Language, Philosophy and Culture
(UPPER, #1)
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): Africana Studies/History

2. Course prefix and number: AFST/HIST 344  
3. Texas Common Course Number: N/A

4. Complete course title: History of Africa to 1800  
5. Semester credit hours: 3

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

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<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Communication</td>
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<tr>
<td>Mathematics</td>
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<td>Life and Physical Sciences</td>
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<td>Language, Philosophy and Culture</td>
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<td>Creative Arts</td>
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<td>Social and Behavioral Sciences</td>
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7. This course should also be considered for International and Cultural Diversity (ICD) designation:

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<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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</thead>
</table>

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years: 2012-2013=17 2011-2012=29 2010-2011=29

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.**


15. College Dean/Designee [Signature]  

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

[www.thecb.state.tx.us/corecurriculum2014](http://www.thecb.state.tx.us/corecurriculum2014)

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

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

HIST 344/AFST 344 examines selected topics in the history of the African peoples from the earliest times up to about 1800. The principal topics include: the origins of humankind in Africa (we are, on the best scientific evidence available, all Africans by descent); the development and spread of food production and metallurgy; the rise of long-distance trade and the formation of states and empires; the spread and impact of Christianity and Islam; and the rise of the Atlantic trade in commodities and enslaved Africans and the resultant modern African diaspora. The primary purpose of this course is to provide the student with a foundation for understanding modern Africa through the study of its peoples’ early economic, social and political history, and an appreciation of their forms of cultural expression: art, architecture, literature (oral and written), and ritual. This course takes both a continental and multidisciplinary approach to the past, making use of methods and analyses taken from a variety of disciplines in the social sciences and humanities.

Core Objectives

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

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

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

This course develops the core objective of critical thinking by asking students to interpret, discuss and connect course lecture and reading materials, including maps and material culture, and to craft written arguments on topics such as the origins of humankind in Africa, the development and spread of food production and metallurgy and the rise of long-distance trade and the formation of states and empires in Africa. Students learning will be evaluated through a map quiz, midterm exams, an analytical written essay and a final exam.

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

This course develops the core objective of communication by asking students to evaluate and synthesize lecture and reading materials (including material artifacts such as Akan cloth), to discuss their relationships, and to write responses to essay questions about topics such as the spread and impact of Christianity and Islam; and the rise of the Atlantic trade in commodities and enslaved Africans and the resultant modern African diaspora. Students learning will be evaluated through discussion, a map quiz, midterm exams, an analytical written essay and a final exam.
Texas A&M University

Core Curriculum

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

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

This course will address social responsibility by requiring students to develop a foundation for understanding modern Africa through the study of its peoples' early economic, social and political history, and an appreciation of their forms of cultural expression: art, architecture, literature (oral and written), and ritual. Students learning will be evaluated through a map quiz, midterm exams, an analytical written essay and a final exam.

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

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (through quizzes and essay exams) how ethnocentric and racist American images of Africa and Africans have developed historically and assess critically their impact on their own, and more generally held, American conceptions of African history. Students learning will be evaluated through discussion, midterm exams, an analytical written essay and a final exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST/AFST 344.500: Africa to 1800  
MILS 110, Fall Semester 2012  

Dr. Larry W. Yarak  
Office: 106A History Building (located opposite the main entrance to Evans Library)  
Office Hours: MW 1:30-3:00 PM; or by appointment—phone or email to schedule  
History Department Phone: 845-7151  
E-mail: yarak@tamu.edu  
Course Website: http://people.tamu.edu/~yarak/344/hist344.html  

Course Description. This course will examine selected topics in the history of the African peoples from the earliest times up to about 1800. The principal topics include: the origins of humankind in Africa (we are, on the best scientific evidence available, all Africans by descent); the development and spread of food production and metallurgy; the rise of long-distance trade and the formation of states and empires; the spread and impact of Christianity and Islam; and the rise of the Atlantic trade in commodities and enslaved Africans and the resultant modern African diaspora. The primary purpose of this course is to provide the student with a foundation for understanding modern Africa through the study of its peoples' early economic, social and political history, and an appreciation of their forms of cultural expression: art, architecture, literature (oral and written), and ritual. This course takes both a continental and multidisciplinary approach to the past, making use of methods and analyses taken from a variety of disciplines in the social sciences and humanities. Be prepared to learn about new approaches to the study of history and new ways of thinking about Africa!  

Prerequisites. Junior or senior classification.  

Core Objectives for Language, Philosophy and Culture Foundational Component Area  

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

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

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

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

Student Learning Outcomes:  
Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings related to the history of Africa to 1800.

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

3) identify historical and social contexts that created diversity in the African past and in human cultures more generally.

4) identify ethnocentric and racist American images of Africa and Africans and assess critically their impact on popular American conceptions of African history.

5) apply knowledge about the human condition- in Africa's past and present- to their personal lives and studies.

Texts. The following paperbacks are required and should be available for purchase at various bookstores on campus, in the community, and online:

L. Lindsay, Captives as Commodities: The Transatlantic Slave Trade, Upper Saddle River, NJ, 2008.

In addition, several articles and documents have been assembled for this course. They are available for download on the course website (see url above). These materials are required reading and will be covered in the scheduled examinations and class discussions.

Evaluation. Student performance will be assessed on the basis of the following:

- A 10-15 minute map quiz, comprising 5% of the final grade, scheduled for September 14.
- A reading/lecture exam, 20% of final grade, scheduled for October 1.
- A second reading/lecture exam, 20% of final grade, scheduled for November 5.
- A 5-7 page analytical essay, 30% of final grade, due on November 26.
- A non-cumulative final exam, 25% of final grade, scheduled for December 12.

Specific information regarding the map quiz and analytical essay will be provided later in class. The examinations will include terms for identification, short answer questions, and an essay question. Please bring a blue book to the three examinations (but not to the map quiz). Success in the course depends on careful study of all assigned reading. The grading scale (based on percentages) is as follows:

90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; 59 and lower – F.

Attendance Policy. Attendance in class is strongly encouraged. Students will be penalized after more than three absences, except in the case of university-excused absences. For each
unexcused absence in excess of three, your final grade will be reduced by two percentage points. Assignments that are submitted late, except in the case of university-excused absences, will be penalized by a grade reduction of 10% for every 24 hour period. I will handle all absences and work related to them in accordance with the current policy on university-excused absences: <http://student-rules.tamu.edu/rule07>

Classroom Etiquette and Student Conduct. The classroom is a space of intellectual engagement which has as its goal the production and acquisition of knowledge. Students must conduct themselves in a manner that enhances active participation in a learning community. Recording of lecture and discussion is not permitted. Computers may be used only for note-taking. In order to avoid disruption, cell phones must be switched off and stored off the desk prior to the start of class. No eating is allowed during class. Physical or verbal abuse, sexual misconduct or harassment will not be tolerated.

Reading and Lecture Schedule. With the exception of Week 1, reading assignments should be done by the Monday of the week for which they are assigned.


Week 4. New forms of subsistence. Reading: Ehret, ch. 3 (pay particular attention to Tables 1 and 2 on pp. 102-6).


Week 7. Great Zimbabwe, the Swahili city-states. Reading: Ehret, ch. 6; N.C. Kim and C.M. Kusimba, “Pathways to Social Complexity and State Formation in the Southern Zambezian Region” (course website).

Weeks 8 and 9. Christianity, Islam and Africa. Reading: Ehret, ch. 7; D. Robinson, chaps. 1-4 of his Muslim Societies in African History (course website).

Second Examination: Monday, Nov. 5.

Weeks 12 and 13. The early Atlantic world and Africa. Reading: Ehret, ch. 9; Northrup, ch. 3-4; L. Lindsay, Captives as Commodities, intro, ch. 1-2.

Week 14. The Atlantic slave trade and Africa. Reading: Northrup, ch. 5-6; Lindsay, ch. 3-end.

Week 15. Concluding remarks: Africa in the "modern" world.

Third (Final) Examination: Wednesday, Dec. 12, 10:30 AM-12:30 PM.

Please Note.
1) The handouts and presentations in this course are copyrighted. By "handouts and presentations" I mean all instructional materials generated for this class, including, but not limited to, syllabi, quizzes, exams, in-class materials (such as computer presentations), and review sheets. Because these materials are copyrighted, you do not have the right to copy them for any purpose other than your individual use in this class, unless I expressly grant permission, and under no circumstances are you to give copies to persons who are not students in this class.

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


4) Careers in History. History majors who wish to explore career ideas, please contact Dr. Philip Smith in the History Department's advising office, Room 105, Glasscock Building, 862-2061; e-mail: pms@tamu.edu.
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): Africana Studies/History

2. Course prefix and number: AFST/HIST 345

3. Texas Common Course Number: N/A

4. Complete course title: Modern Africa

5. Semester credit hours: 3

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

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

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

Yes
No
N/A

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years: 2012-2013=30 2011-2012=44 2010-2011=20

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

13. Submitted by:

[Signature]

[Date] 5/28/2013

14. Department Head

[Signature]

[Date] 5/29/2013

15. College Dean/Designee

[Signature]

[Date]

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

HIST 345/AFST 345 examines selected topics in the history of Africa since 1800. The principal aim of the course is to provide students with a historical foundation for understanding contemporary Africa. Much of what is reported in the popular media about events and trends in Africa today lacks historical context. In an effort to correct these misperceptions and to expand our knowledge of the people of this fascinating continent, we will examine Africa’s history during three crucial periods: the 19th century up to about 1880 (that is, the period prior to the European conquest and “partition” of Africa); the colonial period (roughly 1880 to 1960); and the post-colonial or “national” period (1960 to the present). Throughout the course, emphasis will be placed on the great diversity of Africa’s historical experiences over the last two centuries.

Core Objectives

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

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

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

This course develops the core objective of critical thinking by asking students to interpret, discuss and connect course lecture and reading materials, including maps and material culture, and to craft written arguments on topics such as the social and economic diversity of the continent prior to European conquest and “partition” in the 1880s and the reworking of social and political structures during the period of European colonialism from 1880 through the 1960s. Student learning will be evaluated through a map quiz, mid-course essay exams, a short analytical essay and a final essay exam.

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

This course develops the core objective of communication by asking students to evaluate and synthesize lecture and reading materials (including material artifacts and paintings), to discuss their relationships, and to write responses to essay questions about topics such as the PanAfrican movement, decolonization in Africa and post-colonial politics. Student learning will be evaluated through a map quiz, mid-course essay exams, a short analytical essay and a final essay exam.

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

Core Curriculum

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

This course will address social responsibility by requiring students to identify the great diversity of Africa's historical experiences over the last two centuries through a study of its peoples' nineteenth and twentieth-century economic, social and political history. It also addresses social responsibility by exposing students to various forms of African cultural expression - art, architecture, literature (oral and written), and ritual - and discussing how these have shaped and been shaped by European colonialism. Students learning will be evaluated through a map quiz, mid-course essay exams, a short analytical essay and a final essay exam.

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

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (through quizzes and essay exams) how ethnocentric and racist American images of Africa and Africans developed throughout the nineteenth and twentieth centuries and how they intertwined with and influenced current American conceptions of African history. Students will be asked to reflect on how these images influenced things like American policy toward African nations and how they might shape students own understandings of racial difference. Student learning will be evaluated through discussion, mid course essay exams, an analytical written essay and a final essay exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST/AFST 345: Modern Africa
GLAS 008, Spring Semester 2013, 9:35-10:50 AM

Dr. Larry W. Yarak
Office: 106A History Building (located opposite the entrance to Evans Library) Office
Hours: T-Th 2:15-3:00 PM; or by appointment
History Department phone: 845-7151 (nb: it's best to contact me by email) E-Mail: yarak@tamu.edu
Course Website: http://people.tamu.edu/~yarak/345/hist345.html

Course Description: This course will examine selected topics in the history of Africa since 1800. The principal aim of the course is to provide students with a historical foundation for understanding contemporary Africa. Much of what is reported in the popular media about events and trends in Africa today lacks historical context and is rooted in hoary American stereotypes about Africa and Africans. In an effort to correct these misperceptions and to expand our knowledge of the people of this fascinating continent, we will examine Africa's history during three crucial periods: the 19th century up to about 1880 (that is, the period prior to the European conquest and "partition" of Africa); the colonial period (roughly 1880 to 1960); and the post-colonial or "national" period (1960 to the present). Throughout the course, emphasis will be placed on the great diversity of Africa’s historical experiences over the last two centuries.

Prerequisites: Junior or senior classification.

Core Objectives for Language, Philosophy and Culture Foundational Component Area

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

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

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

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

Student Learning Outcomes:

Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings related to the history of Africa since 1800.

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

3) identify historical and social contexts that created diversity in the African past and in human cultures more generally.

4) identify ethnocentric and racist American images of Africa and Africans and assess critically their impact on popular American conceptions of African history.

5) apply knowledge about the human condition- in Africa’s past and present- to their personal lives and studies.

Texts: The following paperback books are required and are available for purchase at the campus bookstore, other bookstores in town, and online:


In addition, several articles and documents have been assembled for this course. They are available for download on the course website. These materials are required reading and will be covered in the scheduled examinations and class discussions.

Evaluation: Grading in the course will be based on the following:

1. A map quiz, scheduled for January 31 – 5% of the student’s final grade.
2. An in-class examination, scheduled for February 19 – 20% of final grade.
3. A second in-class examination, scheduled for April 2 – 25% of final grade.
4. A 5-8 page essay, due in class on April 16 – 25% of final grade.
5. A non-cumulative final examination, scheduled for May 3 – 25% of the final grade.

Specific information regarding the map quiz and the essay assignment will be provided later in class. The examinations will include terms for identification, short answer questions and an essay question, which will be announced in the class meeting immediately preceding the exam date. Please bring a blue book to all three examinations.
Success in the course depends on careful study of the assigned reading material. The grading scale (in percentages) is as follows: 90-100 - A; 80-89 - B; 70-79 - C; 60-69 - D; 59 and lower - F.

**Attendance Policy.** Attendance in class is strongly encouraged. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence in excess of three, your final grade will be dropped by three percentage points. Assignments that are submitted late will be penalized by a grade reduction of 10% for every 24 hour period, except in the case of university-excused absences or by prior arrangement with the instructor. Please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for current policy on university-excused absences. I will handle all absences and work related to them in accordance with this policy.

**Classroom Etiquette and Student Conduct.** The classroom is a space of intellectual engagement which has as its goal the production and acquisition of knowledge. Students must conduct themselves in a manner that enhances active participation in a learning community. Recording of lecture and discussion is not permitted. Computers may be used only for note-taking. In order to avoid disruption, cell phones must be switched off and stored off the desk prior to the start of class. No eating is allowed during class. Physical or verbal abuse, sexual misconduct or harassment will not be tolerated.

**Schedule of Course Readings and Lectures:** Reading assignments should be done as much as possible **before** the Tuesday of the week for which they are assigned.

**Week 1:** Introduction: American misperceptions of Africa. Reading: Keim, “Changing Our Mind about Africa” and “Our Living Ancestors” (download from course website).


**Map Quiz:** Thursday, January 31.

**Week 4:** Late precolonial Africa: Islamic reform and revolution. Reading: B. Mack and J. Boyd, *One Woman’s Jihad,* “Usman dan Fodiyo explains the reasons for jihad,” (course website).

Week 6: European imperialism and the partition of Africa. Reading: Boahen, ch. 2; view videos, “Africa,” Program 6: “This Magnificent African Cake” and “King Leopold’s Ghost,” both available online through mediamatrix or in Evans Library EDMS.

First Exam: Tuesday, February 19.

Week 7: Colonial rule in Africa: an overview. Reading: Boahen, ch. 3-4; F. Cooper, *Africa Since 1940*, ch. 1.

Week 8: The experience of colonialism on the ground. Reading: J. Vansina, *Being Colonized*.

Spring Break: March 1-15.


Week 10: Southern Africa’s late “decolonization.” Reading: Cooper, ch. 6; J. Herbst, “South Africa After the Age of Heroes” (course website).


Second Exam: Tuesday, April 2.


Essay due in class on Tuesday, April 16.


Third (Final) Exam: Friday, May 3, 12:30-2 PM.

Please Note:
1) **The handouts and presentations in this course are copyrighted.** By “handouts and presentations” I mean all instructional materials generated for this class, including, but not limited to, syllabi, quizzes, exams, in-class materials (such as computer presentations), and review sheets. Because these materials are copyrighted, you do not have the right to copy them for any purpose other than your individual use in this class, unless I expressly grant permission, and under no circumstances are you to give copies to persons who are not students in this class.

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

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

4) **Careers in History:** History majors who wish to explore career ideas are encouraged to contact the History Department Undergraduate Advisors, Dr. Philip Smith (pms@tamu.edu) or Ms. Robyn Konrad (robyn-konrad@tamu.edu), in Room 105, Glasscock Building, or the Career Advisor for Liberal Arts, Tricia Barron (patriciab@careercenter.tamu.edu) in 209 Koldus for more information.
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/History  

2. Course prefix and number:  ASIA/HIST 352  3. Texas Common Course Number:  N/A  

4. Complete course title:  Modern East Asia  5. Semester credit hours:  3  

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

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

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

9. Number of class sections per semester:  1  

10. Number of students per semester:  45  

11. Historic annual enrollment for the last three years:  2012-2013=27  2011-2012=34  2010-2011=0  

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

13. Submitted by:  [Signature]  
   Course Instructor  
   Date:  5/18/2013  
   Approvals:  

14. Department Head:  [Signature]  
   Date:  5/29/2013  

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

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

HIST/ASIA 352 examines the development of modern East Asia from an interdisciplinary perspective. It is designed to help students acquire a preliminary acquaintance with China, Japan, Korea, and Vietnam. The course begins with a discussion of the traditional societies, the opening of East Asia to the West, Western imperialism, and its implications. It then examines the state of the East Asian countries in the present time and perspectives on their development.

Core Objectives

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

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

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

This course develops the core objective of critical thinking by asking students to interpret, discuss and connect course lecture and reading materials, (including maps and music), and to craft written arguments on topics such as the differences between the political, social and economic structures of traditional China and Korea and the varied responses to European colonialism in Japan and Vietnam. Student learning will be evaluated through class discussion, quizzes, written analytical essays and a final essay exam.

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

This course develops the core objective of communication by asking students to evaluate and synthesize lecture and reading materials (including maps and music), to discuss their relationships, and to write responses to essay questions about topics such as the emergence of modernity in Japan and Korea, the rise of nationalism in China and gendered responses to French imperialism in Vietnam. Student learning will be evaluated through class discussion, quizzes, written analytical essays and a final essay exam.

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

This course will address social responsibility by requiring students to identify the great diversity of language, culture and politics in modern East Asia (China, Japan, Korea and Vietnam). Through discussions of, among other things, short stories, autobiographies and contemporary newspapers, students will be asked to discuss topics such as the way...
Texas A&M University

Core Curriculum

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

culture influences political and economic structures in different East Asian nation-states. Student learning will be evaluated through class discussion, quizzes, written analytical essays and a final essay exam.

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

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (through quizzes and essay exams) how, for example, the decisions made by Chinese and Japanese leaders influenced post-World War II societies in those regions and American responses to them. They also will be asked to reflect on how those choices shape current American, and perhaps their own, understandings of these East Asian countries. Student learning will be evaluated through class discussion, quizzes, written analytical essays and a final essay exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Modern East Asia
HIST 352-500/ASIA 352-500
Fall 2012-TAMU
MWF 9:10-10:00 a.m./ZACH227A

Olga Dror
Office: 103D Glasscock Bld.
Phone: (979) 845-7151 (Hist. Dept.’s Office)
Office hours: MW 11:20-12:20 and by appointment
E-mail: olgadror@neo.tamu.edu

Course Description:
East Asia comprises the most populous region of the world. Its countries boast distinctive and ancient cultures. This course explores the development of modern East Asia from an interdisciplinary perspective. It will help students to acquire a preliminary acquaintance with China, Japan, Korea, and Vietnam. Starting the course with the traditional societies, we will discuss the opening of East Asia to the West, Western imperialism, and its implications. We will examine the state of the East Asian countries in the present time and perspectives on their development. The course is designed to help students experience a historical tradition outside the Western experience through primary sources in translation, literary works, films of each of the four countries, and vigorous discussions.

Course Format:
The course will consist of interactive lectures where I will be lecturing for part of the time and we will have a discussion for the rest of the time.

Prerequisites for the course: Junior or Senior classification.

Core Objectives for Language, Philosophy and Culture Foundational Component Area

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

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

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)
Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:

By the end of the semester, students will be able:

1. to identify main historical and cultural differences and similarities among East Asian countries.

2. to analyze the ideas of tradition, modernity, gender, and nationalism as applied to the countries of the area.

3. to apply their own critical analysis skills—thinking, reading, listening, speaking, and writing.

4. to evaluate history as both a field of knowledge and a creative process.

Required Texts:

1. John Miller, Modern East Asia: An Introductory History (East Gate Book: 2007)
4. Duong Thu Huong, Novel without a Name (Penguin: 1996)

Course Expectations and Requirements:

1. Attendance
   Attendance is strongly encouraged. Each student is allowed 2 (two) unexcused absences without penalty for all class meetings, including lectures, discussions. For 3 or 4 (three or four) unexcused absences your final grade will be reduced by a full grade (if you grade for the class is an “A” it will be reduced to a “B”). 5 (five) unexcused absences will result in your failing the course. It is YOUR responsibility to follow the number of your absences. I will handle all absences and work related to them according to Student Rule 7: http://student-rules.tamu.edu/rule7.htm
2. Class Participation
Students' participation is an integral and important part of the class. The exchange and discussion of ideas is indispensable in the academic environment. Each student is expected to contribute to this process through informed and active participation in the discussions based on the readings. This assignment addresses the following core objectives: critical thinking, oral communication, social responsibility and personal responsibility.

3. Quizzes
There will be quizzes based on the books assigned for this class. You are not expected to demonstrate knowledge of every minute detail of the readings assigned for the day of the quiz but to provide me with a clear indication that you have read the book under discussion. These quizzes are very short consisting of 2-3 questions and do not last more than 5-7 minutes. This assignment addresses the following core objectives: critical thinking, written and visual communication, and social responsibility.

4. Papers
You will be required to write two papers. Papers should be typed, double-spaced, font size 12 (Times or Time New Roman). They should have proper foot- or endnotes. NO E-MAIL SUBMISSIONS! This assignment addresses the following core objectives: critical thinking, written communication, and social responsibility.

**Paper #1** (3-4 pages – 750-1000 words) will be the analysis of Yukichi Fukuzawa’s *Autobiography*

**Paper #2** (5-6 pages – 1250-1500 words) will be a comparative paper comparing/contrasting any two aspects in the history of the same country or in the history of two different countries. **THIS PAPER DOES NOT REQUIRE ANY ADDITIONAL RESEARCH!** The paper should be submitted at any point of the course, **BUT NO LATER THAN THE LAST DAY OF CLASSES, DECEMBER 6.**

**Due Dates:**
Assignments must be completed by the deadlines given, unless you have a university approved excuse (see Attendance above). Unexcused late work will be penalized by a letter grade for each day (late day starts 10 minutes after the class when you were to submit your assignment ended).

5. Final Exam
There will be a final exam (essay-format). I will give you exam questions by the middle of October. On the day of the exam, 4 questions, out of the pool I give you in October, will be drawn in class and you will have to respond to 3 of your choosing. This assignment addresses the following core objectives: critical thinking, written and visual communication, and social responsibility.

**Grading:**
Participation in class -- 10%
Quizzes- 25%
Papers:
# 1 - 15%
# 2 - 20%
Final exam - 30%

Grading Scale (percentages)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<td>80-89</td>
<td>B</td>
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<td>60-69</td>
<td>D</td>
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<tr>
<td>59 and below</td>
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</table>

The 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.

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

***History Majors who wish to explore career ideas, please contact Dr. Philip Smith in the History Department's advising office, Room 105, Glasscock Building, 862-2061, pms@tamu.edu.***

CALL, E-MAIL ME, OR STOP BY ANY TIME YOU HAVE QUESTIONS OR PROBLEMS

Course Schedule:
Day:
1. August 27, M - Introduction to the course
2. August 29, W - Religious and Philosophical Currents of Thought in East Asia
   * Miller, 3-22
3. August 31, F - Discussion Session #1: Religious Traditions - Quiz
   * Finish reading Miller, 3-22
4. September 3, M - Qing China
   * Miller, 23-28
5. September 5, W – Traditional Korea and Vietnam
   • Miller, 32-38;
6. September 7, F – Traditional Japan
   • Miller, 28-32;
7. September 10, M – European Intrusion
   • Miller, 41-59
8. September 12, W – China: Loss of Independence
   • Miller, 59-71;
   OR ANY OTHER WEBSITES
9. September 14, F – Japan: Emerging from Isolation
   • Miller, 71-76;
   • Start reading Yukichi Fukuzawa, Autobiography
10. September 17, M – Japan: Meiji Restoration
    • Miller, 84-103
    • Keep reading Yukichi Fukuzawa, Autobiography
11. September 19, W – Japan: The Emergence of Modernity
    • Keep reading Yukichi Fukuzawa, Autobiography
12. September 21, F – Discussion Session #2 – Quiz
    • Finish reading Yukichi Fukuzawa, Autobiography
    FIRST PAPER DUE IN CLASS: CRITICAL REVIEW OF YUKICHI FUKUZAWA’S AUTOBIOGRAPHY
13. September 24, M – Self-Strengthening and Fall of Imperial China
    • Miller, 76-81;
14. September 26, W – Nationalism in China and Japan
    • Lu Xun, “Have the Chinese Lost Their Self-Confidence?” ibid., pp.183-184 (*);
    • Lu Xun, Preface to the First Collection of Short Stories, Call to Arms, Joseph S. M. Lau and Howard Goldblatt, eds., The Columbia Anthology of Modern Chinese Literature. (New York: Columbia University Press, 1995), pp. 3-6;
    • Kita Ikki, “Agitation for Military Fascism,” pp. 411-7 in Lu, Japan. A Documentary History (all the sources will be distributed electronically)
15. September 28, F – Discussion Session #3: Nationalism – Quiz
    • Finish readings!!!!
16. October 1, M – Korea Colonized
    • Miller, 82-83
    • Richard E. Kim, Lost Names: Scenes from a Korean Boyhood, 22-114
17. October 3, W – Vietnam: French Come to Indochina
• Start reading Vu Trong Phung, *Dumb Luck* (INCLUDING the introduction)

18. October 5, F – Development of Nationalism in Indochina
• Keep reading Vu Trong Phung, *Dumb Luck*

19. October 8, M – **Discussion Session #4 - Quiz**
• Finish reading Vu Trong Phung, *Dumb Luck*

20. October 10, W – Japan: On the Road to War
• Miller, 104-120

21. October 12, F – Pacific War
• Miller, 120-144;

22. October 15, M – **Discussion Session #5 - Quiz on Kim's Lost Names**
• Research a website on the Nanjing Massacre http://www.nankingatrocities.net/

23. October 17, W – Aftermath of the Pacific War: Japan
• Miller, 145-162;
• Start reading Hwang Sok-Yong, *The Guest*

24. October 19, F – Korean War
• Keep reading Hwang Sok-Yong, *The Guest*

25. October 22, M – Korea Divided
• Keep reading Hwang Sok-Yong, *The Guest*
• Miller, 174-177

26. October 24, W – **Discussion Session #6 - Quiz**
• Finish reading Hwang Sok-Yong, *The Guest*

27. October 26, F – China: Civil War and Revolution
• Miller, 169-174
• Start reading Yu Hua, *To Live: A Novel*

28. October 29, M – China: Great Leap Forward and Cultural Revolution
• Keep reading Yu Hua, *To Live: A Novel*

29. October 31, W – **Discussion Session #7 - Quiz**
• Finish reading Yu Hua, *To Live: A Novel*

30. November 2, F – Vietnam: Revolution and War
• Miller, 162-169;
• Start reading Duong Thu Huong, *Novel Without a Name*

31. November 5, M – Vietnam/American War
• Keep reading Duong Thu Huong, *Novel Without a Name*

• Keep reading Duong Thu Huong, *Novel Without a Name*

33. November 9, F – **Discussion Session #8 - Quiz**
• Finish reading Duong Thu Huong, *Novel Without a Name*

34. November 12, M – Modern Japan
• Miller, 179-185;
• Start reading Haruki Murakami, *Underground: The Tokyo Gas Attack*
35. November 14, W – Women in Asia
   • Keep reading Haruki Murakami, *Underground: The Tokyo Gas Attack*
36. November 16, F – **Discussion Session # 9 – Quiz**
   • Finish reading Haruki Murakami, *Underground: The Tokyo Gas Attack*
37. November 19, M – China After Mao
   • Start reading Jasper Becker, *Dragon Rising: An Inside Look At China Today*
38. November 21, W – No class – Happy Thanksgiving!
   • Keep reading Jasper Becker, *Dragon Rising: An Inside Look At China Today*
39. November 26, M – Fun Class
   • Keep reading Jasper Becker, *Dragon Rising: An Inside Look At China Today*
40. November 28, W – **Discussion Session # 10 – Quiz**
   • Finish reading Jasper Becker, *Dragon Rising: An Inside Look At China Today*
41. November 30, F – East Asia’s Present and Future
   • Miller, 186-223
42. December 3, M – REVIEW SESSION- Last day to submit your second paper

**FINAL EXAM: MONDAY, DECEMBER 10, 8-10 a.m.**
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: CLAS/HIST 426

3. Texas Common Course Number:

4. Complete course title: The Ancient Greeks

5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? In rotation with CLAS/HIST 427, 428 and 429

9. Number of class sections per semester: F: 1; S: 1 [at least 1 section of 4 course rotation offered per semester]

10. Number of students per semester: F: 40; S: 40 [at least 1 section of 4 course rotation offered per semester]

11. Historic annual enrollment for the last three years:
    2011-2012: 40
    2010-2011: 0
    2009-2010: 38

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

13. Submitted by:

   Course Instructor
   C. F. Koenig
   Date 05/28/2013

14. Department Head

   Date 05/28/2013

15. College Dean/Designee

   Date 05/28/2013

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CLAS/HIST 426, The Ancient Greeks) is a survey of Greek History from the archaic age (8th century BC) to Alexander the Great (late 4th century BC), with focus on the development of both oligarchic and democratic forms of government in various city-states (e.g., Argos, Athens, Korinth, Sikyon, Sparta, Thebes) as well as other forms of political organization (e.g., Macedon, Thessaly), the relations and eventual conflict between (the) Greeks and the powers of the ancient Near East (Egypt, Lydia, the Persian Empire), the rivalry between Athens and Sparta for political dominance of the Greek world, and the eventual decline of the city-states as power centers in the wake of Macedon's rise to pre-eminence. Students learn about some of the most important political, military, social, legal, religious, and cultural developments in Classical Antiquity, as well as about the geography of the ancient world. Topics to be covered include principles and institutions of Greek government (oligarchic or democratic), society, law, religion, and warfare, and how they contrast with those of other cultures (e.g., Egyptians, Lydians, Phoenicians, Persians) that interacted with the Greeks during this period. In tracing the growth and organization of Greek civilization in the Mediterranean, the course examines questions of political and cultural cooperation and conflict.

Core Objectives

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

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

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

This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources (Herodotus, Thucydides, Xenophon, Plutarch), and modern scholarly literature dealing with the social, political, cultural, and military history of the period covered in this course. An important component of this course is introducing students to the methods of scholars who study the Classical Graeco-Roman world. Student development in this area is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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

This course enhances communications skills by requiring students to summarize and explain the importance of assigned readings in class discussions and to investigate, defend, and critique ancient Greek values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Greek world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Development of student interpretation and communication skills is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of (the) Greeks, with regard both to the development of oligarchic and/or democratic government and to their interaction with others in Greece (e.g., Spartans vs. Argives and Arkadians; Athenians vs. Spartans and Thebans; Greeks vs. Macedonians) and beyond (e.g., Egyptians, Lydians, Phoenicians, Persians). Students will examine Greek views on issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare; consider how and why the belief systems of the ancient world differ from our own; and explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent. Student development of this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which persuasive speaking (a fundamental element in ancient political discourse and decision making) serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth. Students’ active engagement with this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Subject: A survey of Greek History from the Archaic Age (8th century BC) to Alexander the Great (late 4th century), with emphasis on the classical period of the 5th and 4th centuries. Topics given special attention: Athenian Democracy and Imperialism; Spartan Government and Society; Greece and Persia; the rise of Macedon and the conquests of Alexander; Greek Religion, Law, and Culture; Greek Warfare; Geography of the Aegean World.

Prerequisites: Junior or Senior classification, or approval of instructor.

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

1) Demonstrate expanded knowledge of the human condition and of human cultures in the context of the Ancient World;

2) Reason logically and respond critically, in speech and writing, to historical evidence, with regard both to ancient sources and modern scholarship;

3) Appreciate ancient Greek society, government, politics, and culture in their historical context, and demonstrate awareness of the scope and variety of historical issues and interpretations;

4) Discuss how the beliefs and values of the Greeks differed widely from our own on a variety of important topics (e.g., the role of religion in government and public life, the best form of government, the use of war as a means of conflict resolution, the role of women in law and society) and explain why these beliefs were so widely accepted.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources, and modern scholarly literature dealing with the social, political, cultural, and military history of ancient Greece to the end of the 4th century BC. Class discussion as well as written work are exercises in which students demonstrate critical thinking skills.

Communication Skills: This course enhances communications skills by requiring students to summarize and explain the importance of assigned readings in class discussions and written work, and to investigate, defend, and critique Greek values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Greek world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Students will examine and explore visual representations of themes from Greek life (e.g., buildings, dress, portraits) and follow the geographic setting of historical events on maps of Athens, Sparta, Greece, the Mediterranean, and the Near East.
Social Responsibility: This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of the Greeks, with regard both to the development of oligarchic and/or democratic government and to their interaction with others in Greece (e.g., Spartans vs. Argives and Arkadians; Athenians vs. Spartans and Thebans; Greeks vs. Macedonians) and beyond (e.g., Egyptians, Lydians, Phoenicians, Persians). This will allow and encourage students to examine Greek views on a number of vexing issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare, and to explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent.

Personal Responsibility: This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which persuasive speaking (a fundamental element in ancient political discourse and decision making) serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth.

Grading Policy: 3 Midterm Essays (take-home) = 60%
Final Examination (comprehensive) = 40%

Essays will be judged by letter grade converting to a Term Point value as follows:

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<tr>
<th>Grade</th>
<th>Term Point</th>
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<tbody>
<tr>
<td>A</td>
<td>8</td>
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<td>A-</td>
<td>7</td>
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<td>B</td>
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The Final Examination will consist of ca. 80 short questions graded by percentage of correct answers, and converted to Term Points as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Term Point</th>
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<tbody>
<tr>
<td>100-95</td>
<td>8A</td>
</tr>
<tr>
<td>94-90</td>
<td>7A-</td>
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<td>89-85</td>
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</tr>
<tr>
<td>79-75</td>
<td>4C</td>
</tr>
<tr>
<td>69-65</td>
<td>2D</td>
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<tr>
<td>59-0</td>
<td>0F</td>
</tr>
<tr>
<td>94-90</td>
<td>7A-</td>
</tr>
<tr>
<td>84-80</td>
<td>5B-</td>
</tr>
<tr>
<td>74-70</td>
<td>3C-</td>
</tr>
<tr>
<td>64-60</td>
<td>1D-</td>
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</table>

Term Grade: A = 8.0-6.6; B = 6.5-4.6; C = 4.5-2.6; D = 2.5-0.6; F = 0.5 and less.

Term Grade Computation (example):

- \[ ME_1 = 6 \]
- \[ ME_2 = 3 \]
- \[ ME_3 = 5 \]
- \[ MT = 14 \]
- \[ \text{Term Score} = 2.8 \]
- \[ F_{EX} = 2.8 \]
- \[ \text{Term Grade} = 5.6 = B \]

Attendance: Important. This course covers a large amount of unfamiliar material. Be advised that exams will include items discussed in class but not easily extracted from your readings alone. **You are responsible for signing your name on the attendance sheet circulated during each class.** You will be allowed 1 (one) unexcused absence. For each additional absence without a valid excuse, one-half (0.5) term point may be subtracted from your Term Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add one-half (0.5) term point to your Score. Please see http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence form class was necessary will be required (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).
Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute 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 that you have a disability requiring an accommodation, please contact Disability Services, B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

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

Required Texts: You may use an electronic version of the texts below if it contains the same pagination or book/chapter/section division as the editions ordered for this class.

- CP = Course Packet (w/ Syllabus). Will be posted on eLearning.
- SS = V. Ehrenberg, From Solon to Socrates.
- PlutSparta = Plutarch, On Sparta. Assignments by Life and chapter numbers.

Optional Reading:

- Arrian = Arrian, The Campaigns of Alexander. Suggested assignments are by page numbers [corresponding book/chapter numbers in brackets].
- Iliad = The Iliad of Homer. Suggested assignments by book numbers.
- J. D. Mikalson, Ancient Greek Religion. (Recommended for class period 2.)
- R. Sealey, Women and Law in Classical Greece. (Recommended for class period 16.)

Course Packet and Handouts: These are chiefly intended for review and exam preparation. Be advised that the material contained in them is selective and that a large amount of important information appears only in class lectures and assigned readings. Unless indicated otherwise, all items in bold or bold italics are expected to be known for a passing performance on exams. Terms in regular italics (mostly Greek words) are primarily for your information. Greek names and terms which appear in the Course Packet or in class handouts are to be learned. This includes their correct spelling.

The the Greek Alphabet in CP is for your information only; you will not have to reproduce it on an exam.

Maps: You are expected to study with care the maps contained in the Course Packet. Be prepared to answer geographical questions or fill in blank maps in exams.
Lectures: A considerable amount of names and terms will appear on the overhead projection screen or the blackboard during lectures. All items spelled in CAPITAL letters are expected to be known for a passing performance on exams; items written 'normally' are primarily for your information. Overhead text for each lecture will be posted on eLearning, usually during the night before each class. The following color scheme will be employed to help you distinguish certain aspects of the material:

**black:** Items of a general nature that apply to Ancient Greece as a whole, rather than to a particular dialect or region.

**red:** Names and terms associated with regions in which Attic-Ionic Greek is spoken.

**purple:** Names and terms associated with regions in which Ionic Greek is spoken.

**blue:** Names and terms associated with regions in which Doric Greek is spoken.

**orange:** Names and terms associated with regions in which Aiolic Greek is spoken.

**yellow:** Names and terms associated with regions in which Arkadic Greek is spoken.

**green:** Names and terms associated with regions in which North-West Greek, including Makedonian, is spoken.

**brown:** Non-Greek items, especially of the Near East, e.g., Persian, Phoenician, Egyptian.

**gray:** Non-Greek items within Europe.

Part I. Cities and Laws: ca. 800-546 BC

1. **T Jan. 14:** The Coming of the Greeks, ca. 1600-700 BC
   The Bronze Age in the Aegean; Mycenaean Greece; Migrations and Dialects; Archaic Hellas

2. **R Jan. 16:** Guidance from the Gods: SS 1-20; CP 6-27; Herod. Introduction (pp. ix-xxx).
   Greek religion; games and festivals; the great oracles Optional: Iliad, Introduction (pp. 7-55).

   Hoplite warfare; oligarchy and democracy

4. **R Jan. 23:** The Tyrants, ca. 700-550 BC: SS 20-27; CP 28-31; Herod. I 178-199; III 39-60,
   Pheidon of Argos; the Kypselids of Korinth; Kleisthenes of Sikyon 120-125. Opt'l: Iliad V VI.

5. **T Jan. 28:** Lakedaimon, 754-600 BC: SS 28-41; CP 32-37; Herod. VI 56-59;
   Lakonia and Messenia; the Spartan state PlutSparta Lykourgos (all).

6. **R Jan. 30:** The Spartan Way, 600-546: SS 41-49; Herod. II 1-37, 124-129; IV 36-43;
   Spartan society; the army; the Peloponnesian League PlutSparta Sayings (all). Opt'l: Iliad IX.

7. **T Febr. 4:** Athena’s City, 683-546 BC: SS 50-76; CP 38-43; Herod. III 61-95;
   Archaic Athens; Kylon, Drakon, and the laws of Solon Plut. Solon (all). Opt'l: Iliad XII, XIV.

Part II. Hellenes and Barbarians: 559-446 BC

8. **R Febr. 6:** The Persian Empire, 559-499 BC: CP 44-49; Herod. III 150-160; IV 1-4; V 1-54.
   The ancient Near East; Lydians, Medes, and Persians; the Akhaimenid Empire Opt'l: Iliad XV.

9. **T Febr. 11:** Tyranny and Democracy, 546-506 BC: SS 77-103; CP 50-53, 65, 68-69; Herod.
   The Peisistratid tyranny; the Alkmeneidai and the reforms of Kleisthenes V 62-78, 96-126; VI 1-32.
1st Essay assigned Herod. VI 94-136; VII 1-43.
Triremes and naval warfare; the Ionian Uprising

Battle of Marathon; ostracism; the Athenian naval build-up Plut. Themistokles (all).

1st Essay due Opt'l: VIII 133-144.
The Great Persian War I: Thermonpyle and Salamis

13. T Febr. 25: This Hallowed Ground, 479 BC: SS 165-174; Herod. IX 1-85; Thuc.

Liberation of Greeks in Asia Minor; peace with Persia; the earthquake at Sparta Plut. Kimon (all).

The rise of Perikles: Athens at war with Sparta, Thebes, and Persia; the 30-year peace

Part III. A School for Hellas: 446-404 BC

Democracy, law, and society in Athens Perikles 1-23.
March 10 – March 14: SPRING BREAK

Perikles and Athenian imperialism; Akropolis and Parnes; the Samian War

18. R March 20: Sowing the Whirlwind, 433-431 BC: SS 259-267; Thuc. I 24-88, 139-146;
The unleashing of the Peloponnesian War II 1-14, 34-65.

The Peloponnesian War I: Plataia to the Peace of Nikias VI 1-32, 42-61; Plut. Alkibiades 1-22.

2nd Essay assigned VII 1-87; Xen. Introduction, pp. 7-17, 33-46.
The Peloponnesian War II: The Sicilian Expedition

21. T April 1: For All or Nothing, 413-404 BC: SS 317-332; Thuc. VIII 45-98; Plut.

Part IV. The Return of the King: 404-323 BC

22. R April 3: The One, the Few, and the Many, 404-386 BC: SS 351-358, 371-384;
2nd Essay due Xen. II.3.1.-II.4.43. Opt'l: Iliad XVI.
The terror of the Thirty; democracy restored; Sparta's hegemony and the Korinthian War

24. R April 10: Herakles’ Children, ca. 600-359 BC: CP 70-72; Xen. VI.5.1-VI.5.52; State and society of Makedonia VII.5.1-VII.5.27. Opt’l: Arrian, Introduction (pp. 13-40); pp. 41-44, 54-77 [Bk. I 1-2, 7-17]; Iliad XVIII.

25. T April 15: Makedon Rising, 359-338 BC: Opt’l: Arrian 104-155 [II 3-III 5]; Philip II and the creation of Makedonian hegemony over Hellas Iliad XIX-XX.


Tuesday, May 6, 8:00 am: FINAL EXAMINATION
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: CLAS/HIST 427

3. Texas Common Course Number: ______________________

4. Complete course title: The Roman Republic I: The Empire

5. Semester credit hours: 3

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

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☐ Language, Philosophy and Culture
☐ Creative Arts
☐ 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? In rotation with CLAS/HIST 426, 428 and 429

9. Number of class sections per semester: F: 1; S: 1 [at least 1 section of 4 course rotation offered per semester]

10. Number of students per semester: F: 40; S: 40 [at least 1 section of 4 course rotation offered per semester]

11. Historic annual enrollment for the last three years:

'12-'13: 39
'11-'12: 0
'10-'11: 39

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

13. Submitted By: [Signature] 05/28/2013

Course Instructor

14. Date

Department Head

Date

15. College Dean/Designee

Date

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CLAS/HIST 427, The Roman Republic I: The Empire Builders) is a survey of Roman History from the beginnings of the Republic (6th/5th century BC) to the end of the 2nd century BC, with focus on the development of a republican form of government dominated by an exclusive elite, the Romans’ establishment of power throughout Italy, the creation of the empire, and the origins of the destabilization of republican government. Students learn about some of the most important political, military, social, legal, religious, and cultural developments in Classical Antiquity, as well as about the geography of the ancient world. Topics to be covered include principles and institutions of Roman republican government, society, law, religion, and warfare, and how they contrast with those of other cultures (e.g., Etruscans, Samnites, Greeks, Gauls, and Phoenicians/Cartaginians) that interacted with the Romans during this period. In tracing the growth and organization of Roman power in Italy and the Mediterranean, the course examines questions of political and cultural cooperation and conflict.

Core Objectives

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

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

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

This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources (Livy, Polybius, Plutarch), and modern scholarly literature dealing with the social, political, cultural, and military history of the period covered in this course. An important component of this course is introducing students to the methods of scholars who study the Classical Graeco-Roman world. Student development in this area is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.
Texas A&M University  
Core Curriculum  
*Initial Request for a Course Addition to the Fall 2014 Core Curriculum*

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

This course enhances communications skills by requiring students to summarize and explain the importance of assigned readings in class discussions and to investigate, defend, and critique Roman values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Roman world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Development of student interpretation and communication skills is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of the (the) Romans, with regard both to the development of republican government dominated by an exclusive elite and to their interaction with others in Italy (e.g., Etruscans, Samnites, Greeks, Gauls) and beyond (Carthage, Spain, Greece) on their way to world power. Students will examine Roman views on issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare; consider how and why the belief systems of the ancient world differ from our own; and explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent. Student development of this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which persuasive speaking (a fundamental element in ancient political discourse and decision making) serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth. Students' active engagement with this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

Subject: A survey of Roman History from the beginnings of the Republic (6th/5th century BC) to the late 2nd century BC, with emphasis on the development of a republican form of government dominated by an exclusive elite, the conquest of Italy, the creation of the Empire, and the origins of the destabilization of republican government. Topics given special attention: Republican Government and Provincial Administration; Roman Imperialism; Religion, Law, and Society; the Army; Ancient Italy; Geography of the Empire.

Prerequisites: Junior or Senior classification, or approval of instructor.

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

1) Demonstrate expanded knowledge of the human condition and of human cultures in the context of the Ancient World;

2) Reason logically and respond critically, in speech and writing, to historical evidence, with regard both to ancient sources and modern scholarship;

3) Appreciate Roman society, government, politics, and culture in their historical context, and demonstrate awareness of the scope and variety of historical issues and interpretations;

4) Discuss how the beliefs and values of the Romans differed widely from our own on a variety of important topics (e.g., the role of religion in government and public life, the best form of government, the use of war as a means of conflict resolution, the role of women in law and society) and explain why these beliefs were so widely accepted.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources, and modern scholarly literature dealing with the social, political, cultural, and military history of the Roman Republic to the end of the 2nd century BC. Class discussion as well as written work are exercises in which students demonstrate critical thinking skills.

Communication Skills: This course enhances communications skills by requiring students to summarize and explain the importance of assigned readings in class discussions and written work, and to investigate, defend, and critique Roman values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Roman world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Students will examine and explore visual representations of themes from Roman life (e.g., buildings, dress, portraits) and follow the geographic setting of historical events on maps of Rome, Italy, and the Mediterranean.
Social Responsibility: This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of the Romans, with regard both to the development of republican government dominated by an exclusive elite and to their interaction with others in Italy (e.g., Etruscans, Samnites, Greeks, Gauls) and beyond (Carthage, Spain, Greece) on their way to world power. This will allow and encourage students to examine Roman views on a number of vexing issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare, and to explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent.

Personal Responsibility: This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which persuasive speaking (a fundamental element in ancient political discourse and decision making) serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth.

Grading Policy: 3 Midterm Essays (take-home) = 60%
Final Examination (comprehensive) = 40%

Essays will be judged by a letter grade converting to a Term Point value as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Term Point</th>
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<tbody>
<tr>
<td>A</td>
<td>8</td>
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<td>A-</td>
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The Final Examination will consist of ca. 80 short questions graded by percentage of correct answers, and converted to Term Points as follows:

- 100-95 = 8A
- 94-90 = 7A-
- 91-80 = 6B
- 89-75 = 5B-
- 74-70 = 4C
- 74-65 = 3C-
- 64-60 = 2D
- 59-0 = 0F

Term Grade: A = 8.0-6.6; B = 6.5-4.6; C = 4.5-2.6; D = 2.5-0.6; F = 0.5 and less.

Term Grade Computation (example):
ME$_1$ = B = 6, ME$_2$ C- = 3, ME$_3$ B- = 5: $M_T = 14/3 = 4.66 	imes .6 = 2.8$
$F_{EX} = 92 = A- = 7 	imes .4 = 2.8$

Term Score and Grade: $M_T + F_{EX} = 5.6 = B$

Attendance: Important. This course covers a large amount of unfamiliar material. Be advised that exams will include items discussed in class but not easily extracted from your readings alone. You are responsible for signing your name on the attendance sheet circulated during each class. You will be allowed 1 (one) unexcused absence. For each additional absence without a valid excuse, one-half (0.5) term point may be subtracted from your Term Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add one-half (0.5) term point to your Score. Please see http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence form class was necessary will be required (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).
Disabilities: The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services, B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

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

Required Texts: You may use an electronic version of the texts below if it contains the same pagination or book/chapter/section division as the editions ordered for this class.

- **CP** = *Course Packet (w/ Syllabus)*. Will be posted on eLearning.
- **LivyHR** = *Livy, The History of Rome, Books 1-5*. Assignments are by book and chapter numbers (not page numbers).
- **LivyRI** = *Livy, Rome and Italy*. Assignments by book and chapter numbers.
- **Plut.** = *Plutarch, Makers of Rome*. Assignments by Life and chapter numbers.
- **Polyb.** = *Polybius, The Rise of the Roman Empire*. Assignments by book and chapter numbers.
- **TC** = *D. Hoyos, The Carthaginians*.

Optional Reading:
- E. D’Ambra, *Roman Women*. (Recommended for class period 8.)
- J. F. Lazenby, *Hannibal’s War*. (Recommended for class periods 17-21.)
- J. A. North, *Roman Religion*. (Recommended for class periods 6-7.)

Course Packet and Handouts: These are chiefly intended for review and exam preparation. Be advised that the material contained in them is selective and that a large amount of important information appears only in class lectures and assigned readings. Unless indicated otherwise, all items in bold or bold italics are expected to be known for a passing performance on exams. Terms in regular italics (mostly Latin words) are primarily for your information. Roman names and Latin terms which appear in the Course Packet or in class handouts are to be learned. This includes their correct spelling.

The battle diagrams in *CP* are for your information only; you will not have to reproduce them in an exam.

Maps: You are expected to study with care the maps contained in the Course Packet. Be prepared to answer geographical questions or fill in blank maps in exams.
Lectures: A considerable amount of names and terms will appear on the overhead projection screen or the blackboard during lectures. All items spelled in CAPITAL letters are expected to be known for a passing performance on exams; items written ‘normally’ are primarily for your information. Overhead text for each lecture will be posted on eLearning, usually during the night before each class. The following color scheme will be employed to help you distinguish certain aspects of the material:

- **red**: Roman/Latin names, places, terms, and institutions; items of general significance; items relating to the Western Mediterranean and not otherwise characterized.
- **blue**: Roman *Patrician* individuals and exclusively patrician institutions.
- **black**: Roman *Plebeian* individuals and exclusively plebeian institutions.
- **aqua** (may be **blue** on maps): Items relating exclusively to Latin communities other than Rome; after 338 BC, towns and areas in Italy with Latin Status.
- **gray** (may be **black** on maps): Items (names, places, etc.) relating to Spain.
- **orange**: Items (names, places, etc.) relating to Oscan-speaking Italy (Campania, Umbria, Sabines, Samnites, etc.) or to Rome’s Italian Allies in general.
- **yellow**: Items relating to Etruscan civilization.
- **purple**: Items relating to the Greek world, including the Hellenistic Near East (Greece, Macedon, Egypt, Parthia, etc.; also Greek Cities in Italy, Sicily, and the Far West).
- **brown**: Items relating to Carthaginian civilization and North Africa.
- **green**: Items relating to the Northern frontier (Gaul, Illyricum).

Abbreviations: The following standard abbreviations for Roman officials (including Priests) and institutions will be used on screen and in the Course Packet:

- Aed. = Aedile (Cur. = Curule; Pleb. = Plebian)
- Aug. = Augur
- Cens. = Censor
- Cos. = Consul
- Dict. = Dictator
- Diet. = Dictator
- Pont. = Pontifex
- Pont. Max. = Pontifex Maximus
- Pro = Proconsul
- Q. = Quaestor
- Pro = Proconsul
- Pro = Propraetor or pro praetore
- Pr. = Praetor
- Pr. s.f. = Decemvir sacris faciundis
- Q. = Quaestor
- Tr. = Tribune
- Tr. Mil. = Military Tribune (c. p. = w/ consular power)

1. T Aug. 26: “Kings Once Held Rome . . .”, 753-509 BC
   Origins of the City; basic topography; Regal Period

   Archaic society; Beginnings of Conflict of the Orders
   Livy *HR* Bk I 1-30.

   The Latin League; Aequi and Volsci; Etruscans and the fall of Veii; the Gauls; the compromise of 367/6

   Society in historical period; settlement of Conflict of the Orders; *Fides*; Ideology of ruling elite

5. T Sept. 9: *S. P. Q. R.*: RW 115-130; CP 34-43; Polyb. Bk VI 11-18; Livy *HR* II 1-16,
   Republican government: Magistrates, Senate, and Assemblies 23-40, 44-50; III 25-29

6. R Sept. 11: Peace with the Gods: CP 44-46; Polyb. VI 56; Livy *HR* III 33-55.
   Republican government: religious concepts, Gods, priesthods, rituals

   Republican government: augury and auspices

   *Res privata*: law of persons: free and unfree; *patris potestas*: marriage, property, inheritance

Part II. Rome and Italy: 366-265 BC

   End of the Latin League; *municipia* and Latin allies; the Second Samnite War VI 34-42; VII 9-11, 29-33.

10. R Sept. 25: The Key to Power, 304-282 BC: RW 131-139; TC 1-38; CP 54-55;
    *1st Essay assigned* Livy *RI* VIII 1-6, 9-14, 22-37
    The Third Samnite War; Etruscans and Gauls; the Roman-Italian Alliance

    The Roman Army

    *1st Essay due*
    Pyrrhos of Epeiros; the Greek cities of Southern Italy

Part III. A Tale of Two Cities: 264-201 BC

    Carthage: society, topography, religion, empire; early relations with Rome 1-16; III 22-26.

    Conflict over Messana between Carthage, Syracuse, and Rome; outbreak of First Punic War

    The First Punic War Polyb. I 36-64.


Part IV. The Price of Empire: 201-81 BC

22. R Nov. 6: Freedom for the Greeks, 200-146 BC: RW 243-291; Polyb. XVIII 1-46. 2nd Essay due Rome and the Hellenistic World: Macedon, the Seleukid Empire, Pergamon, Egypt, Greece

23. T Nov. 11: “Ceterum censeo...” 197-154 BC: RW 292-300; CP 74-77; Greek cultural influence and reactions to it; the Spanish provinces Plut. Cato the Elder (all).


25. T Nov. 18: The Ghost of Tarquinius, 133 BC: CP 82-86; Plut. Tiberius Gracchus (all). Social and economic crisis of the 2nd century; the land reform and catastrophe of Tiberius Gracchus


27. T Nov. 25: The Confidence Gap, 121-101 BC: CP 91-95. The Jugurthine and Cimbrian Wars; Gaius Marius the ‘New Man’

Nov. 27 – Nov. 28: THANKSGIVING BREAK

28. T Dec. 2: All of Italy, 100-81 BC: CP 95-107. 3rd Essay due The Social War, the First Civil War, and the unification of Italy

Tuesday, December 9, 1:00 pm: FINAL EXAMINATION
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: CLAS/HIST 428

3. Texas Common Course Number: 

4. Complete course title: The Roman Republic II: The Civil Wars

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - □ Communication
   - □ Mathematics
   - □ Life and Physical Sciences
   - □ Language, Philosophy and Culture
   - □ Creative Arts
   - □ American History
   - □ Government/Political Science
   - □ Social and Behavioral Sciences
   - □ Communication
   - □ Life and Physical Sciences
   - □ Language, Philosophy and Culture
   - □ Creative Arts
   - □ American History
   - □ Government/Political Science
   - □ Social and Behavioral Sciences
   - □ Communication
   - □ Life and Physical Sciences
   - □ Language, Philosophy and Culture
   - □ Creative Arts
   - □ American History
   - □ Government/Political Science
   - □ Social and Behavioral Sciences
   - □ Communication
   - □ 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? In rotation with CLAS/HIST 426, 427 and 429

9. Number of class sections per semester: F: 1; S: 1 (at least 1 section of 4 course rotation offered per semester)

10. Number of students per semester: F: 40; S: 40 (at least 1 section of 4 course rotation offered per semester)


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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CLAS/HIST 428, The Roman Republic II: The Civil Wars) is a survey of Roman History from the late 2nd century BC to the end of the 1st century AD, with focus on the gradual disintegration of republican government and its replacement by unrestrained autocracy, the series of civil wars that brought about this change, and the administration and expansion of Roman imperial rule throughout the Mediterranean. Students learn about some of the most important political, military, social, legal, religious, and cultural developments in Classical Antiquity, as well as about the geography of the ancient world. Topics to be covered include principles and institutions of Roman republican government in contrast to personal autocracy (i.e., the rule of the 'emperor'); and society, law, religion, and warfare in contrast to those of other cultures (e.g., Gaul, Britain, Germany, Greece, Parthia, Egypt, North Africa) that interacted with the Romans during this period. In tracing the transformation of the Roman state from republic to autocracy and the growth and organization of Roman power in the Mediterranean, the course examines questions of political and cultural cooperation and conflict.

Core Objectives

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

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

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

This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources (Tacitus, Suetonius, Plutarch, Appian), and modern scholarly literature dealing with the social, political, cultural, and military history of the period covered in this course. An important component of this course is introducing students to the methods of scholars who study the Classical Graeco-Roman world. Student development in this area is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.
Texas A&M University
Core Curriculum
*Initial Request for a Course Addition to the Fall 2014 Core Curriculum*

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

This course enhances communication skills by requiring students to summarize and explain the importance of assigned readings in class discussions and to investigate, defend, and critique Roman values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Roman world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Development of student interpretation and communication skills is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of (the) Romans, with regard both to the disintegration of republican government and its replacement by unrestrained autocracy and to their interaction with others inside and beyond the empire (e.g., Gaul, Britain, Germany, Greece, Parthia, Egypt, North Africa) while maintaining world power. Students will examine Roman views on issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare; consider how and why the belief systems of the ancient world differ from our own; and explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent. Student development of this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which freedom of speech and the right to due process (a fundamental element in Roman republican government) serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth. Students’ active engagement with this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

*Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.*
CLAS/HIST 428: The Roman Republic II: The Civil Wars

Fall 2014

Instructor: C. F. Konrad
Office: Academic 120
Hours: TR 2:30-3:30 and by appointment
Phone: 764-2802 (home) 845-2124 (department)
e-mail: konrads@tamu.edu

Course Information and Syllabus

Subject: A survey of Roman History from the late 2nd century BC to the late 1st century AD, with emphasis on the disintegration of the Republic and the consolidation of authoritarian rule under the early Principate. Topics given special attention: Civil War and the establishment of autocracy; Imperial Government and Administration; Roman Religion; Family, Law, and Society; the Army; Topography of the City; Geography of the Empire.

Prerequisites: Junior or Senior classification, or approval of instructor.

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

1) Demonstrate expanded knowledge of the human condition and of human cultures in the context of the Ancient World;

2) Reason logically and respond critically, in speech and writing, to historical evidence, with regard both to ancient sources and modern scholarship;

3) Appreciate Roman society, government, politics, and culture in their historical context, and demonstrate awareness of the scope and variety of historical issues and interpretations;

4) Discuss how the beliefs and values of the Romans differed widely from our own on a variety of important topics (e.g., the role of religion in government and public life, the best form of government, the use of war as a means of conflict resolution, the role of women in law and society) and explain why these beliefs were so widely accepted.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources, and modern scholarly literature dealing with the social, political, cultural, and military history of ancient Rome from the late 2nd century BC to the end of the 1st century AD. Class discussion as well as written work are exercises in which students demonstrate critical thinking skills.

Communication Skills: This course enhances communications skills by requiring students to summarize and explain the importance of assigned readings in class discussions and written work, and to investigate, defend, and critique Roman values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Roman world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Students will examine and explore visual representations of themes from Roman life (e.g., buildings, dress, portraits) and follow the geographic setting of historical events on maps of Rome, Italy, and the Mediterranean.
Social Responsibility: This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of the Romans, with regard both to the disintegration of republican government and its replacement by unrestrained autocracy and to their interaction with others inside and beyond the Empire (e.g., Gaul, Britain, Germany, Greece, Parthia, Egypt, North Africa) while maintaining world power. This will allow and encourage students to examine Roman views on a number of vexing issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare, and to explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent.

Personal Responsibility: This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which freedom of speech and the right to due process (a fundamental element in Roman republican government) serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth.

Grading Policy: 3 Midterm Essays (take-home) = 60%
Final Examination (comprehensive) = 40%

Essays will be judged by a letter grade converting to a Term Point value as follows:

\[
\begin{array}{cccccc}
A &=& 8 & B &=& 6 & C &=& 4 & D &=& 2 & F &=& 0 \\
A- &=& 7 & B- &=& 5 & C- &=& 3 & D- &=& 1 \\
\end{array}
\]

The Final Examination will consist of ca. 80 short questions graded by percentage of correct answers, and converted to Term Points as follows:

\[
\begin{array}{ccccccc}
100-95 &=& 8A & 89-85 &=& 6B & 79-75 &=& 4C \\
94-90 &=& 7A & 84-80 &=& 5B & 74-70 &=& 3C \\
\end{array}
\]

Term Grade: A = 8.0-6.6; B = 6.5-4.6; C = 4.5-2.6; D = 2.5-0.6; F = 0.5 and less.

Term Grade Computation (example):
\[
ME_1 = B = 6, ME_2 = C = 3, ME_3 = B- = 5: \ M_T = 14 / 3 = 4.66 \times 0.6 = M_T 2.8 \\
F_{EX} 92 = A- = 7 \times 0.4 = 2.8 \\
Term Score and Grade: \ M_T + F_{EX} = 5.6 = B
\]

Attendance: Important. This course covers a large amount of unfamiliar material. Be advised that exams will include items discussed in class but not easily extracted from your readings alone. You are responsible for signing your name on the attendance sheet circulated during each class. You will be allowed 1 (one) unexcused absence. For each additional absence without a valid excuse, one-half (0.5) term point may be subtracted from your Term Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add one-half (0.5) term point to your Score. Please see http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).
Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services, B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

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

Required Texts: You may use an electronic version of the texts below if it contains the same pagination or book/chapter/section division as the editions ordered for this class.

CP = Course Packet (w/ Syllabus). Will be posted on eLearning.
GN = H. H. Scullard, From the Gracchi to Nero.
PluF = Plutarch, The Fall of the Roman Republic. Assignments by Life and chapter numbers.
PluC = Plutarch, Rome in Crisis. Assignments by Life and chapter numbers.

Optional Reading:
Salt. = Sallust, Catiline’s War, The Jugurthine War, Histories.
RR = J. A. North, Roman Religion.
RW = E. D’Ambra, Roman Women.
R. Syme, The Roman Revolution. (A classic of Roman scholarship, focusing on the disintegration of the Republic and the establishment of the autocratic imperial regime under Augustus. Indispensable for anyone with a serious interest in ancient Rome. Two chapters a week will spread reading the book over the semester.)

Course Packet and Handouts: These are chiefly intended for review and exam preparation. Be advised that the material contained in them is selective and that a large amount of important information appears only in class lectures and assigned readings. Unless indicated otherwise, all items in bold or bold italics are expected to be known for a passing performance on exams. Terms in regular italics (mostly Latin words) are primarily for your information. Roman names and Latin terms which appear in the Course Packet or in class handouts are to be learned. This includes their correct spelling.

Maps: You are expected to study with care the maps contained in the Course Packet. Be prepared to answer geographical questions or fill in blank maps in exams.
**Lectures:** A considerable amount of names and terms will appear on the overhead projection screen or the blackboard during lectures. All items spelled in **CAPITAL** letters are expected to be known for a passing performance on exams; items written ‘normally’ are primarily for your information.

Overhead text for each lecture will be posted on **eLearning**, usually during the night before each class. The following color scheme will be employed to help you distinguish certain aspects of the material:

- **red:** (a) Roman/Latin events, terms, and institutions, including offices/appointments held by men of Senatorial Rank *(SenR)*. (b) Place names in Italy. (Prior to 80 BC: Items relating to Rome’s **Italian Allies** may appear in **aqua**, or—on maps—in **green**.)
- **black:** Names of Roman individuals other than **Nobles**.
- **blue:** (a) Names of Roman **Noble** individuals, whether Patricians or Plebeians (b) Items (persons, places, events, etc.) relating to the Danubian frontier of the Empire (Illyricum, Thrace).
- **orange:** Offices/appointments held by individuals of Equestrian Rank *(EqR)*.
- **yellow:** Offices/appointments held by men of neither Senatorial nor Equestrian Rank.
- **gray:** (a) Offices/appointments held by **Freedmen**. (b) Items relating to Spain.
- **green:** Items relating to the northern frontier of the Empire (Gaul, Rhine, Germany, Britain).
- **purple:** (a) Greek items (persons, places, etc.) (b) Items relating to the Near Eastern frontier of the Empire (Asia Minor, Syria, Egypt until 30 BC, Parthia, etc.).
- **brown:** Items relating to Africa.

**Abbreviations:** The following standard abbreviations for Roman officials (including Priests) and institutions will be used on screen and in the Course Packet:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cens. = Censor</td>
<td>Priv. = Privatus (Private Citizen)</td>
</tr>
<tr>
<td>Cos. = Consul</td>
<td>Pro Cos. = Proconsul</td>
</tr>
<tr>
<td>Des. = Designate</td>
<td>Pro Pr. = Propraetor or <em>pro praetore</em></td>
</tr>
<tr>
<td>Dict. = Dictator</td>
<td>Q. = Quaestor</td>
</tr>
<tr>
<td>Imp. = Imperator</td>
<td>Trph. = Triumph</td>
</tr>
<tr>
<td>Leg. Pro Pr. = Propraetorian LegateTr. Pl. = Tribune of the Plebs</td>
<td></td>
</tr>
<tr>
<td>Pont. = Pontifex</td>
<td>Tr. Pot. = Tribunician Power <em>(tribunicia potestas)</em></td>
</tr>
<tr>
<td>Pont. Max. = Pontifex Maximus</td>
<td>Tr. Mil = Tribunal of the Plebs</td>
</tr>
<tr>
<td>Pr. = Praetor</td>
<td>XV Vir s.f. = Quindecimvir sacris faciundis</td>
</tr>
</tbody>
</table>
Part I. Republic and Empire: 133–78 BC

1. T Aug. 26: *Res publica populi Romani*
The City of Rome: origins and topography; the Roman Republic

Republican government: magistrates, senate, and assemblies

Roman religion and society; *Fides*; ideology of ruling elite

Concepts of law; marriage and family

The Roman Army

6. R Sept. 11: Italy and the Empire, 338-133 BC: CP 48-59; App. I 1-17; PluC
Creation of the Empire; consequences and problems

The Gracchi and the political crisis of the late 2nd century

The Social War and the unification of Italy; the First Mithridatic War

9. T Sept. 23: Sulla the Fortunate, 88-78 BC: GN 70-84; CP 64-65; App. I 76-107; PluF *Sulla.*
The First Civil War; the Proscriptions and Sulla’s dictatorship

Part II. The Last Generation of the Roman Republic: 78–27 BC

*1st Essay assigned*
The rise of Pompeius Magnus; Crassus and the Great Slave War

11. T Sept. 30: The Last, Best Hope? 69-60 BC: GN 95-114; App. II 1-24; PluF *Pompey*
The Pirates; Mithridates and Asia; Catiline’s Conspiracy 43-80. Opt’l: Sall. *WarCat* (all).

*1st Essay due*
The Grand Alliance and the disintegration of republican government

The Second Civil War (I: Rubicon to Muneta); Caesar’s dictatorship 55-89. Opt’l: PluF *Caesar.*

The Ides of March; the Second Civil War (II: Mutina to Philippa); the Triumvirate

The Second Civil War (III: Perusia to Naulochus); Octavian in the West

PluC *Antony* 1-32
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: CLAS/HIST 429

3. Texas Common Course Number:

4. Complete course title: The Roman Empire

5. Semester credit hours: 3

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

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

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

- Yes
- No

8. How frequently will the class be offered? In rotation with CLAS/HIST 426, 427 and 428

9. Number of class sections per semester: F: 1; S: 1 [at least 1 section of 4 course rotation offered per semester]

10. Number of students per semester: F: 40; S: 40 [at least 1 section of 4 course rotation offered per semester]


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:

C. F. Konrad

Date 5/23/2013

13. Approvals:

Date 5/23/2013

14. Department Head

Date 4/29/13

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 Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CLAS/HIST 429, The Roman Empire) is a survey of Roman History from the late 1st century BC to the end of the 6th century AD, with focus on the consolidation of autocratic rule under the principate, the administration of Roman imperial rule throughout the Mediterranean, the conflict between Christianity and the Roman state, and the eventual disintegration of the empire and creation of Germanic successor kingdoms in the west. Students learn about some of the most important political, military, social, legal, religious, and cultural developments in Classical Antiquity, as well as about the geography of the ancient world. Topics to be covered include principles and institutions of Roman government, society, law, religion, and warfare in contrast to those of other cultures (e.g., Germans, Dacians, Huns, Parthians/Persians) and religions (Jews, Christians) that interacted with or were part of the Roman world during this period. In tracing the transformation of the Roman empire into the world of medieval Europe and Byzantium, the course examines questions of political and cultural cooperation and conflict.

Core Objectives

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

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

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

This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources (e.g., Suetonius, Ammianus Marcellinus, Eusebius), and modern scholarly literature dealing with the social, political, cultural, and military history of the period covered in this course. An important component of this course is introducing students to the methods of scholars who study the Classical Graeco-Roman world. Student development in this area is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.
Texas A&M University

Core Curriculum

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

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

This course enhances communications skills by requiring students to summarize and explain the importance of assigned readings in class discussions and to investigate, defend, and critique Roman values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Roman world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Development of student interpretation and communication skills is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of (the) Romans, with regard both to their interaction with others inside and beyond the empire (e.g., Germans, Dacians, Huns, Parthians/Persians) while maintaining world power and to the challenge posed to the Roman state by a fundamentally different form of religion such as Christianity. Students will examine Roman views on issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare; consider how and why the belief systems of the ancient world differ from our own; and explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent. Student development of this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which freedom of religion serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth. Students’ active engagement with this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
CLAS/HIST 429-500: The Roman Empire

Spring 2014  TR 3:55-5:10  PETR 106

Instructor:  C. F. Konrad
Office:  Academic 120
Hours:  TR 2:30-3:30 and by appointment
Phone:  764-2802 (home)  845-2124 (department)
E-mail:  konradc@tamu.edu

Course Information and Syllabus

Subject: A survey of Roman History from the late 1st century BC to the 6th century AD, with emphasis on the imperial period from the consolidation of the Principate to the disintegration of the Empire in Late Antiquity. Topics given special attention: the consolidation of autocracy; Roman Government and Imperial Administration; Roman Religion and the rise of Christianity; Family, Law, and Society; the Army; Popular Culture; the Caesars; Geography of the Empire.

Prerequisites: Junior or Senior classification, or approval of instructor.

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

1) Demonstrate expanded knowledge of the human condition and of human cultures in the context of the Ancient World;

2) Reason logically and respond critically, in speech and writing, to historical evidence, with regard both to ancient sources and modern scholarship;

3) Appreciate Roman society, government, politics, and culture in their historical context, and demonstrate awareness of the scope and variety of historical issues and interpretations;

4) Discuss how the beliefs and values of the Romans differed widely from our own on a variety of important topics (e.g., the role of religion in government and public life, the best form of government, the use of war as a means of conflict resolution, the role of women in law and society) and explain why these beliefs were so widely accepted.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources, and modern scholarly literature dealing with the social, political, cultural, and military history of ancient Rome from the late 1st century BC to the end of the 6th century AD. Class discussion as well as written work are exercises in which students demonstrate critical thinking skills.

Communication Skills: This course enhances communications skills by requiring students to summarize and explain the importance of assigned readings in class discussions and written work, and to investigate, defend, and critique Roman values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Roman world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Students will examine and explore visual representations of themes from Roman life (e.g., buildings, dress, portraits) and follow the geographic setting of historical events on maps of Rome, Italy, and the Mediterranean.
**Social Responsibility:** This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of (the) Romans, with regard both to their interaction with others inside and beyond the Empire (e.g., Germans, Dacians, Huns, Parthians/Persians) while maintaining world power and to the challenge posed to the Roman State by a fundamentally different form of religion such as Christianity. This will allow and encourage students to examine Roman views on a number of vexing issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare, and to explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent.

**Personal Responsibility:** This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which freedom of religion serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Midterm Essays (take-home)</td>
<td>60%</td>
</tr>
<tr>
<td>Final Examination (comprehensive)</td>
<td>40%</td>
</tr>
</tbody>
</table>

Essays will be judged by a letter grade converting to a Term Point value as follows:

- A = 8
- B = 6
- C = 4
- D = 2
- F = 0
- A- = 7
- B- = 5
- C- = 3
- D- = 1

The Final Examination will consist of ca. 80-90 short questions graded by percentage of correct answers, and converted to Term Points as follows:

- 100-95 = 8A
- 94-90 = 7A-
- 89-85 = 6B
- 84-80 = 5B-
- 79-75 = 4C
- 74-70 = 3C-
- 69-65 = 2D
- 64-60 = 1D-
- 60-0 = OF

**Term Grade:**

- A = 8.0-6.6
- B = 6.5-4.6
- C = 4.5-2.6
- D = 2.5-0.6
- F = 0.5 and less

**Grading Policy (example):**

- ME1 B = 6, ME2 C = 3, ME3 B- = 5: ME_T = 14 + 3 + 5 = 22; ME_T x 6 = 2.8
- FEX 92 = A- x 7 x 0.4 = 2.8
- Term Score and Grade: ME_T + FEX = 5.5 = B

**Attendance:** Important. This course covers a large amount of unfamiliar material. Be advised that exams will include items discussed in class but not easily extracted from your readings alone. **You are responsible for signing your name on the attendance sheet circulated during each class.** You will be allowed 1 (one) unexcused absence. For each additional absence without a valid excuse, one-half (0.5) term point may be subtracted from your Term Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add one-half (0.5) term point to your Score. Please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).
Disabilities: The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute 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 that you have a disability requiring an accommodation, please contact Disability Services, B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

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

Required Texts: You may use an electronic version of the texts below if it contains the same pagination or book/chapter/section division as the editions ordered for this class.

- **CP** = *Course Packet*. Will be posted on eLearning.
- **RW** = M. Goodman, *The Roman World, 44 BC-AD 180*.
- **Amm.** = Ammianus Marcellinus, *The Later Roman Empire*. Assignments are by *book* and *chapter* numbers.
- **Euseb.** = Eusebius, *The History of the Church*. Assignments are by *book* and *chapter* numbers.
- **Lives** = [Anonymous], *Lives of the Later Caesars*. Assignments by *Life*.
- **Suet.** = Suetonius, *The Twelve Caesars*. Assignments by *Life* and *chapter* numbers.

Optional Reading:

- **Proc.** = Procopius, *The Secret History*.
- **CRE** = R. MacMullen, *Christianizing the Roman Empire*.
- **DRR** = S. Williams, *Diocletian and the Roman Recovery*.
- **RWom** = E. D’Ambra, *Roman Women*.

Course Packet and Handouts: These are chiefly intended for review and exam preparation. Be advised that the material contained in them is selective and that a large amount of important information appears only in class lectures and assigned readings. Unless indicated otherwise, all items in *bold* or *bold italics* are expected to be known for a passing performance on exams. Terms in regular *italics* (mostly Latin words) are primarily for your information. Roman names and Latin terms which appear in the Course Packet or in class handouts are to be learned. **This includes their correct spelling.**

Maps: You are expected to study with care the maps contained in the Course Packet. Be prepared to answer geographical questions or fill in blank maps in exams.
Lectures: A considerable amount of names and terms will appear on the overhead projection screen or the blackboard during lectures. All items spelled in CAPITAL letters are expected to be known for a passing performance on exams; items written 'normally' are primarily for your information. Overhead text for each lecture will be posted on eLearning, usually during the night before each class. The following color scheme will be employed to help you distinguish certain aspects of the material:

**Emperors**: the name by which an Emperor is commonly known appears in red; however, Emperors mainly active in only one region of the Empire appear in the appropriate regional color (e.g., blue, green, purple; West = red).

**black**: Names of Roman individuals, of all ranks.

**red**: (a) Roman/Latin events, terms, and institutions, including offices/appointments held by men of Senatorial Rank (SenR). (b) Place names in Italy and the central part of the Empire.

**orange**: Offices/appointments held by individuals of Equestrian Rank (EqR).

**yellow**: (a) Offices/appointments held by men of neither Senatorial nor Equestrian Rank. (b) Items (persons, places, events, etc.) relating to Africa.

**gray**: (a) Offices/appointments held by Freedmen. (b) Items (persons, places, events, etc.) relating to Spain.

**green**: Items relating to the northern frontier of the Empire (Gaul, Rhine, Germany, Britain).

**blue**: Items relating to the Danubian frontier (Illyricum, Greece, Thrace).

**purple**: Items relating to the Near Eastern frontier of the Empire (Asia Minor, Syria, etc.).

**brown**: Items in the Near East outside the Empire (Egypt until 30 BC, Parthia, etc.).

**Abbreviations**: The following standard abbreviations for Roman officials and titles will be used on screen and in the Course Packet:

- Cos. = Consul
- Des. = Designate
- D. N. = Dominus Noster
- Imp. = Imperator
- Leg. = Legate
- Leg. Pro Pr. = Legatus pro praetore (Propraetorian Legate)
- Mag. Mil. = Magister Militum (Master-of-Soldiers)
- Mag. Mil. Praes. = Magister Militum Praesentalis
- Pont. Max. = Pontifex Maximus
- Pr. = Praetor
- Praef. = Prefect
- Praef. Praet. = Praetorian Prefect
- Pro Cos. = Proconsul
- Pro Pr. = Propraetor
- Q. = Quaestor
- Tr. Pot. = Tribunici Power (tribunicia potestas)
Part I. The First Man in Rome: 30 BC–AD 68

1. T Jan. 14: Empire without End
   The Roman Republic: origins and government

2. R Jan. 16: Ties that Bind: RW 3-28; CP 6-42, 73-74;
   Roman religion and society; Fides; ideology of ruling elite

   Creation of the Empire; crisis of the Late Republic; The Second Civil War (all). Optional: CP 43-73.

   Constitutional and political foundations of the Principate; government & provincial administration

   The Roman Army; Pax Augusta and the Wars of Augustus Opt'l: RWom 1-91.

   State security services; law, family, and marriage Opt'l: RWom 94-180.

   Arts, buildings, propaganda; the search for a successor Suet. Tiberius 39-76, Gaius (all).

8. R Febr. 6: Dynasty, AD 14-41: RW 49-53; Suet. Claudius (all); Nero 1-19.
   Tiberius and Caligula

   Claudius, Agrippina, and Nero

Part II. The Limits of Empire: AD 68–251

    1st Essay assigned
    The Third Civil War

11. T Febr. 18: The Silver Age, AD 70-81: RW 65-71, 152-170; Suet. Vespasian, Titus,
    Consolidation of the Principate: the Flavians

    1st Essay due
    Suet. Domitian.
    Blood sports in the arena; Germany and the Danube

    Dacia and Parthia: greatest extent of the empire

    The Second Century

    The Fourth Civil War; the changing empire; the House of Severus

March 10 – March 14: SPRING BREAK

Part III. Novus ordo saeculorum: AD 251–395


19. T March 25: Defenders of the Faith, AD 250-304: RW 338-360; Euseb. 7.1-13; 8 (all); Christianity and the Roman State Amm. XVI (all); XXI.1-2, 9-16. Opt'1: DRR 140-185.

20. R March 27: Sign of the Cross, AD 305-324: LRE 62-70, 225-255; Amm. XXII.1-14; 2nd Essay assigned XXIV; Euseb. 9 and 10; CP 113. Opt'1: DRR 186-219. The failure of the Tetrarchy and the rise of Constantine

21. T April 1: The Thirteenth Apostle, AD 325-337: LRE 256-300; Amm. XXV(all); The New Empire of Constantine XXVI.1-5; XXVII.6-8; XXVIII.1-4. Opt'1: CRE 1-42.

22. R April 3: Imperial Echoes, AD 337-378: LRE 70-84, 155-173; CP 105-109, 114; Amm. 2nd Essay due XXIX (all); XXX.5-10; XXXI (all). Opt'1: CRE 43-73. The Later Roman Empire; the beginning of barbarian invasions


Part IV. The Waning of the Ancient World: AD 395–602

24. R April 10: Twilight's Red Gleaming, AD 395-429: LRE 89-113. Opt'1: CRE 102-119. The divided Empire in East and West; the Visigoths and the first sack of Rome; loss of Spain and Britain

25. T April 15: Last of the Romans, AD 429-455: LRE 113-120; CP 115. Opt'1: FR 1-83. The Vandal conquest of Africa; the Huns; the second sack of Rome

26. R April 17: Brave New World, AD 455-526: LRE 120-125, 191-224. Opt'1: FR 87-183. 3rd Essay assigned The fall of the Roman Empire in the West; the Germanic successor kingdoms in Italy, Spain, and Gaul


Tuesday, May 6, 1:00 pm: FINAL EXAMINATION
1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 301

3. Texas Common Course Number: none

4. Complete course title: Rhetoric in Western Thought

5. Semester credit hours: 3

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

   - Communication
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

   [ ] Communication
   [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:

   - [ ] Yes
   - [X] No

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

9. Number of class sections per semester: 1 section

10. Number of students per semester: 200-225

11. Historic annual enrollment for the last three years:

    - 2011-2012: 424
    - 2010-2011: 495
    - 2009-2010: 378

   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]

    [Position]

    Date

    [Signature]

    [Position]

    Date

    [Signature]

    [Position]

    Date

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Communication, has both a social-scientific and a humanities tradition. COMM 301 focuses on the humanities tradition. In the humanities, we are interested in the historical roots of human action, ethical aspects of our social practices, and the careful reading of texts. The humanities tradition in Communication is called "rhetorical studies," and is, along with philosophy, the very oldest of modes of academic inquiry in Western culture. In this course, we discuss the development of rhetorical theory and practice with an emphasis on ancient Greece and Rome. Starting in the second half of the semester, we focus on contemporary rhetorical theory and the intersection of rhetoric and civic life. For example, in an examination of rhetoric and politics, we might use as case studies of rhetorical practice texts from recent presidential elections, bringing in not only the oral and written components of rhetoric, but visual aspects of communication, as well.

Core Objectives

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

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

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

Metaphors, narratives, and ideographs are key elements of rhetoric. They frame perception, can be used to alter perceptions and therefore each must be interrogated in order to be evaluated. Students must inquire into the contextual features as they analyze texts in order to evaluate each element with thoroughness. Students are led through the processes that scholars from antiquity to current times have used to elicit new and fresh insights. The synthesis of these many factors leads to creative thinking in the sense that students are asked to view texts from a fresh perspective and to question both convergent and divergent interpretations. The ability to think critically about rhetoric is assessed by student response to standard examination items.

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

Examples of texts/artifacts include: speeches, advertisements, photos, monuments, films, songs, bodies, documentaries, and newspaper articles. Therefore, this wide range of rhetorical acts provides numerous options for studying how others have developed, interpreted and expressed ideas in written, oral and visual communication. Additionally, students gain insight into development, interpretation and expression of their own written, oral and visual rhetorical acts. The ability to communicate effectively and to assess effective communication is assessed by student response to standard examination items.
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):

Rhetoric is the action involved in using words, non-verbal communication and visual images to construct social reality. A key concept is the notion of *public vocabulary* (see Lucaites and Condit, for example) the "culturally established and sanctioned" terms that constitute our presupposed understanding of our shared existence. The examination of these presuppositions is a critical feature of intercultural competence (defined, for example, as "the knowledge, skills, and personal attributes needed to live and work in a diverse world." gvsu.edu) The civic responsibility piece comes into play with the mastery of the concept that, while it may be claimed that rhetoric is neutral, our language choices do not have a neutral effect on others in our shared society. The rhetoric shapes the way people understand themselves individually and in relation to communities, publics and cultures. The way that rhetoric influences the ability to engage in regional, national and global communities extends not simply from the immediate, one time impact of a message, but also from the way people see the world the same or differently for the long-term, after encountering a particular rhetorical act. A rhetorical act has deep social meanings that may vary as a feature of the audience whether it is an ethnic group, a country or an entire culture. People make decisions based on a shared understanding of the public vocabulary and they use rhetoric to bring about social change by managing society’s views of the human condition. The ability to reflect critically about rhetoric and social responsibility is assessed by student response to standard examination items.

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

The use of rhetoric is an action and people can be held accountable for the actions they take. While an individual may or may not intend to accomplish a particular purpose with a rhetorical act, they can be held responsible for the act's effects. Therefore, individuals must consider the effects of their actions whenever they communicate. Rhetorician Gerald Miller, for example, held that every act of communication is inextricably intertwined with ethics. In the study of rhetoric, ethics refers to the standards of both the procedures and skills used and the outcomes desired by use of a rhetorical act. Therefore, students examine firsthand the stated intentions and contexts that shape the perception and interpretation of meaning for the speaker (or producer) of the text. Additionally, the choice of a particular text, as well as mode for that text, relates back to the ethical frame. Each of these decision-points and choices reflect on the personal responsibility of the speaker (producer) of the text. Competence in articulating the relationship between rhetorical choices and personal responsibility is assessed through student responses to standard examination items.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Rhetoric in Western Thought

COMM 301-500 T/R 12:45-2:00 HECC 108

Instructor: Dr. Tasha N. Dubriwny
Department: Communication and Women’s & Gender Studies
Office: Bolton Hall, 202C
Office Hours: Tuesday 11:15-12:15, Wednesday 9-12, and by appointment
Department of Communication Phone: 979-845-5500
Email: tdubriwny@tamu.edu

Course Description: Historical and critical evaluation of rhetorical theory from the classical era to the contemporary period from Aristotle to Kenneth Burke. Major theories of communication and persuasion developed in Europe and America.

Course Perspective: Communication, like political science or sociology, has both a social-scientific and a humanities tradition. COMM 305 introduces students to the main traditions of social-scientific research in the field, while COMM 301 introduces the humanities tradition. In the humanities, we are interested in the historical roots of human action, ethical aspects of our social practices, and the careful reading of texts. The humanities tradition in Communication is called “rhetorical studies,” and is, along with philosophy, the very oldest of modes of academic inquiry in Western culture. In this course, we will discuss the development of rhetorical theory and practice with an emphasis on ancient Greece and Rome. Starting in the second half of the semester, we will turn our focus to contemporary rhetorical theory and the intersection of rhetoric and politics, using as case studies of rhetorical practice texts from recent presidential elections.

Learning Outcomes: The successful student will:
· Explain the origins of rhetorical theory and practice.
· Analyze critically the changes in rhetorical theory and practice through the centuries.
· Identify major trends and ideas in rhetorical theory.
· Compare and contrast different theories of rhetoric.
· Cite rhetorical theory in the analysis of political texts.

Required Text:
**All other readings will be available through e-reserve at the library or available online (web addresses provided).

Course Assignments:
Exams: There are three exams, each worth 100 points. The exams will be multiple choice and true/false questions. You will need the large gray scantron for each of the exams. The first two exams are noncumulative. The final exam will focus largely on new material (material we have covered after exam 2), but will also include a few questions regarding material from earlier in the semester. FYI:
· I consider “fair game” for the exams any material from my lectures and the readings.
· I will hand out in class or post on Blackboard a review sheet for each exam.
· I will need a documented reason (see http://student-rules.tamu.edu/rule07) if you miss an exam. If you miss an exam due to an unexcused absence, you will receive a zero on the exam.

Test Dates:
· Thursday, 2/14
· Tuesday, 4/2
· Wednesday, 5/8
Attendance: I do not keep attendance in this course; however, I urge you to attend regularly. My lectures will include information not found in the readings.

Grades: You begin this course with 0 points. You have the opportunity to earn 300 total points. See the following breakdown for your final grade.
270-300 = A
240-269 = B
210-239 = C
180-209 = D
179 and below = F

I am happy to discuss your performance in this course at any time. However, please respect my integrity/principles as a teacher (and the hard work of your fellow students who earned their grades) by NOT asking me to "bump up your grade."

Additional Course Policies:
Technology:
Students will be expected to access this course on Blackboard (at elearning.tamu.edu). Announcements and will be posted on the Blackboard website. If you are having problems, contact ITS at 845-8300.

Academic Honesty:
According to the Aggie Honor Code, “An Aggie does not lie, cheat or steal, or tolerate those who do.” Academic dishonesty involves acts other than plagiarism. For more information, please consult the Aggie Honor System Office website (aggiehonor.tamu.edu) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” All violations of the Aggie Honor Code will be reported. If you cheat on a test in this course, you will receive a zero for the course.

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

Miscellaneous:
Readings are to be done in full before the class meeting.

Cell phones should be turned off. Not on low or vibrate or music, but OFF. If your cell phone rings during class, I will ask you to leave.

I expect you to respect your classmates, yourself, the learning process, and me. In a large lecture class such as COMM 301, this means that I expect all of us to be engaged in learning, not talking with each other or texting. If I perceive that your behavior in class is disruptive to your peers, I will excuse you for the day. Please do not leave class early without contacting me and offering an explanation.
Course Schedule
Readings below should be read before coming to class.
For the readings in the Williams textbook, you are only responsible for reading the pages listed below. Readings marked "ER" are on e-reserve at the library. Library.tamu.edu

Tues 1/15: Introduction to Course (review of syllabus)

Unit 1: Classical Greek Rhetoric
Thurs 1/17: Overview of Greek Civilization
· Williams, Chapter 1 (pp. 9-36)

Tues 1/22: The Sophists
· Williams, Chapter 3, Protagoras & Gorgias (pp. 51-67)
Thurs 1/24: Plato & the Sophists
· Williams, Chapter 4, Introduction to Plato and Gorgias (pp. 109-114, 142-189)

Tues 1/29: Plato, Philosophy & Rhetoric
· Williams, Chapter 4, The Phaedrus (pp. 190-221)
Thurs 1/31: Aristotle
· Williams, Chapter 5 (pp. 222-270)

Tues 2/5: Aristotle, continued
· Williams, Chapter 5 (pp. 222-270)
· Case Study, read Sen. Edward Kennedy’s Chappaquiddick apologia at:
http://www.americanrhetoric.com/speeches/tedkennedychappaquiddick.htm
Thurs 2/7: Test Review

Tues 2/12: Guest Lecture
· Reading TBA
Thurs 2/14: TEST 1

Unit 2: Roman Rhetoric
Tues 2/19: Introduction to Roman rhetoric
· Williams, Chapter 6 (pp. 273-315)
Thurs 2/21: Cicero
· Williams, Chapter 7 (pp. 316-375)

Tues 2/26: Cicero, continued
· Williams, Chapter 7 (pp. 316-375)
· MLK Jr’s Roman eloquence: read “Letter from Birmingham Jail” at
http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf
Thurs 2/28: Quintilian
· Williams, Chapter 9 (pp. 392-415)
Tues 3/5: America’s Ciceronian founding
· Declaration of Independence, available at
http://www.archives.gov/exhibits/charters/declaration_transcript.html
**Unit 3: Contemporary Rhetorical Theory and Action: Part 1: Presidential Rhetoric**

Thurs 3/7: The Rhetorical Presidency
- Stuckey and Antczak, “The Rhetorical Presidency” (ER)
- FDR, “Pearl Harbor Address”
- Richard M. Nixon, “The Great Silent Majority”

Tues 3/12-Thurs 3/14: SPRING BREAK

Tues 3/19: Rethinking the Rhetorical Presidency
- Stuckey, “Rethinking” (ER)
- Barack Obama, “Victory Speech”

Thurs 3/21: Rhetorical Situation
- Bitzer, “The Rhetorical Situation” (ER)
- Vatz, “The Myth of the Rhetorical Situation” (ER)

Tues 3/26: Rhetorical Situation Case Study
- George W. Bush, September 11 Speech #1 (video)
  [http://www.youtube.com/watch?v=H9xu3u8i8Q](http://www.youtube.com/watch?v=H9xu3u8i8Q)
- George W. Bush, September 11 Speech #2 (video)
  [http://www.youtube.com/watch?v=3u6fmyCZbW4](http://www.youtube.com/watch?v=3u6fmyCZbW4)
- George W. Bush, September 11 Speech #3
- George W. Bush, September 20 Speech

Tues 3/28: TEST REVIEW

**Unit 3: Contemporary Rhetorical Theory and Action: Part 2: Audience and Ideology**

Thurs 4/4: Audience Matters
- Black, “The Second Persona” (ER)

Tues 4/9: Audience Matters
- McGee, “In Search of ‘The People’: A Rhetorical Alternative” (ER)
- Wander, “The Third Persona” (ER)

Thurs 4/11: Audience Matters
- Angelina Grimke Weld, Speech at Pennsylvania Hall, 1838
- Lyndon B. Johnson, “We Shall Overcome,” 1965

Tues 4/16: Feminine Style
- Dow & Tonn, “Feminine Style and Political Judgment” (ER)
- Bill Clinton’s 1992 convention film at [http://www.youtube.com/watch?v=X_u5R9ZQofE](http://www.youtube.com/watch?v=X_u5R9ZQofE)
- Barack Obama 2008 convention video at [http://www.youtube.com/watch?v=_oZn1G_wRJw](http://www.youtube.com/watch?v=_oZn1G_wRJw)
- Mitt Romney 2012 convention video at [http://www.youtube.com/watch?v=ruSi4K5KCq8](http://www.youtube.com/watch?v=ruSi4K5KCq8)
Thurs 4/18: Ideographs
· McGee, “The Ideograph: A Link Between Rhetoric and Ideology” (ER)

Tues 4/23: Ideographs
· Laura Bush, Radio Address, November 17, 2001
· Hillary Clinton, Remarks to the U.N.
  http://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm
Thurs 4/25: TEST REVIEW

**Final Exam: Wednesday, May 8th, 8:00 AM**
1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 327

3. Texas Common Course Number: none

4. Complete course title: American Oratory

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Creative Arts
   - 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 [X]  No [ ]

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

9. Number of class sections per semester: 1 section per long term

10. Number of students per semester: 100


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

13. Submitted by: [Signature]
   Course Instructor
   Date

14. Approvals:
   Department Head
   College Dean/Designee
   Date

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

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

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

The United States of America began with a rhetorical act. Before "America" was recognized as a sovereign entity, its meaning was expressed in the Declaration of Independence. Affirmations, challenges, and alterations to our conception of national identity and values have, in kind, emerged through numerous public debates and episodes of rhetorical discourse. This class is designed to familiarize students with significant speeches, documents, and rhetorical movements that have shaped our conception of United States culture from colonial times to the present. First and foremost, this course demonstrates the importance of public discourse in the formation, continuation, and mutation of social and political ideas. Language is framed within culture defined by time period and context. Language defines and frames our 'national philosophy.' By considering these important texts as relevant to a longer, ongoing conversation, students gain further insight into the diverse political and rhetorical context of American existence, as well as enhance their ability to think critically about the longer history of ideas that have shaped our conceptions of public life.

Core Objectives

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

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

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

The rhetorical acts, which are American oratory, frame perception. Rhetoric can be used to alter perception, and therefore, each speech is interrogated, in order to be evaluated. Students are required to inquire into the contextual features (speaker, message, audience) as they analyze texts in order to evaluate each element with thoroughness. Students are led through the processes that scholars from antiquity to current times have used to elicit new and fresh insights. The synthesis of these many factors leads to creative thinking in the sense that students are asked to view texts from a fresh perspective and to question both convergent and divergent interpretations. The ability to think critically about rhetoric is assessed by student response to standard examination items.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Some of the speeches examined, exist today only in written form. However, eyewitness accounts of the original presentation exist in some cases. Archival sources often provide drafts that provide a view of the processes involved in development of the speeches. Speeches delivered after the means to record them existed, have these same archival sources to aid in examination of invention, and feature the means to study development, interpretation and expression of message in written form, oral form and visual form. Visual communication is especially important in analysis of the speaker's delivery, artifacts and response of the audience to the message. The ability to think critically about communication is assessed by student response to standard examination items.

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

Speeches are made up of rhetoric. Rhetoric is the action involved in using words, non-verbal communication and visual images to construct the social reality, which is the United States of America. A key concept is the notion of public vocabulary (see Lucaites and Condit, for example,) the "culturally established and sanctioned" terms that constitute our presupposed understanding of our shared existence. The examination of these presuppositions is a critical feature of intercultural competence (defined, for example, as "the knowledge, skills, and personal attributes needed to live and work in a diverse world." gvsu.edu.) The civic responsibility piece comes into play with the mastery of the concept that, while it may be claimed that rhetoric is neutral, our language choices do not have a neutral effect on others in our shared society. The rhetoric shapes the way people understand themselves individually and in relation to communities, publics and cultures. The way that rhetoric influences the ability to engage in regional, national and global communities extends not simply from the immediate, one time impact of a message, but also from the way people see the world the same or differently for the long-term, after encountering a particular rhetorical act, in this case hearing a particular speech. A speech has deep social meanings that may have different meanings for different audiences whether the audience is an ethnic group within our country, our country as a whole or a co-culture within the United States. People make decisions based on a shared understanding of the public vocabulary and they use rhetoric to bring about social change by managing society's views of our national condition. The ability to reflect critically about rhetoric and social responsibility is assessed by student response to standard examination items.

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

Speaking is an action and people will be held accountable for the actions they take. While an individual may or may not intend to accomplish a particular purpose with a speech in the process of oratory, they can be held responsible for the speech's effects. Therefore, individuals must consider the effects of their speech whenever they communicate. Rhetorician Gerald Miller, for example, held that every act of communication is inextricably intertwined with ethics. In the study of American Oratory, ethics refers to the standards of the procedures and skills used in oratory, as well as, the outcomes desired by use of a rhetorical act. Therefore, students examine firsthand the stated intentions and contexts that shape the perception and interpretation of meaning for the speaker (or producer) of the speech. Additionally, the choice of a particular speech, as well as mode for that speech, relates back to the ethical frame. Each of these decision points and choices reflect on the personal responsibility of the speaker (producer) of the speech. Competence in articulating the relationship between rhetorical choices and personal
Texas A&M University

Core Curriculum

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

Responsibility is assessed through student responses to standard examination items.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Communication  
COMM 327: American Oratory  
Request for International and Cultural Diversity Designation

This course is designed to familiarize students with significant speeches, documents and rhetorical movements that have shaped our conception of United States cultures from colonial times to the present. Speeches from diverse U.S. cultures are included in the course. While there is an historical component designed to provide context, 30% of content is on scholarship from the last 50 years and examples are updated each year to bring in speeches drawn from current events.
COMM 327—American Oratory
Texas A&M University Semester 2XXX
Rich. 106 MWF 9:10-10:00AM

Course Director and Instructor
Dr. Jennifer Jones Barbour
E-Mail: jonesbarbour@tamu.edu

Office: Bolton Hall 209C
Office Hours: MW 11:30AM-1:30PM, F 2:00-4:00PM, and by appointment

Course Description:
Communication 327 survey of significant American oratory; critical analysis of important speeches in their historical, political, social, and philosophical contexts

Course Overview:
The United States began with a rhetorical act. Before “America” was recognized as a sovereign entity, its meaning was expressed in the Declaration of Independence. Affirmations, challenges, and alterations to our conception of national identity and values have, in kind, emerged through numerous public debates and episodes of rhetorical discourse. This class is designed to familiarize students with significant speeches, documents, and rhetorical movements that have shaped our conception of United States culture from colonial times to the present. First and foremost, this course demonstrates the importance of public discourse in the formation, continuation, and mutation of social and political ideas. No single class can comprehensively cover such an expansive topic. However, by considering these important texts as relevant to a longer, ongoing conversation, students will gain further insight into the political and rhetorical context of American existence, and the longer history of ideas that have shaped our conceptions of public life.

Course Learning Outcomes:
By the end of the semester, the successful COMM. 327 student will be able to:

1. Define public discourse and describe the importance of oratory to civic and political contexts.

2. Identify, describe, and contrast various ideological perspectives relative to political and social movements in American public address.

3. Critique rhetorical texts for their communicative and ethical values, including argumentative strategies, constitutive impact, and popular/political response.

Course Format:
This is a lecture class. My presentations will add to your understanding of the assigned readings, however, neither presentations nor lecture notes will be reproduced outside of class.
REQUIRED TEXT:

ADDITIONAL READINGS AND TEXTS will be available on Elearning (EL), and the website: [http://www.americanrhetoric.com].

CLASS POLICIES

ATTENDANCE:
Attendance is required in order for students to succeed. While I will not “take roll” each day, understanding the concepts and information discussed in lecture will be essential for performing well in this course. Without consistent class attendance and active listening, you will be at a severe disadvantage when preparing for exams.

COURSE EVALUATION OF LEARNING
Your grade will be determined by three exams taken throughout the semester. The first and second exam will cover material from the preceding units (both reading assignments and class discussion). The third exam is cumulative of all material covered throughout the semester. All assigned readings are considered relevant to course exams. Lastly, each exam requires that you bring a Scantron sheet (remember your student ID for test dates). Review sheets will be available prior to each exam.

MAKE-UP EXAMS:
All exams must be completed to pass the course. Students may not make up an exam without an appeal for an excused absence recognized in University Rules. For an elaborate overview on the University’s position on excused absences, please refer to: [http://student-rules.tamu.edu/rule07].

A GENERAL NOTE ON AMERICAN ORATORY AND COMM. 327.
American public address is full of controversial topics, positions, and statements. As a student enrolled in this university, you do not have a right to not be offended by what you read or discuss in the classroom. It is perfectly okay to disagree with something we read or talk about in this class. It’s not okay, however, to forget that reasonable people disagree on questions of value and policy all the time, and that part of your development as a scholar and citizen is to understand a wide array of positions that inform American political thought. In other words, it is imperative that we understand American oratory more for what it teaches us about the evolution of our public language, and less for whether we personally agree or disagree with a given speech text. Reading speeches for indications of how individuals create, arrange, and deliver a message will be much more fulfilling than answering your personal “agree/disagree” position on the subject. If you attend class, read the material, and keep an open mind you will get along fine throughout the semester.

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

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

As a student of this university, your performance in the classroom reflects the integrity of the Honor Code. Ignorance of student rules does not excuse you from the requirements of the TAMU Honor System. I don't tolerate cheating and neither should you. Any recorded instance of academic dishonesty will be pursued to its fullest measure.

COURSE GRADES:
You will receive a letter grade for each exam. That's three letter grades in total. To calculate your overall course grade, you need to calculate a weighted grade point average based on those letter grades using the following weights:

Exam 1 - 33%
Exam 2 - 33%
Exam 3-Final - 34%

Letter grades have the following numerical equivalents:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Numerical Equivalent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>A+</td>
<td>3.833</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
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<tr>
<td>C+</td>
<td>2.333</td>
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<tr>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
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<tr>
<td>D-</td>
<td>0.667</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
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</tbody>
</table>

To calculate your course grade point average, use this formula.

\[
\text{Course GPA} = (\_\_\_X 0.33) + (\_\_\_X 0.33) + (\_\_\_X 0.34) = \_\_\_\_\_\_\_\_\_\_\_\_
\]

Exam 1 Exam 2 Exam 3 Course GPA

To convert your course GPA into a course letter grade, use this scale.

<table>
<thead>
<tr>
<th>Course GPA</th>
<th>Course Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5000 and up</td>
<td>A</td>
</tr>
<tr>
<td>2.5000 and up</td>
<td>B</td>
</tr>
<tr>
<td>1.5000 and up</td>
<td>C</td>
</tr>
<tr>
<td>0.5000 and up</td>
<td>D</td>
</tr>
<tr>
<td>below 0.5000</td>
<td>F</td>
</tr>
</tbody>
</table>

So, for example, a student who earned an A- (3.667) on the first exam, a B+ (3.333) on the second, and an A- (3.667) on the third would have a course average of 3.5567 = (3.667*0.33) + (3.333*0.33) + (3.667*0.34). Looking at the scale, a 3.5567 would be an A.

Grades are updated regularly on elearning. Questions regarding grades should always be asked in person and not over e-mail whenever possible. Also, students should wait 24 hours after feedback has been received to discuss grades. Never hesitate to make an appointment to meet and discuss your progress in this course.
Calendar
(Unexpected circumstances may cause slight changes to the semester schedule. Should this occur, you will receive notice via TAMU neo email.)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>READING</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 1/14</td>
<td>Introduction to Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 1/16</td>
<td>The Study of Public Address</td>
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<tr>
<td>F 1/18</td>
<td>“Introduction to the Study of Oratory” (Reid/Klumpp) 1-19</td>
<td>“Eulogy for Martin Luther King, Jr.” (1968) R. F. Kennedy (American Rhetoric)</td>
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</tbody>
</table>

Last Day to Add/Drop for Spring Semester

PRESIDENTIAL RHETORIC  |  POLITICAL OCCASIONS

Week Two
M 1/21  MLK HOLIDAY—CLASS DOES NOT MEET
W 1/23  “A Tale of Two Constructs”
        “Second Inaugural” (2013)
        Medhurst (EL)
        Obama (American Rhetoric)

Inaugural Addresses
F 1/25  First Inaugural (1789)
        First Inaugural (1933)
        Washington (RK), 186-202
        Roosevelt (RK), 747-751

Week Three
M 1/28  “Challenger Address” (1986)
        “Speech for Victims of the Oklahoma City Bombing” (1995)
        Reagan, (EL)
        Clinton (EL)

Convention Speeches
W 1/30  “A Time for Choosing” (1965)
        “A Tale of Two Cities” (1984)
        “Address to the RNC” (2012)
        Ronald Reagan (RK) 756-766
        Mario Cuomo (American Rhetoric)
        Condoleezza Rice (American Rhetoric)

Memorializing
F 2/1   “Oration in Memory of Abraham Lincoln (1876)
        “Boston Massacre Oration” (1774)
        Frederick Douglass (EL)
        John Hancock (RK), 98-107.

FRAMING REVOLUTION  |  ARGUING CONSTITUTION

Week Four
M 2/4   “On the Writs of Assistance” (1761)
        “Liberty or Death” (1774)
        James Otis (EL)
        Patrick Henry (RK), 108-112.

W 2/6   “Common Sense” (1776)
        “The Declaration of Independence” (1776)
        Thomas Paine (RK), 112-127
        Thomas Jefferson (EL)
F 2/8  "Opening the Constitutional Convention" (1787)  E. Randolph (RK), 138-142
   "Closing the Constitutional Convention" (1787)  B. Franklin (RK), 145-148

Week Five
M 2/11  "Virginia Ratifying Convention" (1788) Henry and Madison (RK), 148-173

W 2/13  "Farewell Address" (1796)  G. Washington (RK), 186-202
   "An Address on Life as a Female Revolutionary Soldier" (1797)  D. S. Gannett (EL)

F 2/15  "First Inaugural" (1801)  Thomas Jefferson (RK), 203-207
Exam One Review

Week Six
M 2/18
EXAM ONE

RELIGIOUS SPEECH  |  (RE)DEFINING CIVIL RELIGION

W 2/20  "A Model of Christian Charity" (1630)  John Winthrop (RK), 24-36
   "Sinners in the Hands of an Angry God" (1741)  Jonathan Edwards (RK), 65-78

F 2/22  "Houston Ministerial Association" (1960)  J. F. Kennedy (RK) 831-836

Week Seven
M 2/25  "To the Hebrew Congregation in Newport" (1790)  G. Washington (EL)

W 2/27  "Appeal to the Coloured Citizens of the World" (1829)  David Walker (EL)
   "To the Public" (1831)  William Lloyd Garrison (RK), 286-290

F 3/1  "Declaration" (1833)  American Anti-Slavery Society (RK), 309-314
   "Address at Pennsylvania Hall" (1838)  Angelina Grimké (EL)
   "Declaration of Sentiments" (1848)  Seneca Falls Convention (RK), 331-334

Week Eight
M 3/4  "Slavery as a Positive Good" (1837)  John Calhoun (EL)
   "What to the Slave is the Fourth of July?" (1852)  Frederick Douglass (EL)
   "The Irrepressible Conflict" (1858)  William Seward (EL)

W 3/6  "Cooper Union" (1860)  Abraham Lincoln (RK), 426-441
   "First Inaugural" (1861)  A. Lincoln (RK), 448-455
   "Inaugural Address" (1861)  Jefferson Davis (RK), 442-447

F 3/8  "Gettysburg Address" (1863)  A. Lincoln (RK), 456-458
   "Second Inaugural Address" (1865)  A. Lincoln (RK), 460-462

M 3/11-3/15  SPRING BREAK—CLASS DOES NOT MEET
### Week Nine

- **M 3/18**
  - "The New South" (1886) by Henry W. Grady (RK), 492-500
  - "The Labor Question" (1888) by Samuel Gompers (RK), 607-613
  - "Wealth" (1889) by Andrew Carnegie (RK), 559-567

- **W 3/20**
  - "The Solitude of Self" (1892) by Elizabeth Cady Stanton (RK), 647-655
  - "Why Women Should Vote" (1910) by Jane Addams (EL)
  - "Concession Speech" (2008) by Hillary Clinton (American Rhetoric)

- **F 3/22**
  - "A Moral Necessity for Birth Control" (1921) by Margaret Sanger (RK), 819-830
  - "Choices and Change" (1990) by Barbara Bush (EL)
  - Exam Two Review

### Week Ten

**EXAM TWO**

**FORGING (INTER)NATIONALISM** | **APPEALING JUSTICE**

- **W 3/27**
  - "A'n't I A Woman?" (1851) by Sojourner Truth (EL)
  - "Speech to the Women's Rights Convention" (1855) by Lucy Stone (EL)

- **F 3/29**
  - READING DAY—CLASS DOES NOT MEET

**Week Eleven**

- **M 4/1**
  - "Cotton States Exposition" (1895) by Booker T. Washington (RK), 504-508
  - "Of Mr. Booker T. Washington" (1903) by W.E.B. DuBois (RK), 509-518

**Tuesday, April 2nd—Last Day to Q-Drop Without Penalty**

- **W 4/3**
  - "The Man With the Muck Rake" (1906) by Theodore Roosevelt (RK), 586-595
  - "War Message" (1917) by Woodrow Wilson (RK), 690-699

- **F 4/5**
  - "Free Speech in Wartime" (1917) by Robert LaFollette (RK), 812-818
  - "Statement to the Court" (1918) by Eugene V. Debs (EL)

**Week Twelve**

- **M 4/8**
  - "First Fireside Chat" (1934) by Franklin Roosevelt (RK), 752-755
  - "Every Man a King" (1934) by Huey Long (EL)

- **W 4/10**
  - "War Message" (1941) by Franklin Roosevelt (RK), 730-732
  - "The Truman Doctrine" (1947) by Harry Truman (American Rhetoric)
  - "Address to Congress" (2001) by George W. Bush (RK), 804-810

- **F 4/12**
  - "The Serious Situation in Little Rock" (1957) by D. Eisenhower (EL)
  - "Civil Rights: A Moral Issue" (1963) by J. F. Kennedy (EL)
  - "We Shall Overcome" (1965) by Lyndon Johnson (EL)
### Week Thirteen

**M 4/14**
- "I Have a Dream" (1963) **Martin Luther King, Jr. (RK), 837-843**
- "The Ballot or the Bullet" (1964) **Malcolm X (American Rhetoric)**

**W 4/16**

**F 4/18**
- "Speech at Harvard University" (1947) **George C. Marshall (EL)**
- "Address to Congress" (1951) **Douglas MacArthur (EL)**
- "Final Address to West Point" (2011) **Robert Gates (American Rhetoric)**

### WARNING | APOLOGY | PERSISTING QUESTIONS

### Week Fourteen

**M 4/21**
- "Farewell Address" (1961) **Dwight Eisenhower (EL)**
- "A Crisis of Confidence" (1979) **Jimmy Carter (American Rhetoric)**

**W 4/23**
- "Checkers" (1952) **Richard Nixon (American Rhetoric)**
- "Chappaquiddick" (1969) **Edward Kennedy (American Rhetoric)**

**F 4/25**
- "Statement to the House Judiciary Committee" (1974) **Barbara Jordan (EL)**

### Redefined Days

**M 4/28**
- "Katherine Varum et al. v. Timothy J. Brien" (2009) **Iowa Supreme Court (EL)**

### Tuesday, 5/7
- **Final Exam—8:00-10:00AM**
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: GEOG 305

3. Texas Common Course Number: None

4. Complete course title: Geography of Texas

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - ☑️ Language, Philosophy and Culture
   - ☐ Communication
   - ☐ Mathematics
   - ☐ Life and Physical Sciences
   - ☐ 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? Fall and Spring Semesters

9. Number of class sections per semester: 1.66 (mean since Fall 2009)

10. Number of students per semester: 299.5 (Fall and Spring only; Summer excluded)

11. Historic annual enrollment for the last three years: 485 (2011-12) 699 (2010-11) 613 (2009-10)

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

13. Submitted by: [Signature]
    Course Instructor: [Signature]
    Date: 21 June 2013

   Approvals:
   Department Head: [Signature]
   Date: 24 June 2013
   College Dean/Designee: [Signature]
   Date: 24 June 2013

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Geography 305 describes and explains the geographic structure and character of the State of Texas. Geographic structure denotes the system of routes, places, and cultural regions that constitute the geography of Texas and its situation within the United States and North America. The course explains this structure as a complex artifact, constructed over the course of centuries by diverse peoples, and expressive of the changing technologies, economies, and cultural attitudes of these peoples. Emphasis is placed on the ways in which this geographic structure has been affected by cultural evaluations of physical environments, diverse peoples, and the meaning of the “good life.” Students are taught how to interpret the political, religious, and cultural meanings that are inscribed in the human landscapes of Texas as well as its distinct subregions. Students are encouraged to appreciate the bold and subtle beauties of Texas’ many natural landscapes that contribute to the different cultural regions. Students who complete this course understand that the patterns they see on a map, and the landscapes they see out the window, are products of an ongoing process of interaction between many cultures and environments of this vast and varied state.

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):

Geography 305 engages students in their knowledge and assumptions of knowledge about Texas. Critical thinking in this regard is identifying and questioning assumptions and refusing to take “givens” without proper examination. This is important in human geography because spatial patterns and built landscapes appear to the untutored eye as natural and necessary aspects of a taken-for-granted reality. Students will employ concepts of demography, cultural history, socio-economic development and political territoriality to summarize Texas in larger geographic scales such as nation and globe as well as smaller geographic scales of region and place.

Student mastery of critical thinking will be assessed through objective exams that include significant map identification and understanding of current events and trends in the state. In addition, the landscape portfolio reflects multiple core objectives of critical thinking (creative thinking and synthesis of information) and communication (effective expression of ideas).

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

Geography 305 employs a large range of communication media. Somewhat unique to geography is cartographic communication that combines both visual and textual elements that represent not only static features but dynamic spatial and temporal processes. Students are taught how to interpret historic and contemporary maps, how to understand and appreciate photographs and landscape paintings, how to read graphs and statistical tables, and how to make use of historical documents and texts.
Texas A&M University
Core Curriculum

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

Student mastery of communication will be assessed through different types of graded and ungraded work. Students complete a landscape portfolio that demonstrates landscape interpretation and effective visual and written presentation. Students will write small place descriptions of their hometowns or of suitable places that they use in their landscape projects. Students will produce a map with proper textual components and manipulate digital files of their landscape photography. In addition, students complete small group in-class problem-solving activities that lead to group conversation and class discussion. The other graded work is in the form of objective exams that incorporate proper understanding of map reading skills including interpolation.

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

Geography 305 explains the geographic structure of Texas as the product of human agency both past and present. The geographies and environments we inhabit today are the product of past decisions, and that the current and future generations are responsible for the future geographies we inhabit. Geography of Texas pays attention to the geographical expressions of economic and ecological exploitation, and social segregation as they pertain to larger national and global trends such as the diffusion of slavery to Texas and direct European migration to Texas. Student mastery of social responsibility will be assessed through objective exams that include questions about these mobility processes as well as demonstrate an understanding of the constantly changing and diverse demographics of the state. Students aware of the interconnections of Texas to national and global scales are prepared to be engaged citizens at all geographic scales (local to global). Additionally, some exam questions require an understanding of how political and economic systems play a role in the overall society and how the individual fits into the structures of society.

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

Geography 305 addresses individual responsibility as citizens who are local and regional agents of change. Like Texans before them that made a difference in the way we think about the state, they are future leaders and collective decision makers (in a democracy) that will make choices not only for their own quality of life but future generations. Geography of Texas, because of its local and regional (Texas) approach, develops an environmental awareness of surroundings that include human agency, human-environmental interaction, and aesthetics for natural landscapes. Student mastery of personal responsibility will be assessed through the landscape portfolios through their selection of topics and personal photography that demonstrate an awareness of choices, actions, and consequences. Additionally, exam questions require an understanding of personal responsibility in terms of how planning is used to address environmental pollution and land set-asides in Texas.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Statement:
Geography 305 is an introductory course in regional geography that examines the cultural and physical geography of Texas. Geography as a discipline inquires about the fundamental relationships between people, places, and environments. The purpose of this course is to explore the diverse geographies of Texas as well as introduce some important geographical concepts such as region and landscape. As you are aware, Texas has a strong regional personality—maybe more identifiable than any other American region—therefore it is important to discuss how "Texas" is represented to and interpreted by the world at large.

The successful outcome of this course, which is my goal, is to (1) facilitate your understanding of the various cultural and ecological contexts found in Texas, (2) increase your knowledge and proficiency in Texan place-names and regions including their relative locations, (3) develop a dialogue of Texas in regards to landscape & representation, and (4) convey the importance of intellectual pursuits that construct geographical places, regions, and ideas.

Learning Objectives:
1) Students will be able to identify the significant geographic features and patterns of Texas, as indicated on a variety of contemporary and historic maps.
2) Students will be able to explain the causes and consequences of these features and patterns in terms of economic, cultural, and political processes.
3) Students will be able to interpret the cultural significance of selected landscapes and landscape representations.
4) Students will be able to delineate the culture regions of Texas and describe their origin and character.

Requirements:
There are no prerequisites for this course, so there is no presumption of prior geographical study. However, it is an upper-level course that assumes a sophisticated level of reading comprehension, note-taking, and study habits on your part. I assume all university students are capable and willing to learn, and I will help you become a better student if you ask. You must take responsibility for your learning by attending lectures, completing assignments, reading textbooks, and above all else evaluating your own learning and trying to improve. I highly recommend you form small study groups as soon as possible. One feature of a geography course that differs from other university courses is the frequent need to use atlases and maps; be prepared for memorization of geographical features (both human and physical such as cities and rivers) and their locations on different maps of Texas.
RESOURCES & ATTENDANCE: Readings about the Geography of Texas are diverse so a multitude of perspectives and ideas can be engaged. My intent is for students to read from different authors and types of writing. However, the primary reading for this course will be from a first edition textbook by the instructor, and additional readings will come from a variety of sources. It is imperative that you keep up with the readings. You will need to have regular internet access for communication and out-of-class learning: NEO, E-Learning (WebCT), E-Reserve, and MediaMatrix. Attendance is always a key factor in academic performance and becomes a crucial component of doing well and earning the grade you desire. In summary, most test related material will be mentioned in class! Miss class at your own peril, and if you should, contact your fellow students for notes, handouts, and general impressions. Use your time wisely and take special note of the days listed below as evaluation dates.

The following resources will be REQUIRED to successfully pass this course.
3. Copy Corner packet (copyrighted readings and maps)
4. Access to internet/web:
   NEO & E-Learning (WebCT) (for official email and evaluation results)
   E-Reserve (electronic reserves hosted by Evans Library website)
   Mediamatrix (video clips with Real Player from EdMS in Evans Annex)
5. Four large gray scantrons & soft lead pencil.
6. Equipment and supplies associated with landscape projects and portfolio materials.
7. Maps of Texas (acquire on your own from websites, readings, etc.).

Evaluation / Grading:
I use a total point scheme for grading. Every examination and exercise has a set value of points, and the final grade is determined from the total number of points accumulated. The primary sources of points are from the exams: the two midterm exams and the final exam is worth 75% of the possible 1000 points. The remaining 25% or 250 points consists of an atlas exercise and a landscape project (more details can be found at e-learning or in the Reader).

The exams will be electronically graded; therefore you will need to bring the appropriate scantron on examination day (large gray type). A note on electronically scanned grading: you are responsible for providing a scantron that is free of folds, rips, or any deformity that prevents it from running through the machine.

The final grade is based on the total points and ranking of your points, not the percentage of points. I reserve the right to modify the thresholds downward after evaluating the entire class and the point distribution.

1000-900 = A  900-899 = B  800-799 = C  600-699 = D  0-599 = F

Excused absences are by university policy! Any examination date or due-date missed is a tentative zero (see schedule). Exam day emergencies require immediate notification (a phone call to me, the Department of Geography, or an appropriate university official) and written verification of emergency promptly to my office. Alternative evaluations may be essay oriented at my discretion.

Point Table:

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<tr>
<th>Evaluation (date):</th>
<th>Possible Points</th>
<th>Average Points</th>
<th>Your Points</th>
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<tr>
<td>Assignment</td>
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<tr>
<td>Atlas Exercise</td>
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<td>(Thursday 9/13)</td>
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<td>Midterm (parts 1&amp;2)</td>
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<td>Midterm (parts 1&amp;3)</td>
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<td>(Thursday 11/1)</td>
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<td>Landscape Projects</td>
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<td>(Tuesday 11/20)</td>
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<td>Final Exam (parts 4&amp;5)</td>
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<td>Wednesday 12/12 (according to</td>
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<td><strong>TOTAL</strong></td>
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Classroom Policies:

I have high expectations of my students. Because we are in a learning environment, we should set high goals and standards. In return, I commit myself to equally reasonable expectations; here are a few key points.

- **Conducive learning environment is foremost:** You must minimize the distractions especially unnecessary noise because it interferes with others ability to hear me. Discretely let me know if the screen is out of focus or if my voice is too low. I will try to project my voice and I will pester those who waste our class time.

- Late arrivals and early departures should be extreme situations; disruptive behavior of any sort is wrong. Let me know if you have a circumstance that necessitates frequent disruptions; take responsibility to sit in the least disruptive seat (exit the rear door).

- Food & drink are okay with me, but smells, crunches, and wrappers are not; the university policy is to not allow food and tobacco in all lecture halls. Pack your trash out of the room including newspapers; this room is used the rest of the day by other students so leave it clean.

- Turn off your cell phone (or at least the audible ringer) before you enter the lecture hall. Do not answer your phone inside a lecture hall or any other classroom.

- **Academic Integrity Statement:** I will not tolerate any form of dishonesty (personal and academic). The Aggie Honor Code is: "An Aggie does not lie, cheat, or steal or tolerate those who do." Please refer to the Aggie Honor Code and Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Simply put, do not do it! On evaluation days, bring ID card and only what is necessary. Instead of devising ways to cheat or plagiarize, devote that time to studying. If you have questions concerning integrity, honesty, and plagiarism, ask me—ask someone.

- **Questions:** YES, ask questions. Be inquisitive. The best questions start with why, where, or who. If you are curious or unsure, probably others in class are thinking the same thing. I will respond. Please communicate with me; I realize this is a very large lecture section so if you are hesitant to ask questions in front of everyone, at least ask after class or during office hours.

- **Communication/Office Hours:** I try to return phone calls and emails in a timely manner if appropriate, but I rarely respond instantaneously. I do my best to keep office hours and will post any last-minute changes on my door. When emailing me, please write out your name and exact course inside the message as well as filling in the subject line. Remember, serious communication should be in person.

- **FERPA/grade disclosure:** All personal information concerning your performance/grade in this course is covered by federal privacy legislation. No grades or status questions will be addressed over the telephone or by email.

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

- **Copyrights:** All course material is copyrighted. Taping, photographing, and reproducing of course material for other than personal use will be regarded as copyright infringement and referred to the University lawyers for action. Before tape recording or taking photos, ask me first. Professional note-takers must be enrolled in this course (university policy) and receive my permission prior to any commercial transaction involving course notes (state law).
Tentative Course Schedule:
*schedule may change due to unforeseen events and pedagogical necessity*

<table>
<thead>
<tr>
<th>Date / Topic</th>
<th>Initial Readings (Part One)</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>PART ONE – Introduction to the Geography of Texas</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
<td>Prout (Geography of Texas)</td>
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<tr>
<td>First day of class, (Howdy)</td>
<td>Part One (Chapters 1 &amp; 2)</td>
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<tr>
<td>Geo-ideas; Regional Geography &amp; Maps</td>
<td>TX Almanac</td>
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<td><strong>Week 2</strong></td>
<td>Profile pp 8-16; 80, 150, 415</td>
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<tr>
<td>Defining Texas</td>
<td>mediamatix: Giant trailer</td>
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<tr>
<td><strong>PART TWO – Historical and Cultural Geography of Texas</strong></td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Culture History; Historical Geography of Texas: Native, Spanish, Mexican, and Republic of Texas</td>
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<tr>
<td>• Atlas Exercise: (R 9/13)</td>
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<td>50</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Cultural Geography:</td>
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<td>Language and Religion;</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Cultural Landscape: Ranching, Courthouse Squares, and Cemeteries</td>
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<td><strong>Week 6</strong></td>
<td><strong>MIDTERM EXAM I. (T 10/2)</strong></td>
<td>225</td>
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<tr>
<td><strong>PART THREE – Physical Geography of Texas</strong></td>
<td>Physical Geography of Texas</td>
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<td><strong>Week 7</strong></td>
<td>Physiography / Physical Regions</td>
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<td><strong>Week 8</strong></td>
<td>Climate and the Gulf;</td>
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<td>Vegetation and Wildlife</td>
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<td><strong>Week 9</strong></td>
<td>Hydrology, Energy, Agriculture</td>
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<td><strong>Week 10</strong></td>
<td>Environmental Resources / Hazards</td>
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<tr>
<td>• <strong>MIDTERM EXAM II. (R 11/1)</strong></td>
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<td>225</td>
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<tr>
<td><strong>Week 11</strong></td>
<td><strong>PART FOUR – Modern Human Geography of Texas</strong></td>
<td>Demography and Population growth;</td>
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<td>Urban systems and cities</td>
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<td><strong>Week 12</strong></td>
<td>Texas Society: Political and Economic Geographies</td>
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<td><strong>Week 13</strong></td>
<td><strong>Landscape Projects Due. (T 11/20)</strong></td>
<td>200</td>
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<td>-- no class or office hours during Thanksgiving holiday</td>
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<tr>
<td><strong>Week 14</strong></td>
<td>Leisure Geographies: tourism</td>
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<tr>
<td><strong>PART FIVE – Conclusion to the Geography of Texas</strong></td>
<td>Popular regions</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>-- last class T 12/4</td>
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<td>Future geographies; conclusion</td>
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<td>• <strong>FINAL EXAM</strong></td>
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<td>Wednesday, Dec 12 (8:00--10:00)</td>
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NAME (print): ____________________________________________

University Identity Number (UID): _______________________

1. Do you consider yourself a Texan?

2. What part of the state (hometown/region) do you associate with most?

3. What is(are) the defining (physical and/or cultural) feature(s) of that part of Texas?

4. What other parts of Texas have you traveled through or lived in?

5. Why are you taking this class and what do you hope to learn?

PLEASE READ THE SYLLABUS CAREFULLY AND SIGN BELOW
I have my own copy of the syllabus and I have read through it.
I understand the grading process in this course.
I take responsibility to access email and website accounts as necessary.
I am aware that the instructor will only post evaluation results on an electronically controlled location. Grades and point totals will not be given over the phone or via email.
I am aware of and understand the Aggie Honor Code.

Signature ___________________________ Date ___________________
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: HIST 341

3. Texas Common Course Number: N/A

4. Complete course title: Latin America to 1810

5. Semester credit hours: 3

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

   This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No
   - N/A

7. How frequently will the class be offered? at least once a year

8. Number of class sections per semester: 1

9. Number of students per semester: 45

10. Historic annual enrollment for the last three years: 2012-2013=26 2011-2012=41 2010-2011=0

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

13. Submitted by: [Signature]
    Date 5/28/2013

14. Course Instructor
    Approval:
    Date 5/28/13

15. Department Head
    Date

16. 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.
In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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

HIST 341: Latin America to 1810 analyzes the encounter of cultures set in motion by the voyages of Columbus and the resulting formation of colonial societies in Spanish and Portuguese America. It examines the lives of individuals in order to better understand how broad political, social, and economic changes affected everyday lives. It considers issues such as the dynamics of European settlement, the establishment of colonial institutions and commercial systems, the role of the Catholic church and the racializing of national identity.

Core Objectives

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

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

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

This course develops the core objective of critical thinking by asking students to interpret, discuss and connect course lecture and reading materials, including maps and material culture, and to craft written arguments on topics such as the differences of European settlement in Spanish versus Portuguese America and the role of the Catholic church in education. Student learning will be evaluated through discussion, reading/discussion notes, short essays and peer review.

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

This course develops the core objective of communication by asking students to evaluate and synthesize lecture and reading materials (including maps), to discuss their relationships, and to write responses to essay questions about topics such as the similarities between Spanish and Portuguese commercial and political institutions, the blending of indigenous and European legal traditions and networks of commercial expansion. Student learning will be evaluated through discussion, reading/discussion notes, short essays and peer review.

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

This course will address social responsibility by requiring students to develop a foundation for understanding modern Latin America through the study of its peoples’ early economic, social and political history, and an appreciation of varied forms of cultural expression: art, architecture, and literature (oral and written) in Spanish versus Portuguese America. Student learning will be evaluated through discussion, reading/discussion notes, short essays
Texas A&M University

Core Curriculum

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

and peer review.

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

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (in discussion and essays) how the process of religious, political, economic and legal syncretism contributed to changing ideas of national identity in different areas of Latin America. Students will be asked to consider the relationship between these historical processes and their own lives. Student learning will be evaluated through discussion, reading/discussion notes, short essays and peer review.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HISTORY 341: LATIN AMERICA TO 1810
Spring 2013
T Th 9:35-10:
Military Sciences Bldg. 110

Dr. April Hatfield
Glasscock History Bldg. 209a
Office Hours: M, W 1:00-3:00PM
ahatfield@tamu.edu
845-7180

COURSE DESCRIPTION:
This course will analyze the encounter of cultures set in motion by the voyages of Columbus and
the resulting formation of colonial societies in Spanish and Portuguese America. We will
examine the lives of individuals in order to better understand how broad political, social, and
economic changes affected everyday lives.

PREREQUISITES: Junior or senior classification.

Core Objectives for Language, Philosophy and Culture Foundational Component Area

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

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

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

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

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

REQUIRED READINGS:
Mark Burkholder and Lyman Johnson, Colonial Latin America 8th ed.
Kenneth Andrien, ed., The Human Tradition in Colonial Latin America
History, 1550-1850

ASSIGNMENTS:
The assignments in this class will include two 5-page papers (each with a graded 1st and graded
2nd draft), online submission of reading notes, peer review of 4 of your classmates papers, and participation in online and in class discussions. Reading notes and discussion contributions must be submitted by 3:00 p.m. the afternoon before we discuss them in class.

Most class periods will consist primarily of discussion. The success of the course depends on your preparation as well as mine. You are expected to come to each class period prepared for engaged participation in these discussions. This means that you will have 1) completed the readings, 2) submitted your reading notes and discussion contributions online, and 3) read your peers’ contributions.

**GRADES:**
- participation - in class and online discussions: 20 points
- reading notes: 40 points
- first paper (two drafts: 25/35): 60 points
- second paper (two drafts: 25/35): 60 points
- 4 peer reviews, 5 points each: 20 points
- 200 points

Late work will be penalized one letter grade per day, except in the case of university approved excuses (see Attendance below).

**GRADING SCALE:**
- A 180-200 points
- B 160-179 points
- C 140-159 points
- D 120-139 points
- F 000-119 points

**ATTENDANCE:** To be counted as “in attendance” you must be in your seat when class begins, remain until class is dismissed, and participate fully in all class activities. Sleeping, reading the paper, playing games, doing homework for another class, and doing anything with a computer or a phone will result in an unexcused absence. For every unexcused absence past the second, I will subtract a point per absence from your final grade (i.e: five unexcused absences turns a final grade of 80 into a 77, fourteen absences turns an 80 into a 68, etc.) To see a list of UNIVERSITY EXCUSED ABSENCES, and to acquire a form for a university excused absence, go to http://student-rules.tamu.edu/rule7.htm. I will handle all absences and work related to them according to rule 7 referenced above.

**ACADEMIC HONESTY:** Upon accepting admission to Texas A&M University, you immediately assumed a commitment to uphold the Honor Code (“An Aggie does not lie, cheat, or steal or tolerate those who do”), to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude you or any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information visit: http://aggiehonor.tamu.edu.

You must include and sign the following Honor Pledge on all assignments: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

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

Week 1:
  Tuesday, January 15: Introductions
  Thursday, January 17: Burkholder and Johnson, “America, Iberia, and Africa,” 1-47
  Andrien, xiii-xviii

Week 2:
  Tuesday, January 22: B and J, “The Age of Conquest,” 50-88
  Andrien, 1-21
  Thursday, January 24: Andrien, 22-34
  Andrien, 164-188

Week 3:
  Tuesday, January 29: B and J, “Ruling New World Empires,” 91-117
  Boyer and Spurling, 1-10
  Thursday, January 31: Boyer and Spurling, 11-53

Week 4:
  Tuesday, February 5: B and J, “Population and Labor,” 119-149
  Andrien, 35-50
  Thursday, February 7: Boyer and Spurling, 54-76
  Andrien, 104-120

Week 5:
  Tuesday, February 12: B and J, “Production, Exchange, and Defense,” 152-187
  Andrien, 51-63
  Thursday, February 14: Andrien, 64-83
  Boyer and Spurling, 77-111

Week 6:
  Tuesday, February 19: B and J, “The Social Economy,” 190-218
  Andrien, 85-87
  Andrien, 140-163
  Thursday, February 21: NO CLASS

Week 7:
  Tuesday, February 26: B and J, “The Family and Society,” 221-243
  Andrien, 194-210
  Thursday, February 28: Boyer and Spurling, 130-140, 224-248
  PAPER #1 First draft due (electronic submission)

Week 8:
  Tuesday, March 5: Peer Review
  Thursday, March 7: PAPER #1, Final draft due.

HAPPY SPRING BREAK!!

Week 9:
  Tuesday, March 19: B and J, “Living in an Empire,” 245-291
Boyer and Spurling, 112-129, 141-165

Thursday, March 21: Andrien, 88-103
Andrien, 121-139

Week 10:
Tuesday, March 26: B and J, “Imperial Expansion,” 296-318
Andrien, 189-193
Thursday, March 28: Andrien, 211-228
Boyer and Spurling, 166-200

Week 11:
Tuesday, April 2: B and J, “The Era of Caroline Reforms,” 320-351
Andrien, 241-258
Thursday, April 4: NO CLASS

Week 12:
Tuesday, April 9: B and J, Crisis and Political Revolution,” 352-367
Boyer and Spurling, 201-233
Thursday, April 11: Boyer and Spurling, 269-293
Andrien, 259-277

Week 13:
Tuesday, April 16: B and J, “From Empire to Independence” and “Epilogue,” 368-401
Boyer and Spurling, 294-308
Thursday, April 18: Andrien, 278-292
Andrien, 293-307
PAPER #2 First draft due (electronic submission)

Week 14:
Tuesday, April 23: Peer review #1
Thursday, April 25: Peer review #2

Week 15:
Tuesday, April 30: Final Paper due in class
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: HIST 342
   3. Texas Common Course Number: N/A

4. Complete course title: Latin America Since 1810
   5. Semester credit hours: 3

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

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

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

   - Yes
   - No
   - N/A

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years: 2012-2013=0 2011-2012=45 2010-2011=40

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

13. Submitted by:
   Date 5/28/2013
   Course Instructor
   Approval: David Vaughan
   Date 5/28/2013
   Department Head
   Date 6/4/13
   College Dean/Designee

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

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

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

HIST 342: Latin America since 1810 provides a broad overview of the history of the region we call Latin America. The class considers topics such as the political development of independent South American nations since independence from Spain and Portugal with an emphasis on ABC countries, economic, social and cultural development and foreign relations. It considers these topics from the perspective of individuals, institutions, regions and nation states.

Core Objectives

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

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

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

This course develops the core objective of critical thinking by asking students to interpret, discuss and connect course lecture and reading materials, including maps, and to craft written arguments on topics such as the influence of colonial legacies on the process of independence, the struggle for economic integration among Latin American countries, and the effects of the Great Depression and World War II on the region. Student learning will be evaluated through discussion, reading/discussion prep sheets, midterm exams, a written essay and a final exam.

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

This course develops the core objective of communication by asking students to evaluate and synthesize lecture and reading materials (including maps), to discuss their relationships, to write an essay and to respond to questions about topics such as urbanization in Latin America, the origins of the Latin American cold war and gender and race in postwar Latin America. Student learning will be evaluated through discussion, reading/discussion prep sheets, midterm exams, a written essay and a final exam.

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

This course will address social responsibility by requiring students to develop a foundation for understanding modern Latin America through the study of its peoples' and its varied economic, social and political history since 1810. It also will expose students to varied forms of cultural expression in post-independence Central and Southern America: art, architecture, literature (oral and written), and music. Student learning will be evaluated through
Texas A&M University

**Core Curriculum**

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

discussion, reading/discussion prep sheets, midterm exams, a written essay and a final exam.

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

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (in discussion and essays) how differences in the religious, political, economic and legal structures established during the colonial period inflected regional differences across Latin America. Students will be asked to consider the relationship between these historical processes and their own lives and especially prevailing popular characterizations of Latin America. Student learning will be evaluated through discussion, reading/discussion prep sheets, midterm exams, a written essay and a final exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
History 342: Latin America since 1810
Spring 2012
MWF: 11:30 to 12:20
008 Glasscock

Instructor: Dr. Kirkendall
Office: Melbern G. Glasscock Building 109B Office Hours: Thursdays and Fridays, 1:00 to 2:45
E-mail address: andykirk@tamu.edu

Course Description:

This course will provide you with a broad overview of the historical development of the region we call Latin America. I will try to help you understand the "big picture," even as you are mastering significant historical details and developing your analytical abilities. A good understanding of history involves not only remembering who the important people were but also being able to place them into a larger framework of cultural, economic, political, and social change. In this class we will discuss topics such as the political development of independent South American nations since independence from Spain and Portugal with an emphasis on ABC countries, economic, social and cultural development and foreign relations.

Prerequisites: Junior or senior classification.

Core Objectives for Language, Philosophy and Culture component area

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

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

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

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

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. identify the struggles and controversies that shaped Latin American history and society since 1810.
2. demonstrate the relationship between Latin American and United States historical developments.

3. express a historical understanding of cultural groups and issues.

4. assess the role of interpretation in the creation of history.

Assigned Readings:

Teresa A. Meade, *A History of Latin America: 1800 to the Present*
Erin E. O'Connor and Leo J. Garofalo, *Documenting Latin America: Gender, Race, and Nation, Volume 2*
John Charles Chasteen, *Americanos*
Nicholas Fraser and Marysa Navarro, *Evita: The Real Life of Eva Perón*
Greg Grandin, *The Last Colonial Massacre: Latin America in the Cold War*

Grading:

In-class Exams (15% each X 2): 30 percent
Discussion Prep Sheets (3% each X 6): 18 percent
Participation: 10 percent
6 page paper: 20 percent
Final Exam (not cumulative): 22 percent

Grading scale (by percentage):

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

“Aggies do not lie, cheat or steal or tolerate those who do.”

All in-class exams will be essay and short answer and will be held in-class on the days indicated in the course schedule.

Although I will be lecturing much of the time, we also will be discussing the readings on a seven times during the semester. On those days in particular, you should come to class prepared to talk. To help you get ready for discussions and to prove to me that you have done the reading, you will be required to write two substantial paragraphs to be handed in.
In these two typed paragraphs, you should 1). Provide a summary of the major points in
the reading and 2). Discuss issues you would like to raise in class. Late "discussion prep
sheets" (meaning ones not handed in at the beginning of class) will not be accepted except
when absences are excused. Students who do not attend class will not get credit for that
discussion even if someone else hands in their prep sheet for them unless they have an
excused absence. You must complete six (and only six) discussion prep sheets.

You will write a 6-page paper (typed, double-spaced) in which you examine three primary
source documents from different time periods in their historical context and construct a
larger argument about modern Latin American history based on them. An “A” paper will be
well-written, original, polished, analytically sound, and grounded in appropriate evidence.
Your essay is due by 5:00 p.m. on April 30th in my mailbox in room 111 of the Glasscock
Building across from Evans Library. Late papers will be docked one-third of a grade for
each day that they are late, except in the case of university approved excuses. You are not
to use web-sites of any sort in this class except to locate books and articles.

The final essay exam, held during the university scheduled exam period, will not be
cumulative.

Attendance:
I will handle all absences and work related to them in accordance with current university
policy. Please see http://student-rules.tamu.edu/rule7.htm
for more information.

Academic Honesty:
Students who commit acts of plagiarism will be reported to the Honor Council and will
receive an F in the course. I have served on the Honor Council and will again, and I take all
forms of academic misconduct extremely seriously. For further information, please consult
http://aggiehonor.tamu.edu

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

Career Options for History Majors
History majors who wish to explore career ideas are encouraged to contact history
department advisors, Dr. Philip Smith (pms@tamu.edu) or Mrs. Robyn Konrad (robykonrad@tamu.edu), in Room 105, Glasscock Building or the Career Advisor for Liberal Arts,
Tricia Barron (patriciab@careercenter.tamu.edu) in 209 Koldus for more information.
Course Schedule:

January 18: Introduction to History 342

January 20: Colonial Legacies and The Process of Independence in Latin America, Part I

Read Teresa A. Meade, A History of Latin America: 1800 to the Present, pp 1-79.

January 23: The Process of Independence, Part II


January 27: DISCUSSION: The Process of Independence

For the January 27th discussion, please read John Charles Chasteen, Americanos.

January 30: Latin America after Independence, Part I

Read Teresa A. Meade, A History of Latin America: 1800 to the Present, pp. 81-104.

February 1: Latin America after Independence, Part II

February 3: Latin America after Independence, Part III

February 6: DISCUSSION: Latin America after Independence

For the February 6th discussion, please read Erin O'Connor and Leo J. Garofalo, Documenting Latin America, Volume 2, pp. 37-90.

February 8: EXAM 1

February 10: Latin America in the Age of Economic Integration


February 13: Latin America in the Age of Intervention

February 15: Race, Sports, and Culture in the Age of Integration and Intervention

February 17: The Mexican Revolution

February 20: DISCUSSION: Latin America in the Age of Integration and Intervention


February 22: The Great Depression and World War II in Latin America


February 24: Urbanization in Latin America and the Transformation of Latin American Politics

February 27: Peronist Argentina

February 29: DISCUSSION: Peronist Argentina

For the February 29th discussion, please read Nicholas Fraser and Marysa Navarro, *Evita: The Real Life of Eva Perón*.

March 2: EXAM 2

March 5: Origins of a Latin American Cold War


March 7: The Cuban Revolution, part 1

March 9: The Cuban Revolution, part 2

March 12-16: Spring Break

March 19: The 1960s in Latin America

March 21: Culture and Society in Latin America in the 1960s

March 23: The class will meet in the Library Annex, Education and Media Services Division, Room 417B

March 26: DISCUSSION: Gender and Race in Postwar Latin American

For the discussion, please read Erin O'Connor and Leo J. Garofalo, *Documenting Latin America, Volume 2*, pp. 154-174 and 183-212.
March 28: Military Governments and Dirty Wars, Part I


March 30: Military Governments and Dirty Wars, Part II

April 2: Military Governments and Dirty Wars, Part III

April 4: The "Lost Decade," Part I: Democratization

April 6: READING DAY, NO CLASSES

April 9: The "Lost Decade," Part II: Central American Civil Wars

April 11: DISCUSSION: Dirty Wars in Guatemala

For the April 11th discussion, please read Greg Grandin, *The Last Colonial Massacre*.

April 13: Peru in an Age of Terror


April 16: Globalization

April 18: Drug Wars

April 20: Hugo Chávez in Historical Context

April 23: "Indian" Politics

April 25: Women and Latin American Politics

April 27: DISCUSSION: Gender and Race in Contemporary Latin America

For the April 27th discussion, please read Erin O'Connor and Leo J. Garofalo, *Documenting Latin America, Volume 2*, pp. 241-278.

April 30: Whither Latin America?

Your paper is due at the end of the business day on April 30th. Please leave your paper in my mailbox in room 111 of the Glasscock Building, which is located across from Evans Library.

May 1: Review
May 7, 10:30 to 12:30     FINAL EXAM