity. Students examine some of the earliest dramatists in depth and how their work inspired or affected other early societies. These older works are part of the growing oeuvre of works performed today. Students experience these works as presented by modern performers (whether live or recorded, most are from the last 50 years) and observe the relationship of performed heritage as a part of modern citizenry.
THEATRE HISTORY I
THAR 280
SPRING 2013
LECTURE: MWF
CLASSES HELD IN:

INSTRUCTOR:
OFFICE:
PHONE:
E-MAIL:
OFFICE HRS:
OR BY APPOINTMENT

Course Description And Prerequisites

Survey of the history of Western theatre from primitive times to the closing of the theatres in England in 1642. There are no prerequisites for this course.

Learning Outcomes

Upon completion of this course students will be able to:

- Distinguish between different types of performance and performance spaces, as well as the structure of plays and different dramatic forms.

- Identify and discuss different ancient historical periods in theatre, trends and movements in theatre as indebted to historical predecessors, as well as, articulate ways in which theatre has reflected and affected societies of the past.

- Operate analytically within a group of peers in order to analyze theatrical diversity and theatre as a window into the conscience of a specific society.

- Analyze and discuss theatre as a form of global expression; and judge the merit of said expression in comparison with its possible social and political ramifications.

- Challenge and assess their position as global citizens by examining different global traditions in performance; and evaluate the ethics of art without a political or personal agenda.
TEXTBOOK AND/OR RESOURCE MATERIAL

- History of Theatre, 10th Edition. by Oscar G. Brockett
- Oedipus the King, by Sophocles
- Menachmi, by Plautus
- Phaedra, by Seneca
- The Little Clay Cart, by King Sudraka
- The Second Sheppard's Play, by unknown
- Everyman, by unknown

GRADING POLICIES

Late work will not be accepted. If legitimate circumstances prevent your attendance at an exam, inform instructor before or within 24 hours after the exam (email or dated note). Make-up exams may be short answer and/or essay format rather than multiple choice. See http://student-rules.tamu.edu/rule07

Note on Exam Attendance: Exams will start promptly. Late entry is allowed until the first student finishes their test and leaves the classroom. After the first student leaves, late entry will not be allowed. Bathroom breaks during the test will not be allowed. Turn off all cell phones.

BREAKDOWN OF FINAL GRADE:

- 4 Exams: 800
- 6 Reading Quizzes: 90
- Participation: 60
- Production Response: 50
TOTAL POSSIBLE POINTS: 1000

GRADING SCALE:

- 1000-900 = A
- 899-800 = B
- 799-700 = C
- 699-600 = D
- Below 599 = F

Course Requirements:

- 4 in class exams over lectures, texts, plays, media and discussion: 50 questions, 4 points per question, 200 points per exam.
- 6 Reading quizzes over assigned plays. To be taken on eLearning by the date specified on syllabus, 10 questions each, 1.5 points per question, 15 points per quiz.
- In class participation, 60 points total.
- Production response, 50 points total.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/14</td>
<td>Syllabus overview</td>
<td></td>
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<td></td>
<td>1/16</td>
<td>Introduction to Theatre</td>
<td>Text pp.1-10</td>
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<td>Introduction to Theatre History</td>
<td>Text pp.11-19</td>
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<tr>
<td>2</td>
<td>1/21</td>
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<td></td>
<td>1/23</td>
<td>The Origins of Theatre</td>
<td>Text pp.1-10</td>
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<tr>
<td>3</td>
<td>1/28</td>
<td>Fifth Century Greek Drama</td>
<td>Text pp.11-19</td>
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<td></td>
<td>1/30</td>
<td>Fifth Century Greek Drama Cont.</td>
<td>Text pp.20-34</td>
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<tr>
<td></td>
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<td><em>Oedipus Rex</em>, by Sophocles</td>
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<td>4</td>
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<td>Athenian and Hellenistic Theatre</td>
<td>Text pp.36-47</td>
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<td>Athenian and Hellenistic Theatre Cont.</td>
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<td>2/13</td>
<td>Introduction to Roman and Byzantine Theatre</td>
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<td>Roman Theatre Cont.</td>
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<td>2/18</td>
<td><em>Menachmi</em>, by Plautus</td>
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<td>DUE: eLearning quiz for <em>Menachmi</em></td>
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<td>2/20</td>
<td>Theatre Architecture</td>
<td>Text pp.61-70</td>
<td></td>
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<td>2/22</td>
<td>Decline of Roman Theatre</td>
<td>Text pp.71-77</td>
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<td>7</td>
<td>2/25</td>
<td><em>Phaedra</em>, by Seneca</td>
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<td>2/27</td>
<td>Exam 2 Review</td>
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<td>3/1</td>
<td>Exam 2</td>
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<td>8</td>
<td>3/4</td>
<td>Introduction to Traditional Asian Theatre</td>
<td>Text pp.591-594</td>
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<td>3/6</td>
<td>Sanskrit Drama</td>
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<td>3/8</td>
<td>Chinese Theatre</td>
<td>Text pp.598-604</td>
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<td>3/11</td>
<td>Spring Break</td>
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<td>3/20</td>
<td>Bunraku</td>
<td>Text pp.616-618</td>
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<td>3/22</td>
<td>Kabuki Theatre</td>
<td>Text pp.618-622</td>
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<td>10</td>
<td>3/25</td>
<td><em>The Little Clay Cart</em>, by King Sudraka</td>
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<td>Reading Material</td>
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<td>11</td>
<td>4/1</td>
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<td>4/3</td>
<td>Introduction to Medieval Theatre</td>
<td>Text pp. 81-84; 90</td>
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<td>4/5</td>
<td>Theatre and the Church</td>
<td>Text pp. 85-93</td>
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<td>12</td>
<td>4/8</td>
<td>Liturgical Drama</td>
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<td><strong>DUE:</strong> eLearning quiz for Sheppard's Play</td>
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<td>4/10</td>
<td>The Second Sheppard's Play</td>
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<td>4/12</td>
<td>Medieval Theatre Practices</td>
<td>Text pp. 95-106</td>
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<td>4/17</td>
<td>Medieval Audiences</td>
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<td>Farce</td>
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<td>14</td>
<td>4/22</td>
<td>The Morality Play</td>
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<td><strong>DUE:</strong> eLearning quiz for Everyman</td>
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<td>4/24</td>
<td>Everyman</td>
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<td>4/25</td>
<td>Introduction to Renaissance Drama</td>
<td>Text pp. 112-122</td>
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<td>Introduction to Renaissance Drama Cont.</td>
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<td>Redefined</td>
<td>4/30</td>
<td>Exam 4 Review</td>
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**OTHER PERTINENT COURSE INFORMATION**

Participation in class discussion is required.

Students are required to attend one live theatrical production over the course of the semester. Upon seeing the production, in its entirety, you will submit a critical analysis of the production.

Online access to ELEARNING http://elearning.tamu.edu/ is required for this course. All grades will be posted through eLearning.

There will be visual media assignments required outside of class. These can be streamed on a computer through http://mediamatrix.tamu.edu/

**AMERICANS WITH DISABILITIES ACT (ADA)**

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**ACADEMIC INTEGRITY**

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Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: THAR 281

3. Texas Common Course Number: DRAM 2362

4. Complete course title: History of the Theatre II

5. Semester credit hours: 3 SCH

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

9. Number of class sections per semester: 6

10. Number of students per semester: 1800

11. Historic annual enrollment for the last three years: 1996 1598 2560

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 2/20/2013

13. Course Instructor

14. Approvals:  
   [Signature]  
   Date 2/27/13

15. Department Head  
   [Signature]  
   Date 3/01/13

16. 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.

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

Theatre History II focuses on the ways in which theatre has reflected and affected society throughout history. Students in the course will analyze theatre as a window into the conscience of a specific society, recognizing theatre as an expression of the human condition, and engaging in critical discourse about its interpretation. When comparing and analyzing the role of theatre throughout history and the role of theatre today, students gain a deeper understanding of their own society.

Core Objectives

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

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

Students will demonstrate their understanding of course material through tests given over the semester. Tests will require students to analyze historical facts and evaluate the significance of specific theatrical movements in history with direct parallels to the values and beliefs of a specific culture. Students will be evaluated based on test scores.

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

Students will regularly engage in discussions over course material. Students will be called upon to express their understanding of course material and to discuss the value of intellectual creation and the evolution of the human experience over the course of history. Students will attend a live theatre production and submit an essay in which they interpret the oral and visual content of the production and assess their actual experience with their expectations based on their understanding of the course material. Students will be evaluated based on their individual participation and the overall effectiveness of course essays.

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

Students will further their appreciation for theatre as a collaborative means of both global and communal expression by attending a live theatre production over the course of the semester. The production will give students the opportunity to engage in a shared ephemeral experience that encourages artistic exploration while directly reinforcing information from the course. Students will be evaluated based on their physical attendance and intellectual response to the production.
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):

Students will reflect on and discuss theatre as a form of personal, often controversial, expression; and judge the merit of personal expression in comparison with its possible social and political ramifications. Outside of the classroom, students will manage all assignments outside of class in a timely fashion in preparation for exams, quizzes, and discussions. Students will be evaluated based on their understanding of personal responsibility.

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

THAR 281 History of the Theatre II

Request for International and Cultural Diversity (ICD) Designation

Theatrical history is a lens through which students view diverse societies. When comparing and analyzing the role of theatre throughout history and the role of theatre today, students gain a deeper understanding of their own society. Theatre, in its rich and global variety, makes us more aware of who we were and who we are.

A little over four weeks (13 classes) of this course focuses on modern theatre and global theatre. The study of modern theatre during the last 50 years challenges the traditional definition of theatre that is outlined earlier in the course. Students gain the foundation to better appreciate post-modern performances and the deconstruction of classical work. Modern theatre also becomes a tool for understanding how historical works can inform and affect modern life.

The course covers the rich cultural traditions of global theatrical forms, many of which have an uninterrupted heritage of performance and are regularly performed today in order to establish and reinforce cultural identity. Artists who have succeeded in crossing nationalistic boundaries in their desire to create pluralistic performances, such as Augusto Boal and Tadashi Suzuki, are examined in-depth. Viewing and discussing these artists' work give students the opportunity to think about the changing needs of societies and how art can respond to global need when borders are crossed and artists work together.
Course Description And Prerequisites

Survey of the history of Western theatre from the closing of the theatres in England in 1642 to the present; brief introduction to the theatre of the East. There are no prerequisites for this course.

Learning Outcomes

Upon completion of this course students will be able to:

• Distinguish between different types of performance and performance spaces, as well as the structure of plays and different dramatic forms.

• Identify and discuss different historical periods in theatre, contemporary trends and movements in theatre as indebted to historical predecessors, as well as, articulate ways in which theatre has reflected and affected society.

• Operate analytically within a group of peers in order to analyze theatrical diversity and theatre as a window into the conscience of a specific society.

• Analyze and discuss theatre as a form of personal, often controversial, expression; and judge the merit of personal expression in comparison with its possible social and political ramifications.

• Challenge and assess their position as global citizens by examining different global traditions in performance; and evaluate the ethics of art without a political or personal agenda.
TEXTBOOK AND/OR RESOURCE MATERIAL

- Tartuffe, by Moliere (digital version link available on eLearning)
- Hedda Gabler, by Heinrik Ibsen
- A Streetcar Named Desire, by Tennessee Williams
- Waiting for Godot, by Samuel Beckett
- Angels in America: Millennium Approaches, by Tony Kushner
- The Black Album - Adapted for Stage, by Hanif Kureishi

GRADING POLICIES

Late work will not be accepted. If legitimate circumstances prevent your attendance at an exam, inform instructor before or within 24 hours after the exam (email or dated note). Make-up exams may be short answer and/or essay format rather than multiple choice. See http://student-rules.tamu.edu/rule07

Note on Exam Attendance: Exams will start promptly. Late entry is allowed until the first student finishes their test and leaves the classroom. After the first student leaves, late entry will not be allowed. Bathroom breaks during the test will not be allowed. Turn off all cell phones.

BREAKDOWN OF FINAL GRADE:

- 4 Exams: 800
- 6 Reading Quizzes: 90
- Participation 60
- Production Response 50
TOTAL POSSIBLE POINTS: 1000

GRADING SCALE:

- 1000-900 = A
- 899-800 = B
- 799-700 = C
- 699-600 = D
- Below 599 = F

Course Requirements:

- 4 in class exams over lectures, texts, plays, media and discussion: 50 questions, 4 points per question, 200 points per exam.
- 6 Reading quizzes over assigned plays. To be taken on eLearning by the date specified on syllabus, 10 questions each, 1.5 points per question, 15 points per quiz.
- In class participation, 60 points total.
- Production response, 50 points total.
# WEEKLY SCHEDULE

*Subject to Change

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<td>What is theatre? What is theatre history?</td>
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|   | 4/3C | Exam 4 Review | DUE: eLearning quiz for *The Black Album*

**OTHER PERTINENT COURSE INFORMATION**

Participation in class discussion is required.

Students are required to attend one live theatrical production over the course of the semester. Upon seeing the production, in its entirety, you will submit a critical analysis of the production.

Online access to ELEARNING [http://elearning.tamu.edu/](http://elearning.tamu.edu/) is required for this course. All grades will be posted through eLearning.

There will be visual media assignments required outside of class. These can be streamed on a computer through [http://mediamatrix.tamu.edu/](http://mediamatrix.tamu.edu/)

**AMERICANS WITH DISABILITIES ACT (ADA)**

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

**ACADEMIC INTEGRITY**

*For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*

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