RESUBMISSIONS
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ENGL 204

3. Texas Common Course Number:

4. Complete course title: Introduction to African American Literature

5. Semester credit hours: 03

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

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

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

☒ Yes  ☐ No

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

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

10. Number of students per semester: 35 - 150

11. Historic annual enrollment for the last three years: 50 58 28

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

12. Submitted by:

Course Instructor

Approvals:  

Department Head

College Dean/Designee

Date 2-17-13

Date 2/27/13

Date

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

This course (ENGL/AFST 204) introduces students to the large and diverse array of works that form the African American literary tradition. Organized chronologically (as is the textbook) the course begins with the literature of slavery and ends with a sampling of contemporary African American writers. Particular attention will be given to the historical context of the works and how the writers both shaped and the ways in which the works “speak to” other works by other African American and “white” writers. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of African American writers from the late 18th century to the present, and ultimately, help students develop an appreciation for what the study of literature of ethnic groups that may be different from theirs can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in African American literature from the 18th century to the present. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of African American literature from the 18th century to the present.

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

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of African American literature from the 18th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.
Texas A&M University

Core Curriculum

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

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

*Social Responsibility (SR)*: The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of African American writers from the 18th century to the present.

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

*Personal Responsibility (PR)*: The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as slavery and the quest for freedom, equality, and human dignity, and the struggle for cultural survival and self-expression in the face of oppression. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number: ENGL/AFST 204.500 Introduction to African American Literature
Term: Fall 2011
Meeting times and location: M, W, F 9:10-10:00 am / 3XX LAAH
Instructor: Dr. Larry Oliver
Telephone: 979-574-5680
E-mail address: l-oliver@tamu.edu
Office hours: M 10-11, W 11-12, and by appt.
Office location: 3XX LAAH

Required texts:
Norton Anthology of African American Literature -- 2nd edition
Ed. Henry Louis Gates, Jr., and Nellie McKay
Toni Morrison, A Mercy (Random House, paperback)

ENGL 204: Introduction to the writings of African Americans from the 18th century to the present, emphasizing the major themes and traditions.

Course description:
This course introduces students to the large and diverse array of works that form the African American literary tradition. Organized chronologically (as is the textbook) the course begins with the literature of slavery and ends with a sampling of contemporary African American writers. Particular attention will be given to the historical context of the works and how the writers both shaped and the ways in which the works "speak to" other works by other African American and "white" writers.

Learning Outcomes and Objectives:
By the end of this course, students are expected to be able to:

1) Write an essay demonstrating a sound understanding of the major periods and themes of the African American literary tradition (e.g., quest for freedom, double consciousness, passing, black aesthetic).

2) Develop an appreciation of the rich diversity of themes, styles, and genres that form the African American literary tradition.

3) Explain and illustrate how African American texts are an integral part of and yet often challenge core themes, myths, and tropes of "mainstream" American literature.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in African American literature from the 18th century to the present.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of African American literature from the 18th century to the present.

CS: The course will help students learn how to develop a greater understanding of African American literature from the 18th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as slavery and the quest for freedom, equality, and human dignity, and the struggle for cultural survival and self-expression in the face of oppression. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of African American writers from the 18th century to the present.

Course requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced quizzes on readings</td>
<td>20</td>
</tr>
<tr>
<td>(5 x 4 points)</td>
<td></td>
</tr>
<tr>
<td>Essay #1 (1,000-1,200 words)</td>
<td>25</td>
</tr>
<tr>
<td>Essay #2</td>
<td>25</td>
</tr>
<tr>
<td>Out of class final exam (1,500-2,000 words)</td>
<td>30</td>
</tr>
</tbody>
</table>

All papers must be typed and delivered electronically by the deadline. You will write your three major essays out of class. I will provide questions for you to address. For the first and second essays, you may write on a topic of your own choosing, but you must clear the topic with me in advance. My evaluation of your papers is based on both content and expression (clarity, organization, grammar and usage). On the final out of class essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.
Grading scale:  A: 90-100,  B: 80-89,  C: 70-79,  D: 60-69,  F: <60

For Attendance policy see University Student Rules: http://student-rules.tamu.edu/rule07

Attendance: Discussing the reading assignments in class is a critical part of this course, so it is critical that you attend classes unless unable to do so. I will divide students into several discussion groups in order to stimulate class discussion and promotes critical thinking.

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 8118, or call 845-1637. For additional information visit http://disability.tamu.edu.


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

CLASS- BY- CLASS ASSIGNMENTS

Note: PLEASE BRING YOUR TEXT TO EACH CLASS

THE LITERATURE OF SLAVERY AND FREEDOM

Week 1
- Introduction to course.
- Lecture on slavery and slave narratives /Spirituals and Songs (8 ff): “Go Down, Moses,” “Swing Low, Sweet Chariot,” “Steal Away, Jesus.”
- Wheatley poems: “To the University of Cambridge” and “On Being Brought...” (219) and letters (225-266).

Week 2
- Douglass: Narrative, chaps. 1-7 (395-414).
- Douglass, Narrative, chap. 10 (421-40).
- Narrative, chap. 11 and Appendix (440-52).

Week 3
- Douglass, “What to the Slave...” (462-70) and Whitfield, "America" (484-87).
- Jacobs, Incidents in the Life of a Slave Girl (280-93).
- Finish Incidents (293-315).

LITERATURE OF THE RECONSTRUCTION TO THE NEW NEGRO RENAISSANCE

Week 4
- Lecture and film clips: Birth of a Nation.
Week 5

*Souls*, chap. 13 (748-58) and “Afterthought” (765-66).
Dunbar poems (909ff): “Worn Out,” “We Wear the Mask,” “Sympathy,” “Douglass.”
“Philosophy” and letter “Fourth of July” (927-28).

Week 6

Writing workshop and take home essay instructions distributed. On the final take home exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.

*Autobiography* (822-83) ESSAY #1 DUE.

**HARLEM RENAISSANCE**

Week 7

Hughes, “The Negro Artist and the Racial Mountain” (1311-14) and poems (1291 ff):
“Mulatto,” “Christ Is a Nigger.”

Week 8

Hughes poems: “Harlem,” and “Theme for English B” / McKay poems (1006 ff): “If We
Must Die,” “America,” “The White House” / Toomer, from *Cane*: “Karintha.”
Larsen, *Quicksand* (1086-1099).

Week 9

*Quicksand* (1099-1120).
*Quicksand* (1120-60).
Finish *Quicksand* (1160-67).

**REALISM, NATURALISM, MODERNISM**

Week 10

Hurston, “How It Feels to Be Colored Me” (1030-33) / Wright, *Black Boy* (1471-87)

Petry, “Like a Winding Sheet” (1497-1504) Brooks poems (1625ff): “kitchenette
building,” “the mother,” “The Children of the Poor” Take-home exam instructions
distributed.

Week 11

Essay #2 due.

**BLACK ARTS ERA AND AFTER**

Week 12

Marshall, “Reena” (2169-82) and Morrison, *A Mercy* (1-51).
Week 13
*A Mercy* (119-37).
*A Mercy* (137-67).

Week 14
Finish *A Mercy*. Final out of class essay exam distributed. On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.
Review...
Take home exam due.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number:   ENGL 204 / AFST 204
   Introduction to African American Literature

3. Texas Common Course Number:

4. Complete course title:   Literature

5. Semester credit hours:   03

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

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

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

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

10. Number of students per semester:   35 - 150

11. Historic annual enrollment for the last three years:   50  58  28

   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:   

13. Date

14. Department Head

15. College Dean/Designee

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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.

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Texas A&M University
Core Curriculum
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Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of African American writers from the 18th century to the present.

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Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number: ENGL/AFST 204.500 Introduction to African American Literature
Term: Fall 2011
Meeting times and location: M, W, F 9:10-10:00 am / 3XX LAAH
Instructor: Dr. Larry Oliver
Telephone: 979-574-5680
E-mail address: l-oliver@tamu.edu
Office hours: M 10-11, W 11-12, and by appt.
Office location: 3XX LAAH

Required texts: Norton Anthology of African American Literature – 2ND edition
Ed. Henry Louis Gates, Jr., and Nellie McKay
Toni Morrison, A Mercy (Random House, paperback)

ENGL 204: Introduction to the writings of African Americans from the 18th century to the present, emphasizing the major themes and traditions.

Course description:

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Learning Outcomes and Objectives:

By the end of this course, students are expected to be able to:

1) Write an essay demonstrating a sound understanding of the major periods and themes of the African American literary tradition (e.g., quest for freedom, double consciousness, passing, black aesthetic).

2) Develop an appreciation of the rich diversity of themes, styles, and genres that form the African American literary tradition.

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Social Responsibility (SR): The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of African American literature from the 18th century to the present.

CS: The course will help students learn how to develop a greater understanding of African American literature from the 18th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as slavery and the quest for freedom, equality, and human dignity, and the struggle for cultural survival and self-expression in the face of oppression. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of African American writers from the 18th century to the present.

Course requirements:

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<td>Out of class final exam</td>
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All papers must be typed and delivered electronically by the deadline. You will write your three major essays out of class. I will provide questions for you to address. For the first and second essays, you may write on a topic of your own choosing, but you must clear the topic with me in advance. My evaluation of your papers is based on both content and expression (clarity, organization, grammar and usage). On the final out of class essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.
Grading scale: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: <60

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

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

CLASS- BY- CLASS ASSIGNMENTS

Note: PLEASE BRING YOUR TEXT TO EACH CLASS

THE LITERATURE OF SLAVERY AND FREEDOM

Week 1
Introduction to course.
Lecture on slavery and slave narratives /Spirituals and Songs (8 ff): “Go Down, Moses,” “Swing Low, Sweet Chariot,” “Steal Away, Jesus.”
Wheatley poems: “To the University of Cambridge” and “On Being Brought...” (219) and letters (225-266).

Week 2
Douglass: Narrative, chaps. 1-7 (395-414).
Douglass, Narrative, chap. 10 (421-40).
Narrative, chap. 11 and Appendix (440-52).

Week 3
Douglass, “What to the Slave...” (462-70) and Whitfield, “America” (484-87).
Jacobs, Incidents in the Life of a Slave Girl (280-93).
Finish Incidents (293-315).

LITERATURE OF THE RECONSTRUCTION TO THE NEW NEGRO RENAISSANCE

Week 4
Lecture and film clips: Birth of a Nation.
Week 5
*Souls,* chap. 3 (699-708).

Dunbar poems (909ff.): “Worn Out,” “We Wear the Mask,” “Sympathy,” “Douglass,” “Philosophy” and letter “Fourth of July” (927-28).

Week 6
Writing workshop and take home essay instructions distributed. On the final take home exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.

*Autobiography* (822-83) ESSAY #1 DUE.

**HARLEM RENAISSANCE**

Week 7


Week 8
Hughes poems: “Harlem,” and “Theme for English B” / McKay poems (1006 ff): “If We Must Die,” “America,” “The White House” / Toomer, from *Cane*: “Karintha.”

Larsen, *Quicksand* (1086-1099).

Week 9
*Quicksand* (1099-1120).
*Quicksand* (1120-60).
Finish *Quicksand* (1160-67).

**REALISM, NATURALISM, MODERNISM**

Week 10
Hurston, “How It Feels to Be Colored Me” (1030-33), Wright, From *Black Boy* (1471-87)
Petry, “Like a Winding Sheet” (1497-1504) Brooks poems (1625ff): “kitchenette building,” “the mother,” “The Children of the Poor” Take-home exam instructions distributed.

Week 11
Essay #2 due.

**BLACK ARTS ERA AND AFTER**

Week 12
Marshall, “Reena” (2169-82) and Morrison, *A Mercy* (1-51).
Week 13  Morrison, A Mercy (51-119).
A Mercy (119-37).
A Mercy (137-67).

Week 14  Finish A Mercy. Final out of class essay exam distributed. On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.
Review.
Take home exam due.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ENGL/MODL 221

3. Texas Common Course Number: 2332

4. Complete course title: World Literature

5. Semester credit hours: 03 SCH

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

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

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

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

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years:
    127 (11-12)  82 (10-11)  69 (09-10)  204

   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:
    Apostolos Vovlakis
    Course Instructor

    Approvals:
    James M. Warren

13. Date: 2/15/2013

14. Department Head
    Date: 2/18/13

15. College Dean/Designee
    Date: 2/18/13

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

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

This course (ENGL/MODL221) will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely different societies and eras can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

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

Core Curriculum

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

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of written and visual texts from Greek antiquity to the 12th century, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the relationships between men and women, the evils of power and greed, quest for self knowledge and virtue, the politics of loyalty and revenge, and issues surrounding war and violence. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL/MODL 221-502: World Literature
Texas A&M University
Fall 20xx
Lectures: TR 12:45-2:00 pm (Zach 119C)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: LAAH 3XX
Office Hours: TR 11:00-12:30 pm

Catalog Course Description: 221. World Literature. (3-0). Credit 3. Representative works in translation of major authors and texts from various cultures to A.D. 1500, including such authors as Homer, biblical writers, Greek dramatists, Sappho, Virgil, Marie de France, Dante, Lao Tzu, and works like Gilgamesh and The Bhagavad Gita. Cross-listed with MODL 221.

Prerequisite: None

Course Description: This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be.

Learning Outcomes:
At the end of the semester, students will be able to do the following:
- Articulate key concepts and identify major authors and works in the literary tradition from antiquity to the 12th century
- Demonstrate critical thinking about principal themes and ideas in world literature.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.
Assessment of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

CS: The course will help students learn how to develop a greater understanding of written and visual texts from Greek antiquity to the 12th century, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the relationships between men and women, the evils of power and greed, quest for self knowledge and virtue, the politics of loyalty and revenge, and issues surrounding war and violence. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Grading: The two papers will constitute 40% of your grade; the midterm examination, 20%; the final examination 30%; and 10% for class participation.

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

Requirements:
- For absentee policy see: http://student-rules.tamu.edu/rule07
- You are expected to keep up with the course readings. Your participation grade (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor’s questions, and engaging in debate with classmates).
• Students will submit two papers (20% each). The papers should focus on one or more of the texts we read in the course and offer a close reading and analysis of the text. This could mean: an analysis of a specific character; an analysis of a specific incident; an analysis of the author's use of language; an analysis of a particular theme (for example: love, the relationship between fate and free will, etc); or a comparison of two different texts based on a specific concept. Each time we start reading a new book I will provide you with specific suggestions that you can use as a topic for your papers. The process of writing the papers includes: a) a one page proposal or introduction in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, and appropriate use of grammar/spelling/syntax.

• There will also be a midterm (20%) and a final examination (30%) based on the readings and lectures. The midterm and final examinations will be made of short and or long answer questions that cover reading and lecture material. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination.

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

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

**Disabilities:** The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Required books (available in the University Bookstore):**
- Homer: *The Odyssey*
- Sophocles: *Philoctetes*
- Aeschylus: *The Persians*
- Aristophanes: *Lysistrata*
- Virgil: *The Aeneid*
- Dante: *The Inferno*
- Boccaccio: *The Decameron*

Additional required material:
- *Old Testament: Selections from Genesis* (Xerox)
CALENDAR
Week 1 TH  Introduction

The Odyssey (read books 1-4).
The Odyssey (books 5, 9-15).

Week 2 TH  The Odyssey (books 18-20).
The Odyssey (books 21-24).
The Odyssey.

Week 3 TH  Philoctetes (read entire play).

Philoctetes.
Philoctetes. [First Paper Proposal Due].

Week 4 TH  The Persians (read entire play).
The Persian.

Week 5 TH  Genesis (read 1:1, 1:2, 1:3).

Genesis (read 1:4).

Week 6 TH  Lysistrata (read entire play)  [First Paper Due].

Lysistrata.

Week 7 TH  Lysistrata.

MIDTERM EXAMINATION

Week 8 TH  The Aeneid (read books 1-6).
The Aeneid (read books 7-8, 12).

Week 9 TH  The Aeneid.
The Aeneid Continued.

Week 10 TH  The Inferno (read cantos I-VI, X-XIII).
The Inferno (cantos XV, XVII, XIX, XXI)  [Second Paper Proposal Due].

Week 11 TH  The Inferno (cantos XXIII-XXVI, XXVII).
The Inferno (cantos XXXI-XXXIV).

Week 12 TH The Inferno.

Thanksgiving Holiday

Week 13 TH The Decameron (read Preface and Introduction).

The Decameron (read First Day/First Story--First Day Conclusion) [Second Paper Due].

Week 14 TH The Decameron (read Second Day/Introduction-Second Day/Sixth Story).

FINAL EXAMINATION. On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

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

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

The course [ENGL/MODL 221] addresses the Foundational Component Area in the following ways:
This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely different societies and eras can teach us about ourselves and our shared humanity.

Core Objectives

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

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

CTS: Critical Thinking Skills (CTS): This course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

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

CS: Communication (CS): The course will enhance communication skills through small and large group discussion and may include writing about ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of texts from Greek Antiquity to 12 century that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.
Texas A&M University

Core Curriculum

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

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

SR: Social Responsibility (SP): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

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

PR: Personal Responsibility (PR): The course will teach personal responsibility by enhancing students’ understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question. The course will enhance social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of personal responsibility will be based upon an assignment in which students will be expected to ethically cite another person’s work in crafting an answer or essay response to a specific question. The instructor will offer concrete examples of how to paraphrase ideas and integrate in text citations in order to construct a persuasive argument.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL/MODL 221-xxx: World Literature
Texas A&M University
Fall 20xx
Lectures: TR 12:45-2:00 pm (Zach 119C)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: I.AAH 3XX
Office Hours: TR 11:00-12:30 pm

Catalog Course Description: World Literature. (3-0). Credit 3. Representative works in translation of major authors and texts from various cultures to A.D. 1500, including such authors as Homer, biblical writers, Greek dramatists, Sappho, Virgil, Marie de France, Dante, Lao Tzu, and works like Gilgamesh and The Bhagavad Gita.

Course Description: This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be.

Learning Outcomes:
At the end of the semester, students will be able to do the following:
- Articulate key concepts and identify major authors and works in the literary tradition from antiquity to the 12th century
- Demonstrate critical thinking about principal themes and ideas in world literature.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

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

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.
Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on written work, exams, and class participation.

CS: The assessment of communication skills will be based on written assignments and class participation.

PR: The assessment of personal responsibility will be based upon an assignment in which students will be expected to ethically cite another person’s work in crafting an answer or essay response to a specific question.

SR: The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.

Grading: The two papers will constitute 40% of your grade; the midterm examination, 20%; the final examination 30%; and 10% for class participation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<td>D</td>
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<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Requirements:

- For absentee policy see: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
- You are expected to keep up with the course readings. Your participation grade (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor’s questions, and engaging in debate with classmates).
- Students will submit two papers which will involve learning how to ethically cite sources in building a persuasive argument (20% each). The papers should focus on one or more of the texts we read in the course and offer a close reading and analysis of the text. This could mean: an analysis of a specific character; an analysis of a specific incident; an analysis of the author's use of language; an analysis of a particular theme (for example: love, the relationship between fate and free will, etc); or a comparison of two different texts based on a specific concept. Each time we start reading a new book I will provide you with specific suggestions that you can use as a topic for your papers. The process of writing the papers includes: a) a one page proposal or introduction in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, accurate citation of sources, and appropriate use of grammar/spelling/syntax.
- There will also be a midterm (20%) and a final examination (30%) based on the readings and lectures. The midterm and final examinations will be made up of short and/
or long answer questions that cover reading and lecture material. Overall, the test will assess three core objectives: critical thinking, communication skills, and social responsibility. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination.

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

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

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

**Required books (available in the University Bookstore):**
Homer: *The Odyssey*
Sophocles: *Philoctetes*
Aeschylus: *The Persians*
Aristophanes: *Lysistrata*
Virgil: *The Aeneid*
Dante: *The Inferno*
Boccaccio: *The Decameron*

Additional required material:
*Old Testament: Selections from Genesis* (Xerox)

**CALENDAR**

<table>
<thead>
<tr>
<th>Week</th>
<th>Introduction</th>
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<tbody>
<tr>
<td></td>
<td><em>The Odyssey</em> (read books 1-4). CTS, CS.</td>
</tr>
<tr>
<td></td>
<td><em>The Odyssey</em> (books 5, 9-15). CTS, CS.</td>
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<tr>
<td>Week 2</td>
<td><em>The Odyssey</em> (books 18-20). CTS, CS.</td>
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<tr>
<td></td>
<td><em>The Odyssey</em> (books 21-24). CTS, CS.</td>
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<tr>
<td></td>
<td><em>The Odyssey</em>. CTS, CS.</td>
</tr>
<tr>
<td>Week 3</td>
<td><em>Philoctetes</em> (read entire play). CTS, CS.</td>
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<td><em>Philoctetes</em>. CTS, CS.</td>
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Philoctetes. Part of this class will be devoted to teaching students how to ethically cite another person’s work. [First Paper Proposal Due]. CTS, CS, PR.

Week 4
The Persians (read entire play). CTS, CS.

The Persian. CTS, CS.

Week 5
Genesis (read 1:1, 1:2, 1:3). CTS, CS.

Genesis (read 1:4). CTS, CS.

Week 6
Lysistrata (read entire play) [First Paper Due]. CTS, CS, PR.

Lysistrata. CTS, CS.

Week 7
Lysistrata. CTS, CS.

MIDTERM EXAMINATION

Week 8
The Aeneid (read books 1-6). CTS, CS.

The Aeneid (read books 7-8, 12). CTS, CS.

Week 9
The Aeneid. CTS, CS.

The Aeneid Continued.

Week 10
The Inferno (read cantos I-VI, X-XIII). CTS, CS.

The Inferno (cantos XV, XVII, XIX, XXI) [Second Paper Proposal Due]. CTS, CS.

Week 11
The Inferno (cantos XXIII-XXVI, XXVII). CTS, CS.

The Inferno (cantos XXXI-XXXIV). CTS, CS.

Week 12
The Inferno. CTS, CS.

Thanksgiving Holiday

Week 13
The Decameron (read Preface and Introduction). CTS, CS.

The Decameron (read First Day/First Story--First Day Conclusion) [Second Paper Due]. CTS, CS, PR.

Week 14
The Decameron (read Second Day/Introduction-Second Day/Sixth Story).
The student will be asked to submit a reflection on how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. CTS, CS, SR.

FINAL EXAMINATION. CTS, CS.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ENGL/MODL 222

3. Texas Common Course Number: 2333

4. Complete course title: World Literature

5. Semester credit hours: 03

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

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

8. How frequently will the class be offered? every fall and spring semester & occasional summer terms

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

10. Number of students per semester: 60 - 200

11. Historic annual enrollment for the last three years: (11-12) 127 (10-11) 82 (09-10) 204

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
    
    Approvals: [Signature]
    
    Date 4/9/13
    
13. Date 4/9/13

14. Department Head
    
    Date 4/9/13

15. College Dean/Designee
    
    Date 4/9/13

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

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

This course (ENGL/MODL 222) will examine some of the major texts of world literature from the 17th through the 20th centuries. We will direct our attention around a core group of central ideas as they are developed in the texts, and we will investigate the evolution and transitions in the literary tradition. Some of the issues and questions we will examine in particular detail include: the relationship between reality and fiction; the question of the human condition and its relationship to history or a catastrophic event; the question of good and evil; and what constitutes human experience. Furthermore, we will take up these topics and themes in their own right, and as a basis for living in the contemporary world. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely different societies and eras can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): This course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

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

Core Curriculum

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

Communication (CS): The course will enhance communication skills through small and large group discussion and may include writing about ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of texts from 17th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussions in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

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

Personal Responsibility (PR): The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the acceptance of the other, religious difference, questions of good and evil, duty to family, and the values of justice and freedom. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL/MODL 222-500 World Literature
Texas A&M University
Spring 2012
Lectures: MWF 9:10-10:00 am, (HEEC 2XX)
Instructor: Apostolcs Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: 2XX LAAH
Office Hours: MWF 10:05-11:05 pm

ENGL/MODL 222 World Literature. Survey of world literature from the seventeenth century to the present in relation to its historical and cultural contexts; texts selected from a diverse group of authors, traditions and genres.

Course Description
This course will examine some of the major texts of world literature from the 17th through the 20th centuries. We will direct our attention around a core group of central ideas as they are developed in the texts, and we will investigate the evolution and transitions in the literary tradition. Some of the issues and questions we will examine in particular detail include: the relationship between reality and fiction; the question of the human condition and its relationship to history or a catastrophic event; the question of good and evil; and what constitutes human experience. Furthermore, we will take up these topics and themes in their own right, and as a basis for living in the contemporary world.

Learning Outcomes
At the end of the semester the students will be able to do the following:

1. Students will be able to articulate key concepts and identify major authors and works in the literary tradition from the 17th century to the present.

2. Students will also be able to identify principal themes and ideas in world literature.

3. The course will also allow us to better understand other cultures and broaden our historical and intercultural experience.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

CS: The course will help students learn how to develop a greater understanding of written and visual texts from the 17th century to the present, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the acceptance of the other, religious difference, questions of good and evil, duty to family, and the values of justice and freedom. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Grading: The midterm examination will constitute 30% of your grade; the final examination 50%; and 20% for the quizzes.

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<td>C</td>
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<td>D</td>
<td>60-69%</td>
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Requirements:
- You are expected to attend class regularly and keep up with reading assignments. For absentee policy see: http://student-rules.tamu.edu/rule07. There will be ten pop
(unannounced) quizzes (10 points each) based on the assigned reading for the day and lectures.
• There will also be a midterm (30%), and a final examination (50%) based on the readings and lectures. The midterm and final examinations will be made up of short and long answer questions that cover reading and material covered in class. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination. On the final exam students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.

Grading: The midterm examination will constitute 30% of your grade; the final examination 50%; and 20% for the quizzes.

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

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

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

Book List
Cervantes: Don Quixote (electronically reserved by the library)
Moliere: Tartuffe
Voltaire: Candide
Shelley: Frankenstein
Tolstoy: The Death of Ivan Ilyich
Camus: The Plague
Marquez: Chronicle of a Death Foretold
Achebe: Things Fall Apart
Borges: The Garden of Forking Paths (photocopy)
CALENDAR

Week 1  Introduction
         Don Quixote  (Read Chapters 1-10)
         Don Quixote  (Chapters 11-13)

Week 2  Don Quixote
         Tcruffe (Read entire play).
         Tcruffe

Week 3  Tcruffe
         Tcruffe

Week 4  Candide (Read Chapters 1-20)
         Candide
         Candide (Chapters 21-30)

Week 5  Candide
         Candide
         Candide

Week 6  Frankenstein  (Read Introduction-Chapter 11)
         Frankenstein
         Frankenstein  (Chapters 12-16)

Week 7  Frankenstein  (Chapters 17-24)
         Frankenstein
         MIDTERM EXAMINATION

Week 8  The Death of Ivan Ylyich (Read entire story)
         The Death of Ivan Ylyich
         The Death of Ivan Ylyich

Week 9  SPRING BREAK

Week 10 The Plague (Read Part I-II)
         The Plague
         The Plague (Part III-IV)

Week 11 The Plague (Part V)
          The Plague
          The Plague

Week 12 Things Fall Apart (Read Chapters 1-13)
          Things Fall Apart (Chapters 13-25)
          Things Fall Apart
Week 13  
*Chronicle of a Death Foretold* (Read Chapters 1-4)
*Chronicle of a Death Foretold* (Read Chapters 5)
*Chronicle of a Death Foretold*

Week 14  
*The Garden of Forking Paths* (Read entire story)
*The Garden of Forking Paths*
Conclusion

**FINAL EXAMINATION TBA.** On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.
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]: ENGL

2. Course prefix and number: ENGL 277
   American Literature: Beginnings to Civil War

3. Texas Common Course Number: 2327

4. Complete course title: American Literature: Beginnings to Civil War
   Semester credit hours: 3

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

6. 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: 1 - 2

10. Number of students per semester: 100 - 200

11. Historic annual enrollment for the last three years: 225, 160, 168

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:
    O. B. Smith (Ph.D., M.D.)
    Course Instructor
    Date: 4-16-13

14. Department Head
    Date: 4-16-13

15. College Dean/Designee
    Date

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

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

Initial Request for a 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): ENGL

2. Course prefix and number: ENGL 227

3. Texas Common Course Number: 2327

4. Complete course title: War American Literature: Beginnings to Civil

5. Semester credit hours: 03

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

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

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

☒ Yes  ☐ No

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

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

10. Number of students per semester: 100 - 200

11. Historic annual enrollment for the last three years: 225  160  168

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

Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12.

13. Submitted by: 

Date 2/26/13

Course Instructor

Approvals: 

Date 2/26/13

14. Department Head

Date 3/8/13

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.

Associate Provost for Undergraduate Studies

Texas A&M University

MAR 01 2013

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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?

Course Description (ENGL 227): The course begins with readings in Puritan settlement literature, moves on through the Age of Reason and early nationalism, and then focuses on the years 1830-1860, including such classic writers as Poe, Irving, Melville, Hawthorne, Emerson, Thoreau, and Whitman, plus less well known authors such as Harriet Jacobs and Rebecca Harding Davis. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American Literature from the Puritans to the Civil War, and ultimately, help students develop an appreciation for what the study of literature of ethnic groups that may be different from theirs can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in American Literature from the Puritans to the Civil War. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion will focus on helping students better understand the nuances and complexities of American Literature from the Puritans to the Civil War.

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

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of American Literature from the Puritans to the Civil War that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such
Texas A&M University

Core Curriculum

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

visual representations as photographs, illustrations, films, or theatrical performances.

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

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of American Literature from the Puritans to the Civil War. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American Literature from the Puritans to the Civil War.

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as religious persecution, slavery and the abolition movement, quest for freedom and civic disobedience, values of individualism, self reliance and utopian ideals, respect for nature, sin and repentance, and the relationship between war and industry. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGLISH 227-501: AMERICAN LITERATURE: BEGINNINGS TO CIVIL WAR
SPRING 2011: CHEN 108, MWF 11:30-12:20

Instructor: Professor Dennis Berthold
Office & Hours: LAAH 3XX; MWF 10-11 and 3-4
Contact: 845-8317 (office); d-berthold@tamu.edu

Catalog Course Description: ENGL 227 American Literature: The Beginnings to Civil War. Credit 3. Representative writers, genres and movements of the period.

Course Description: The course begins with readings in Puritan settlement literature, moves on through the Age of Reason and early nationalism, and then focuses on the years 1830-1860, including such classic writers as Poe, Irving, Melville, Hawthorne, Emerson, Thoreau, and Whitman, plus less well known authors such as Harriet Jacobs and Rebecca Harding Davis. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

LEARNING OUTCOMES
☐ Identify major writers and works of the period.
☐ Place key texts and authors in their historical periods.
☐ Distinguish among key ideologies and values that shaped American identity.
☐ Use the internet critically to research important questions and solve problems.
☐ Recognize the continuing influence of early American literature on today’s culture.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in American Literature from the Puritans to the Civil War.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of American Literature from the Puritans to the Civil War.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to
demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion will focus on helping students better understand the nuances and complexities of American Literature from the Puritans to the Civil War.

CS: The course will help students learn how to develop a greater understanding of American Literature from the Puritans to the Civil War that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as religious persecution, slavery and the abolition movement, quest for freedom and civic disobedience, values of individualism, self reliance and utopian ideals, respect for nature, sin and repentance, and the relationship between war and industry. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American Literature from the Puritans to the Civil War.

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

Readings: These are the core of the course, and you must read all the required assignments as scheduled. Note that all author introductions are required reading, too.

Examinations (70%): Exams will use a mix of objective and short answer questions to test your knowledge of both lectures and readings. The schedule and grade percentages are:
☐ Exam 1: Monday, February 21 (20%)
☐ Exam 2: Monday, April 4 (20%)
☐ Comprehensive Final Exam TBA (30%). On the final students will be expected to answer a short question in which they will have to demonstrate how key insights from the
course have helped broaden their understanding of the way differing histories, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

Exams are based on all class reading, discussion, lectures, and on-line materials, and each exam will incorporate some material from previous exams.

**Reading Questions** (10%; 1% for each of 10 postings): Starting on second week of class and continuing once a week the rest of the semester, I will open a discussion board on eLearning where you must post a question or observation about the week’s readings. I will read and respond briefly to all of them and use them to formulate team research questions and encourage class discussion. Once you have posted ten times you will be done with this requirement, but I encourage you to read the posts every week to prepare for your team research and review for exams.

**Team Research** (20%): Half of this grade will be assigned by your team members and half will be a team score that I determine based on the team’s work over the entire semester. I will post rubrics for both grades.

**Attendance and Participation**: Attendance and participation will be based on constant attendance and fidelity to reading and other assignments; quizzes; in-class assignments; contribution to discussion. All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Grading**: I use a point system with each exam counting 100 points and 90% = A, 80% = B, and so forth. There will be 10 reading questions, and each one will count 1 point in your course average. Your team grade will also be a raw score totaling 20 points.

**REQUIRED TEXT**
American Literature, volume 1, ed. William E. Cain (Penguin Academics, 2004. It is available at the TAMU Bookstore and online. It is our only text but will be supplemented by required online readings I will post on eLearning.

**READING SCHEDULE**
All page numbers refer to the Cain anthology. Note that all introductory material is assigned. I reserve the right to make minor changes and will let you know them in advance. Note the days when reading assignments are posted on eLearning too.

1: The Emergence of the American Self

Week 1 MWF: Puritan Influences


Smith & Pocahontas continued.

Week 2: MWF  Remembering King Philip's War

Continue Rowlandson, A True History, 92-137. Bradstreet, poems, 84-91. Organize research teams. Team research.

Week 3: MWF Sacred and Secular Traditions


Team research.

Week 4: MWF Nature and the Enlightenment


Team research.

Week 5: MWF A New American Self
Emerson, 475-77; "Self-Reliance," 532-54.

Irving, 424-26; "Rip Van Winkle," 426-42.

Review for Exam 1.

2: A National Literature Arrives
Week 6: MWF History into Literature
Exam 1.


Week 7: MWF Conscious Craftsman ship: Poe and Hawthorne
"Early American Short Narratives." Read selections on eLearning.
Poe, eLearning: "How to Write a Blackwood Article" and "A Predicament."

Week 8: MWF  The Psychology of Gothic
Poe, "The Tell-Tale Heart" and "The Fall of the House of Usher," 788-809. Mid-
semester grades due.


Team research and Poe and Hawthorne.

Spring Break

Week 9: MWF Gothicized Slavery

Jacobs, Incidents, 914-52.

Team research.

Week 10: MWF Radical Individualism


Team research.

3: Race, War, and Industry
Week 11: MWF Race, War and Industry
Exam 2 (inludes some material from Exam 1)

Melville, 1103-06; "Bartleby, the Scrivener." 1114-47.

Team research.

Week 12: MWF
Melville, 'Benito Creon," 1147-1204.

Melville, "Benito Creon," 1205-1218.

Team research.

Week 13: MWF
Douglass, 1009-12, Narrative, 1022-51.

Douglass, Narrative, 1051-79; "Letter to His Former Master," 1095-1102.
5/2 Davis, "Life in the Iron Mills," 1323-57.

Week 14: MWF Whitman & the Poetry of War
Whitman, 1221-25; "Song of Myself," 1225-1278.


Team research. Review final.

COMPREHENSIVE FINAL EXAM: On the final students will be expected to answer a short question in which they will have to demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

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.

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

2. Course prefix and number: **ENGL 228**

3. Texas Common Course Number: **2328**

4. Complete course title: American Literature: Civil War to Present

5. Semester credit hours: **03**

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

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

Current core - yes
Current ICD - no

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

[ ] Yes  [ ] No

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

9. Number of class sections per semester: **2 - 5**

10. Number of students per semester: **460 - 700**

11. Historic annual enrollment for the last three years: **733**

   576

   460

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: **A. Landifl**

   Date: **2/25/2013**

   Course Instructor

   Approvals:

   Date: **2/26/13**

14. Department Head

   Date: **2/28/13**

   College Dean/Designee

   Date

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

English 228 is an exploration of American Literature from the Civil War to the present. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and historical values that mark the literary movements of realism, naturalism, and modernism, but the course also aims to improve the ability of each student to read, understand, and appreciate literary texts. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American writers of different racial and ethnic origins, and ultimately, help students develop an appreciation for what the study of literature of ethnic groups that may be different from theirs can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

*Critical Thinking Skills (CTS):* The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in American Literature from the Civil War to the present. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of American Literature from the Civil War to the present.

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

*Communication Skills (CS):* The course enhances communication skills through small and large group
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discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of American Literature from the Civil War to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

Social Responsibility (SR). The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of American Literature from the Civil War to the present. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American Literature from the Civil War to the present.

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as alienation, free will, and the search for meaning, ambition, personal happiness, and the larger social good, the quest for equality and human rights, immigration and cross-cultural conflict, war and its victims, and tradition vs. change. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
English 228: American Literature Civil War to Present
TR 12:45-2:00 PM LAAH 3XX

Professor Bendixen
Office: XXX LAAH
Phone: 845-2773
Email: abendixen@tamu.edu

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

American Literature: Civil War To Present. ENGL 228. Credit 3. Expressions of the American experience in realism, regionalism and naturalism; varieties of modernist and contemporary writing; the rise of ethnic literature and experimental literary forms; includes such writers as Dickinson, Twain, James, Crane, Frost, Eliot, Fitzgerald, Hemingway, Faulkner, O’Neill, Baldwin, and Rich.

Course Description and Goals: English 228 is an exploration of American Literature from the Civil War to the present. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and historical values that mark the literary movements of realism, naturalism, and modernism, but the course also aims to improve the ability of each student to read, understand, and appreciate literary texts and their visual representations.

LEARNING OUTCOMES
1. Identify the major themes and techniques of important writers from this period.

2. Articulate the aesthetic and historical values that mark the literary movements of realism, naturalism and modernism.

3. Apply methods and techniques presented in the course to analyze and discuss literary texts and their visual representations.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in American Literature from the Civil War to the present.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading and their visual representations.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of American Literature from the Civil War to the present.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion will focus on helping students better understand the nuances and complexities of American Literature from the Civil War to the present.

CS: The course will help students learn how to develop a greater understanding of American Literature from the Civil War to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as alienation, free will, and the search for meaning, ambition, personal happiness, and the larger social good, the quest for equality and human rights, immigration and cross-cultural conflict, war and its victims, and tradition vs. change. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American Literature from the Civil War to the present.

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

Assignments and Grading: Regular attendance and timely completion of all reading assignments are expected. Your final grade will be based on your performance on three
exams (80%) and a series of daily one-minute papers (20%). The three exams will be made up of objective and short answers. All three exams and scores will be added up for a maximum total of 160 which will divided into two for 80% of the grade. The exams will emphasize both the assigned reading and the material covered in class.

The daily one-minute paper consists of students writing a one sentence reflection about what they learned in class that day. In the daily one-minute papers students will be expected to demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures, and philosophical outlooks shape the development of a literary tradition, including their own.

On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.

**Attendance:** All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

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

**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.

**Required Texts:**
- *Norton Anthology of American Literature* (7th edition), Part II, Volumes C, D, E
- Hemingway, *In Our Time* (Scribner’s)
- Fitzgerald, *The Great Gatsby* (Scribner’s)
- Maxine Hong Kingston, *The Woman Warrior*

**Reading Assignments:** All page numbers below refer to the *Norton Anthology of American Literature*. You should have completed reading the assigned texts by the date noted below.

Week 1 T Introduction

Week 2 T  Mark Twain, Adventures of Huckleberry Finn, 108-294. DMP


Week 3 T  James, “Daisy Miller,” 391-429. DMP.


Week 4 T  Chopin, The Awakening, 535-625. DMP.

TH  Chopin continued. DMP.


TH  London, “To Build a Fire,” 1057-1067; Wharton, “The Other Two,” 830-843. DMP.

Week 6 T  First Exam (Realism and Naturalism)


Week 7 T  Cather, My Antonia, 1214-1349 in volume D. DMP.

TH  Cather, My Antonia, 1214-1349 in volume D continued. DMP.

March 15-19 Spring break


Week 9 T  Hemingway, In Our Time. DMP.
Hemingway continued.
Fitzgerald, "Winter Dreams,"
Williams, "The Red Wheelbarrow," 1469, and "This Is Just to Say," 1472;
M'lay, "I being born a woman," 1805. DMP.

Week 10 T Second exam (Modernism)

Wright, "The Man Who Was Almost a Man," 2067-2075.
Cullen, poems, 2061-2065.
Hughes, poems, 2027-2037. DMP.

Week 11 T Miller, Death of a Salesman, 2327-2392 in volume E. DMP.

TH Stevens, Poems on 1439-1455 in volume D: "The Snow Man,"

Week 12 T Ellison, selections from Invisible Man, 2298-2314.
Malamud, "The Magic Barrel," 2285-2297. DMP.

Roethke, "The Waking" and "I Knew a Woman" on 2143-2145.
Ginsburg, "Howl." 2574-2583. DMP.

Week 13 T Kingston, The Woman Warrior. DMP.

TH Kingston, The Woman Warrior continued. DMP.

Week 14 T LeGuin, Schrodinger's Cat," 2665-2670
Carver, "Cathedral," 2828-2838. DMP.

TH Walker, "Everyday Use," 3010-3016
Anaya, "Dos," 2807-2815. DMP.

Final Exam. The exams will emphasize both the assigned reading and the material covered in class. On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American Literature from the Civil War to the present.
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: ENGL/MODL 221

3. Texas Common Course Number: 2332

4. Complete course title: World Literature

5. Semester credit hours: 03 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

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

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

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

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years: 11-12 = 127 10-11 = 82 9-10 = 204

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:
   Apostolos Vaiakalis
   Date 02/12/2013

   Course Instructor

   Approvals:
   Date 2/13/2013

13. Department Head
   Date 2/14/13

14. 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.

CUL 114
Rev 2.13.13
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

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

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

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

This course (ENGL/ODL221) will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely different societies and eras can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

**Critical Thinking Skills (CTS):** The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of written and visual texts from Greek antiquity to the 12th century, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the relationships between men and women, the evils of power and greed, quest for self knowledge and virtue, the politics of loyalty and revenge, and issues surrounding war and violence. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL/MODL 221-502: World Literature
Texas A&M University
Fall 20xx
Lectures: TR 12:45-2:00 pm (Zach 119C)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: LAAH 3XX
Office Hours: TR 11:00-12:30 pm

Catalog Course Description: 221. World Literature. (3-0). Credit 3. Representative works in translation of major authors and texts from various cultures to A.D. 1500, including such authors as Homer, biblical writers, Greek dramatists, Sappho, Virgil, Marie de France, Dante, Lao Tzu, and works like Gilgamesh and The Bhagavad Gita. Cross-listed with MODL 221.

Prerequisite: None

Course Description: This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be.

Learning Outcomes:
At the end of the semester, students will be able to do the following:
- Articulate key concepts and identify major authors and works in the literary tradition from antiquity to the 12th century
- Demonstrate critical thinking about principal themes and ideas in world literature.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.
Assessment of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

CS: The course will help students learn how to develop a greater understanding of written and visual texts from Greek antiquity to the 12th century, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the relationships between men and women, the evils of power and greed, quest for self knowledge and virtue, the politics of loyalty and revenge, and issues surrounding war and violence. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophchical outlooks have shaped the literary traditions of world literature.

Grading: The two papers will constitute 40% of your grade; the midterm examination, 20%; the final examination 30%; and 10% for class participation.

A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  0-55%

Requirements:
- For absentee policy see: http://student-rules.tamu.edu/rule07
- You are expected to keep up with the course readings. Your participation grade (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor’s questions, and engaging in debate with classmates).
- Students will submit two papers (20% each). The papers should focus on one or more of the texts we read in the course and offer a close reading and analysis of the text. This could mean: an analysis of a specific character; an analysis of a specific incident; an analysis of the author’s use of language; an analysis of a particular theme (for example: love, the relationship between fate and free will, etc); or a comparison of two different texts based on a specific concept. Each time we start reading a new book I will provide you with specific suggestions that you can use as a topic for your papers. The process of writing the papers includes: a) a one page proposal or introduction in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, and appropriate use of grammar/spelling/syntax.

- There will also be a midterm (20%) and a final examination (30%) based on the readings and lectures. The midterm and final examinations will be made of short and or long answer questions that cover reading and lecture material. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination.

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

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

**Disabilities:** The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Required books (available in the University Bookstore):**
Homer: *The Odyssey*
Sophocles: *Philoctetes*
Aeschylus: *The Persians*
Aristophanes: *Lysistrata*
Virgil: *The Aeneid*
Dante: *The Inferno*
Boccaccio: *The Decameron*

Additional required material:
*Old Testament: Selections from Genesis* (Xerox)
CALENDAR

Week 1 TH Introduction

*The Odyssey* (read books 1-4).
*The Odyssey* (books 5, 9-15).

Week 2 TH *The Odyssey* (books 18-20).
*The Odyssey* (books 21-24).

*The Odyssey*.

Week 3 TH *Philoctetes*  (read entire play).
*Philoctetes*.

*Philoctetes*. [First Paper Proposal Due].

Week 4 TH *The Persians*  (read entire play).
*The Persian*.

Week 5 TH *Genesis* (read 1:1, 1:2, 1:3).

*Genesis* (read 1:4).

Week 6 TH *Lysistrata* (read entire play)  [First Paper Due].

*Lysistrata*.

Week 7 TH *Lysistrata*.

MIDTERM EXAMINATION

Week 8 TH *The Aeneid* (read books 1-6).

*The Aeneid*  (read books 7-8, 12).

Week 9 TH *The Aeneid*.

*The Aeneid* Continued.

Week 10 TH *The Inferno*  (read cantos I-VI, X-XIII).

*The Inferno*  (cantos XV, XVII, XIX, XXI)  [Second Paper Proposal Due].

Week 11 TH *The Inferno*  (cantos XXIII-XXVI, XXVII).
The Inferno (cantos XXXI-XXXIV).

Week 12 TH The Inferno.

Thanksgiving Holiday

Week 13 TH The Decameron (read Preface and Introduction).

The Decameron (read First Day/First Story--First Day Conclusion)  [Second Paper Due].

Week 14 TH The Decameron (read Second Day/Introduction-Second Day/Sixth Story).

FINAL EXAMINATION. On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ENGL/MODL 222
3. Texas Common Course Number: 2333

4. Complete course title: World Literature

5. Semester credit hours: 03

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

   Current core:  [x] 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? every fall and spring semester & occasional summer terms

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

10. Number of students per semester: 60 - 200

11. Historic annual enrollment for the last three years: (11-12) 127  (10-11) 82  (09-10) 204

   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: ___________ 4/19/2013

    Course Instructor

    Approvals: ___________ 4/19/13

    Department Head

    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?

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

This course (ENGL/MODL 222) will examine some of the major texts of world literature from the 17th through the 20th centuries. We will direct our attention around a core group of central ideas as they are developed in the texts, and we will investigate the evolution and transitions in the literary tradition. Some of the issues and questions we will examine in particular detail include: the relationship between reality and fiction; the question of the human condition and its relationship to history or a catastrophic event, the question of good and evil; and what constitutes human experience. Furthermore, we will take up these topics and themes in their own right, and as a basis for living in the contemporary world. This course will ultimately reveal how broader social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely different societies and eras can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): This course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned readings. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

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

Core Curriculum

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

Communication (CS): The course will enhance communication skills through small and large group discussion and may include writing about ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of texts from 17th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

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

Personal Responsibility (PR): The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the acceptance of the other, religious difference, questions of good and evil, duty to family, and the values of justice and freedom. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL/MODL 222-500 World Literature
Texas A&M University
Spring 2012
Lectures: MWF 9:10-10:00 am, (HEEC 2XX)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: 2XX LAAH
Office Hours: MWF 10:05-11:05 pm

ENGL/MODL 222 World Literature. Survey of world literature from the seventeenth century to the present in relation to its historical and cultural contexts; texts selected from a diverse group of authors, traditions and genres.

Course Description
This course will examine some of the major texts of world literature from the 17th through the 20th centuries. We will direct our attention around a core group of central ideas as they are developed in the texts, and we will investigate the evolution and transitions in the literary tradition. Some of the issues and questions we will examine in particular detail include: the relationship between reality and fiction; the question of the human condition and its relationship to history or a catastrophic event; the question of good and evil; and what constitutes human experience. Furthermore, we will take up these topics and themes in their own right, and as a basis for living in the contemporary world.

Learning Outcomes
At the end of the semester the students will be able to do the following:

1. Students will be able to articulate key concepts and identify major authors and works in the literary tradition from the 17th century to the present.

2. Students will also be able to identify principal themes and ideas in world literature.

3. The course will also allow us to better understand other cultures and broaden our historical and intercultural experience.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

CS: The course will help students learn how to develop a greater understanding of written and visual texts from the 17th century to the present, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the acceptance of the other, religious difference, questions of good and evil, duty to family, and the values of justice and freedom. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Grading: The midterm examination will constitute 30% of your grade; the final examination 50%; and 20% for the quizzes.

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Requirements:
- You are expected to attend class regularly and keep up with reading assignments. For absentee policy see: http://student-rules.tamu.edu/rule07. There will be ten pop
(unannounced) quizzes (10 points each) based on the assigned reading for the day and lectures.

- There will also be a midterm (30%), and a final examination (50%) based on the readings and lectures. The midterm and final examinations will be made up of short and long answer questions that cover reading and material covered in class. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination. On the final exam students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.

**Grading:** The midterm examination will constitute 30% of your grade; the final examination 50%; and 20% for the quizzes.

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

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

**Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Book List**
Cervantes: *Don Quixote* (electronically reserved by the library)
Moliere: *Tartuffe*
Voltaire: *Candide*
Shelley: *Frankenstein*
Tolstoy: *The Death of Ivan Ilyich*
Camus: *The Plague*
Marquez: *Chronicle of a Death Foretold*
Achebe: *Things Fall Apart*
Borges: *The Garden of Forking Paths* (photocopy)
CALENDAR

Week 1
Introduction
*Don Quixote* (Read Chapters 1-10)
*Don Quixote* (Chapters 11-13)

Week 2
*Don Quixote*
*Tartuffe* (Read entire play).
*Tartuffe*

Week 3
*Tartuffe*
*Tartuffe*

Week 4
*Candide* (Read Chapters 1-20)
*Candide*
*Candide* (Chapters 21-30)

Week 5
*Candide*
*Candide*
*Candide*

Week 6
*Frankenstein* (Read Introduction-Chapter 11)
*Frankenstein*
*Frankenstein* (Chapters 12-16)

Week 7
*Frankenstein* (Chapters 17-24)
*Frankenstein*
*MIDTERM EXAMINATION*

Week 8
*The Death of Ivan Ilyich* (Read entire story)
*The Death of Ivan Ilyich*
*The Death of Ivan Ilyich*

Week 9
SPRING BREAK

Week 10
*The Plague* (Read Part I-II)
*The Plague*
*The Plague* (Part III-IV)

Week 11
*The Plague* (Part V)
*The Plague*
*The Plague*

Week 12
*Things Fall Apart* (Read Chapters 1-13)
*Things Fall Apart* (Chapters 13-25)
*Things Fall Apart*
Week 13  
*Chronicle of a Death Foretold* (Read Chapters 1-4)  
*Chronicle of a Death Foretold* (Read Chapters 5)  
*Chronicle of a Death Foretold*

Week 14  
*The Garden of Forking Paths* (Read entire story)  
*The Garden of Forking Paths*  
Conclusion

**FINAL EXAMINATION TBA.** On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.