Language, Philosophy and Culture

(UPPER, #2)
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: HIST/AFST 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:

☐ 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=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.

13. Submitted by:

[Signature]  [Name]

Date: 5/28/2013

14. Department Head

[Signature]  [Name]

Date: 5/28/13

15. College Dean/Designee

[Signature]  [Name]

Date

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

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 1.** Studying Africa in 21st century America. Reading: C. Ehret, Civilizations of Africa, pp. 1-17; C. Keim, "Changing Our Mind about Africa" (posted to the course website).

**Week 2.** Human origins in Africa. Reading: Ehret, pp. 17-25; Keim, "Our Living Ancestors" (course website); watch PBS program, "Becoming Human," Part 1; available online at: <http://www.pbs.org/wgbh/nova/evolution/becoming-human.html>.

Map Quiz: Friday, Sept. 14.

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

**Week 5.** Cultural diversification; Ancient Egypt and Nubia. Reading: Ehret, ch. 4; D. Brewer and E. Teeter, "The Government and the Governed" and A.G. McDowell, "Family and Friends" (course website).

**Week 6.** Iron and the Commercial Revolution in Africa. Reading: Ehret, ch. 5; A.F.C. Holl, "Early West African Metallurgies: New Data and Old Orthodoxy" (course website).  
First Examination: Monday, Oct. 1.

**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.
1. This request is submitted by (department name): History/Africana Studies

2. Course prefix and number: HIST/AFST 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.

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?

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 Pan-African 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):
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:

F. Cooper, Africa Since 1940 (Cambridge: Cambridge University Press, 2002).

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.
(but not to the map quiz). 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> 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).


**Week 3:** Late precolonial Africa: Asante. Reading: B. Davidson, "The Road Not Taken," and I. Wilks, "She Who Blazed a Trail: Akyaawa Yikwan of Asante" (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 9: Freedom regained: varieties of African decolonization. Reading: Cooper, ch. 2-4; view video, "Africa," Program 7 "The Rise of Nationalism," available online through mediamatrix or in EDMS.

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

Week 11: Postcolonial Africa: social and economic change. Reading: Cooper, pp. 85-90 and ch. 5; T. Callaghy, "Africa and the World Political Economy" (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): History

2. Course prefix and number: HIST 348

3. Texas Common Course Number: N/A

4. Complete course title: Modern Middle East

5. Semester credit hours: 3

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

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

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

- Yes
- 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=35 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: 5/28/2013

14. Department Head

[Signature]

Date: 6/21/13

15. College Dean/Director

[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.
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 348: The Modern Middle East** examines selected topics in the history of the Middle East since 1800. The principal aim of the course is to provide students with a historical foundation for understanding the contemporary Middle East. It seeks to expand student knowledge of key topics such as: the decline of the Ottoman Empire and the growing impact of Europe during the 19th century; state-directed "defensive developmentalism"; the rise of a variety of mass-based nationalist movements; the emergence of new states, including Israel, in consequence of European imperialism; the Iranian revolution of 1979; the recent growth and impact of political Islam; and the significance of the 2003 American-led invasion of Iraq.

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**Core Objectives**

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

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

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

This course 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 decline of the Ottoman Empire and the growing impact of Europe during the 19th century, state-directed "defensive developmentalism" and the rise of a variety of mass-based nationalist movements. Student learning will be evaluated through discussion, a map quiz, essay examinations and an analytical book review essay.

**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 the emergence of new Middle Eastern nation states, including Israel, in consequence of European imperialism; the Iranian revolution of 1979; and the recent growth and impact of political Islam. Student learning will be evaluated through discussion, a map quiz, essay examinations and an analytical book review essay.

**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 the modern Middle East through the study of its peoples' and its varied economic, social and political history since
Texas A&M University

Core Curriculum

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

1800. It also will expose students to varied forms of cultural expression throughout this region bordering the Mediterranean, Red and Arabian Seas, in particular art, architecture, literature (oral and written), and music. Student learning will be evaluated through discussion, a map quiz, essay examinations and an analytical book review essay.

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 throughout the area we know as the Middle East are shaped by things like the decline of the Ottoman Empire and the increase in European colonialism in the nineteenth-century and the development of mass based nationalist movements in the twentieth century. Students will be asked to consider how these differences influence their own and popularly held American characterizations of the Middle East, its inhabitants, and its religions.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 348: Modern Middle East
Fall 2009
TR 12:45-2:00 PM
MILS 216

Dr. Larry W. Yarak
Office: 106A History Building (located opposite the entrance to Evans Library)
Office Hours: MW 1:30-3:00 PM, or by appointment-phone or email to schedule
Office Phone: 845-1736 (direct line); History Department Phone: 845-7151
E-mail: yarak@tamu.edu
Course Web Site: http://165.91.165.141/hist348.html (access restricted to campus network)

Course Description.
This course will examine selected topics in the history of the Middle East since 1800. The principal aim of the course is provide students with a historical foundation for understanding the contemporary Middle East. Much of what is today reported in the popular media and asserted by American politicians about recent events and trends in the Middle East lacks historical context and is often rooted in Western stereotypes about the peoples, cultures and states of the region. In an effort to correct these misperceptions and to expand our knowledge we will explore key topics such as: the decline of the Ottoman Empire and the growing impact of Europe during the 19'h century; state-directed "defensive developmentalism"; the rise of a variety of mass-based nationalist movements; the emergence of new states, including Israel, in consequence of European imperialism; the Iranian revolution of 1979; the recent growth and impact of political Islam; and the significance of the 2003 American-led invasion of Iraq.

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 Middle Eastern history and society since 1810.

2. express a historical understanding of cultural groups and issues that have shaped Middle Eastern history

3. assess the role of interpretation in the creation of Middle Eastern history.

4. consider the relationship between their lives and Middle Eastern history.

**Required Texts:**

The following paperback books are required and should be available for purchase at various bookstores in the community and online:


Several additional scholarly articles and documents have been assembled for this course. They will be available on the course web site. These materials are required reading and their content will be covered in the scheduled examinations. The course web site is accessible only from within the TAMU network, i.e. from labs and networks located on campus. Access from off-campus requires that you have a broadband Internet connection and VPN software installed on your computer.

**Evaluation**

Grading in the course will be based on the following:

1. A map quiz, scheduled for September 14=5% of final grade.
2. An in-class examination, scheduled for October 2=25% of final grade.
3. A second in-class examination, scheduled for November 6=25% of final grade.
4. A 6-page (minimum 1500 words) analytical book review essay, due December 1=20% of final grade.
5. A non-cumulative final examination, scheduled for December 14=25% of the final grade.
Specific information regarding the map quiz and book review essay will be provided in class. The examinations will include terms for identification, short answer questions and an essay question. Please bring a blue book to the mid-term and final examinations (but not to the map quiz). Success in the course depends on careful study of the assigned reading material. Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped by five percentage points.

**Attendance**

I will handle all absences and work related to them in accordance with current university policy. Please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

The grading scale (in percentages) is as follows: 90-100 - A; 80-89 - B; 70-79 - C; 60-69 - D; 59 and lower - F.

**Reading and Lecture Schedule**

With the exception of Week 1, reading assignments should be done by the assigned class period.

**Week 1:** Deep background: geography and history to ca. 1500.
Thursday: Quataert, The Ottoman Empire, preface and ch. 1.

**Week 2:** "Gunpowder Empires"-the Ottomans and Safavids.
Tuesday: Quataert, ch. 2-4.
Thursday: Gelvin, pp. 27-65.

**Week 3:** The challenge of Europe and the notion of "modernity."
Tuesday: Gelvin, pp. 69-99.
Thursday: Discussion & Map Quiz

**Week 4:** Defensive developmentalism, 1: Ottoman reform efforts.
Tuesday: Quataert, ch. 5-10
Thursday: Gelvin, pp. 139-154; Abrahamian, A History of Modern Iran, introduction and ch. 1.

**Week 5:** Defensive developmentalism, II: Iran under the Qajars.
Tuesday: Gelvin, pp. 154-156, 164-167; Abrahamian, A History of Modern Iran, ch. 2
Thursday: First Exam

**Week 6:** Religion and social change.
Tuesday: Gelvin, pp. 100-138, 157-164
Thursday: J. Tucker, "Women in the Middle East and North Africa" (download from course web site).
Week 7: Nationalism and World War I.
Tuesday: Gelvin, pp. 171-189

Week 8: Mustafa Kemal and the rise of modern Turkey.
Tuesday: Gelvin, pp. 189-192
Thursday: S. Mardin, "Religion and Secularism in Turkey" (download from course web site).

Week 9: Reza Shah and Mossadeq (Mossadegh).
Tuesday: Gelvin, pp. 192-196; Abrahamian, ch. 3.
Thursday: Abrahamian, ch. 4.

Week 10: Palestinian society and the Yeshuv.
Tuesday: Gelvin, pp. 206-215, 217-220;

Week 11:
Tuesday: Second Exam
Thursday: The Middle East since 1945: oil, "modernization" and the USA.
Gelvin, pp. 223-266, 312-316; Mahfouz, Midaq Alley (entire novel).

Week 12: The Shah, the Iranian revolution, and the Islamic Republic.
Tuesday: Gelvin, pp. 282-293, 317-320
Thursday: Abrahamian, ch. 5-6.

Week 13: The founding of Israel and the continuing Israel-Palestine conflict.
Thursday: Thanksgiving

Week 14: Political Islam.
Tuesday: Gelvin, pp. 294-303, 320-322.
Thursday: Book Review Essay Due

Week 15: The Middle East and the Bush and Obama Administrations.
Tuesday: Gelvin, pp. 266-270, 304-312; Pres. Obama's speech at Cairo University, June 4, 2009, at <http:ffwww.whitehouse.gov/the_press_office/Remarks-by-the-President-at-Cairo-University-6-04-09/>

Final Examination: December 14, 8-10 AM.

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 the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

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
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/International Studies

2. Course prefix and number: HIST/ASIA 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
   - [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? 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:

14. Department Head

15. College Dean/Designee

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

See form instructions for submission/approval process.
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 2024 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)
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:**
MODERN EAST ASIA  
Fall 2012-TAMU  
HIST 352-500/ASIA 352-500

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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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<td>80-89</td>
<td>B</td>
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<td>70-79</td>
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<td>60-69</td>
<td>D</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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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**
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): History

2. Course prefix and number: HIST/CLAS 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

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: '11-12: 40 '10-'11: 0 '09-'10: 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: C.F. Konrad

   Course Instructor

   Date 02/29/2013

   Approvals:

   Date

14. Department Head

   Date 02/14/13

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 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 communication 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 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 short questions graded by percentage of correct answers, and converted to Term Points as follows:

- 100-95 = 8A
- 89-85 = 6B
- 79-75 = 4C
- 69-65 = 2D
- 59-0 = 0F
- 94-90 = 7A-
- 84-80 = 5B-
- 74-70 = 3C-
- 64-60 = 1D-

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):

- ME1 = 6, ME2 = 7, ME3 = 3, ME4 = 5
- FEX = 92
- T = ME1 + ME2 + ME3 + ME4 + FEX
-\[ T = 6 + 7 + 3 + 5 + 92 = 163 \]
- M = \[ M = 163 / 10 = 16.3 \]
- F = 92
- S = 16.3 x 4 = 65.2
- T = M + S
- T = 16.3 + 65.2 = 81.5
- Term Grade: 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 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.
- **Herod.** = Herodotus, The Histories. Assignments are by book and chapter numbers.
- **Plut.** = Plutarch, The Rise and Fall of Athens. Assignments by Life and chapter numbers.
- **PlutSparta** = Plutarch, On Sparta. Assignments by Life and chapter numbers.
- **Thuc.** = Thucydides, History of the Peloponnesian War. Assignments by book 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

   The Bronze Age in the Aegean; Mycenaean Greece; Migrations and Dialects; Archaic Hellas

   Greek religion; games and festivals; the great oracles Optional: Iliad, Introduction (pp. 7-55).

   Hoplite warfare; oligarchy and democracy

   Pheidon of Argos; the Kypselids of Korinth; Kleisthenes of Sikyon 120-125. Opt’l: Iliad V VI.

   Lakonia and Messenia; the Spartan state PlutSparta Lykourgos (all).

   Spartan society; the army; the Peloponnesian League PlutSparta Scipings (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; Kyfon, Drakon, and the laws of Solon Plut. Solon (all). Opt’l: Iliad XII, XIV.

Part II. Hellenes and Barbarians: 559-446 BC

   The ancient Near East; Lydians, Medes, and Persians; the Achemenid Empire Opt’l: Iliad XV.

   The Peisistratid tyranny; the Alkmeonidae and the reforms of Kleisthenes V 62-78, 96-126; VI 1-32.
   **1st Essay assigned**
   Tritremes and naval warfare; the Ionian Uprising
   Herod. VI 94-136; VII 1-43.

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

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

13. T Febr. 25: This Hallowed Ground, 479 BC: SS 165-174; Herod. IX 1-85; Thuc.
    The Great Persian War II: Plataia and Mykale

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

    The rise of Pericles: 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 Parthenon; the Samian War

    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.
    The Peloponnesian War III: Dekelia to Aigospotamoi

**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 Corinthian War
23. T April 8: The Phalanx Oblique, 386-361 BC: CP 68-69; Xen. V.2.1-V.2.36; 

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.

Philip II and the creation of Makedonian hegemony over Hellas Iliad XIX-XX.

3rd Essay assigned [III 23-30; IV 7-14, 18-30]; Iliad XXI-XXII.

Alexander’s conquest of the Persian Empire 282, 291-319 [V 9-19, 25-29; VI 1-13]; Iliad XXIII.

3rd Essay due 389-398 [VI 22-27; VII 14-19, 23-30]; Iliad XXIV.

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): History

2. Course prefix and number: HIST/CLAS 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
   - [x] Mathematics
   - [ ] Life and Physical Sciences
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] 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]

   Course Instructor

   Date 05/29/2013

14. Department Head
   [Signature]
   Date 6/1/13

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.
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/Carthaginians) 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.
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 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 promoting 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 427-500: The Roman Republic I: The Empire Builders

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: konradc@temu.edu

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:

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

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

\[
\begin{align*}
100-95 &= 8A \\
94-90 &= 7A- \\
89-85 &= 6B \\
84-80 &= 5B- \\
79-75 &= 4C \\
74-70 &= 3C- \\
69-65 &= 2D \\
64-60 &= 1D-
\end{align*}
\]

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):
\[
\begin{align*}
ME_1 &= B = 6, ME_2 &= C- = 3, ME_3 &= B- = 5: \\
M_t &= 14 + 3 = 17, F_{EX} &= 92 - A- = 7 \times .4 = 2.8, \\
\text{Term Score and Grade: } M_t + F_{EX} &= 5.6 = B
\end{align*}
\]

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).
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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.
- **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. = Plebeian)**
- **Priv. = Privatus (Private Citizen)**
- **Aug. = Augur**
- **Pro Cos. = Proconsul**
- **Cens. = Censor**
- **Pro Pr. = Propraetor or pro primaire**
- **Cos. = Consul**
- **Q. = Quaestor**
- **Dict. = Dictator**
- **Troph. = Triumph**
- **Pont. = Pontifex**
- **Tr. Pl. = Tribune of the Plebs**
- **Pont. Max. = Pontifex Maximus**
- **Tr. Mil. = Military Tribune (c. p. = w/ consular power)**
- **Pr. = Praetor**
- **Xvir s.f. = Decemvir sacris faciundis**

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, priestleys, rituals

   Republican government: augury and auspices

   *Res privata;* law of persons: free and unfree; *patria 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): History

2. Course prefix and number: HIST/CLAS 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
☐ Physics
☐ 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]

11. Historic annual enrollment for the last three years: '12-'13: 33 '11-'12: 35 '10-'11: 0

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

13. Submitted by:

Course Instructor: C.F. KONRAD Date: 05/29/2013

14. 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 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 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 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.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Term Point Value</th>
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<tbody>
<tr>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
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<tr>
<td>B</td>
<td>6</td>
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<td>D</td>
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<tr>
<td>D-</td>
<td>1</td>
</tr>
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<td>F</td>
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</tbody>
</table>

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 Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95</td>
<td>A</td>
</tr>
<tr>
<td>89-85</td>
<td>B</td>
</tr>
<tr>
<td>79-75</td>
<td>C</td>
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<tr>
<td>69-65</td>
<td>D</td>
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<td>59-0</td>
<td>F</td>
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<td>94-90</td>
<td>A-</td>
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<tr>
<td>84-80</td>
<td>B-</td>
</tr>
<tr>
<td>74-70</td>
<td>C-</td>
</tr>
<tr>
<td>64-60</td>
<td>D-</td>
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</tbody>
</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):**

\[ M_T = ME_1 + ME_2 + ME_3 - 3 \times 0.5 \]
\[ M_T = 14 - 3 = 4.66 \times 0.6 = 2.8 \]
\[ F_{EX} = 92 - 7 \times 0.4 = 2.8 \]
\[ Term \ Score \ and \ Grade: \ M_T + F_{EX} = 5.6 = B \]

**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](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.
- **Suet.** = Suetonius, *The Twelve Caesars*. Assignments by Life and chapter numbers.

**Optional Reading:**
- **Sall.** = 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:

- \( \text{Aed.} = \text{Aedile (Cur. = Curule; Pleb. = Plebeian)} \)
- \( \text{Praef.} = \text{Praetorian Prefect} \)
- \( \text{Cens.} = \text{Censor} \)
- \( \text{Priv.} = \text{Privatus (Private Citizen)} \)
- \( \text{Cos.} = \text{Consul} \)
- \( \text{Pro Cos.} = \text{Proconsul} \)
- \( \text{Des.} = \text{Designate} \)
- \( \text{Pro Pr.} = \text{Propraetor or pro praetore} \)
- \( \text{Dict.} = \text{Dictator} \)
- \( \text{Q.} = \text{Quaestor} \)
- \( \text{Imp.} = \text{Imperator} \)
- \( \text{Trp.} = \text{Triumph} \)
- \( \text{Leg. Pr.} = \text{Propraetorian Legate} \)
- \( \text{Tr. Pl.} = \text{Tribune of the Plebs} \)
- \( \text{Pont.} = \text{Pontifex} \)
- \( \text{Tr. Pot.} = \text{Tribunician Power (tribunicia potestas)} \)
- \( \text{Pont. Max.} = \text{Pontifex Maximus} \)
- \( \text{Illvir (r. p. c.)} = \text{Triumvir (rei publicae constituendae)} \)
- \( \text{Pr.} = \text{Praetor} \)
- \( \text{XVvir s.f.} = \text{Quindecimvir sacris faciundis} \)
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
Opt'!: Sall. *JugWar* (all).

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'!: Sall. *WarCat* (all).

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

The Second Civil War (I: Rubicon to Munda); Caesar's dictatorship 55-89. Opt'!: PluF *Caesar*.

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

The Second Civil War (III: Perusia to Naulochos); Octavian in the West
PluC *Antony* I-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): History

2. Course prefix and number: HIST/CLAS 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

   (as CLAS)

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]

11. Historic annual enrollment for the last three years: '12-'13: 40  '11-'12: 41  '10-'11: 36

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

13. Submitted By: C. F. Konde Date: 05/29/2013

14. Department Head

   Date: 6/24/13

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.

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**Core Objectives**

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

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

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

This course 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.
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.
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: 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:
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  89-85 = 6B  79-75 = 4C  69-65 = 2D  59-0 = 0F
94-90 = 7A-  84-80 = 5B-  74-70 = 3C-  64-60 = 1D-

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$_2$ B = 6, ME$_3$ C - 3, ME$_4$ B- = 5: $M_T = 14 + 3 = 4.66 \times .6 = 2.8$
$F_{EX} 92 - A = 7 \times .4 = 2.8$
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](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. Will be posted on eLearning.
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.

Optional Reading:

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 Praetentalis
- **Pont. Max.** = Pontifex Maximus
- **Pr.** = Praetor
- **Praef.** = Prefect
- **Praef. Praet.** = Praetorian Prefect
- **Pro Cos.** = Proconsul
- **Pro Pr.** = Propraetor
- **Q.** = Quaestor
- **Tr. Pot.** = Tribunicii potestas (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 thatBind: 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

5. T Jan. 28: Peace on Earth . . . :
   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 Fourth Civil War; the changing empire; the House of Severus
The New Persian (Sassanid) Empire; Alamanni, Franks, and Goths

March 10 – March 14: SPRING BREAK

Part III. Novus ordo saeclorum: AD 251–395

The Crisis of the Third Century
Opt'!: DRR 9-88.

18. R March 20: Emperors Four, AD 293-305: LRE 46-62; CP 105, 112; Amm. pp. 13-38;
Diocletian and the Tetrarchy: reinventing the Empire 91-139; XV.8-9, 12. Opt’!: DRR 91-139.

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’!: 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’!: 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’!: 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’!: CRE 43-73.
The Later Roman Empire; the beginning of barbarian invasions


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

The divided Empire in East and West; the Visigoths and the first sack of Rome; loss of Spain and Britain

The Vandal conquest of Africa; the Huns; the second sack of Rome

3rd Essay assigned The fall of the Roman Empire in the West; the Germanic successor kingdoms in Italy, Spain, and Gaul

Consolidation of the Eastern Empire; Justinian’s re-conquest of Africa and Italy

3rd Essay due Outlook: the Greek transformation of the Roman Empire in the East; the rise of the Islamic Arab empire

Tuesday, May 6, 1:00 pm: FINAL EXAMINATION
Texas A&M University
Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: MUSC 325

3. Texas Common Course Number: N/A

4. Complete course title: Dance in World Cultures

5. Semester credit hours: 03

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

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

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

   - [x] Yes
   - [ ] No

8. How frequently will the class be offered? Once per year

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

10. Number of students per semester: 200

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

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

13. Submitted by:

   [Signature]

   Course Instructor

   Date

   Approvals:

   [Signature]

   [Signature]

   Date

   Date

14. Department Head

   [Signature]

   Date

15. College Dean/Designee

   [Signature]

   Date

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

**See form instructions for submission/approval process.**
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?

Dance embodies a culture's aesthetics, ideals, and values. It is both a fundamental dimension of human experience for dancers and a way to convey information about this experience to audiences. Beliefs and values incarnated in dance include views of gender relationships, questions of beauty, obligations for transmitting cultural heritage and innovation, and attitudes toward globalization and the nation state to name only a few. This course provides students with vocabulary, methods, and representative examples necessary to explore the intellectual and social work of dance.

Core Objectives

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

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

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

Students must analyze selected works of dance using class vocabulary and methods. Analyses will be written and will include visual, textual, and kinesthetic materials. Students must synthesize information from multiple case studies to formulate conclusions about dance's cultural work.

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

Written assignments require students to interpret the meaning and significance of key dance examples. Presentations require students to integrate written, verbal, and visual communication to convey their arguments about dance's cultural work in a given context.

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

This course includes discussions about dance as cultural property and ethics of using cultural and intercultural forms. It emphasizes that understanding dance in specific cultural contexts is a dimension of intercultural competence. It explicitly examines the role of dance in maintaining regional, national, and global communities.
Texas A&M University
Core Curriculum

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

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

Personal responsibility operates on two levels in this course. It is a content element in examinations of individual artists and choreographers who have used dance to communicate key points of social concern. In numerous readings emphasizing dance as cultural patrimony and intellectual property, it requires students to think about the ethical dimensions and consequences of cultural appropriation. Group assignments require members to meet their responsibilities for the components to which they are assigned or face the consequences during class presentations.

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

MUSC/PERF 325 Dance in World Cultures

Request for International and Cultural Diversity (ICD) Designation

MUSC/PERF 325 requires readings and viewings of dance from a wide range of nations, regions, and ethnic groups. Some readings detail the history of particular dance forms but all readings and viewing examples are from the past 50 years. Global awareness of concert and vernacular dance forms, and the circulation of those forms, is an explicit topic of the course.
MUSC/PERF 325: Dance in World Cultures

Fall, 2013
Dr. J. Hamera, Professor
Phone: 979-845-7938
Email: jhamera@tamu.edu
TR 9:35 – 10:50 am
Office hours: T 11 am – 12:30 pm, R 12:15 – 1:30 pm, or by appointment
LAAH 211

Catalog description: Credit: 3. Examination of international relationships between dance, culture, identity, gender, youth and politics; relationships between dancing, gender and politics in specific cultures and in globalization; variety of dance practices across the globe. Prerequisite: Junior or senior classification.

Prerequisites: Junior or senior classification

Learning Outcomes:

- Analyze selected dance events as both works of the imagination and as social action, using dance studies theories of identity, community, diversity, gender, and representation.
- Identify and discuss examples of key individuals’ and companies’ contributions to concert and vernacular dances in selected world cultures.
- Discuss international relationships between vernacular dance forms as these circulate in the context of globalization.
- Compare and contrast the ways diverse groups of dancers use dance to articulate collective and individual identity.

Required Readings


All other required readings and viewings for this course are available through TAMU E-Learning and Media Matrix, or online at the urls given on the syllabus. Full citations are included with each reading. Required readings/viewings are listed under the class period in which they will be discussed; “for discussion” indicates the materials should be prepared for that particular class day. In addition to the required materials listed, students are expected to adhere to the style guide of their choice: APA, Chicago Style, or MLA
Assignments and Grading

Note: Assignment descriptions, including objectives and evaluation rubrics, will be distributed during the first week of class.

Class participation  10 points
Presentations - Probe 1  35 points
Midterm Exam  30 points
Presentation - Probe 2  40 points**
Presentations - Probe 3  50 points**
Final Exam  35 points

** group projects

Total: 200 points

200 - 180 points: A. You have consistently gone above and beyond simply meeting the class requirements. You have added both extra effort and originality to all assignments with virtually no problems. Your written and oral presentations have been stylistically and grammatically correct, with detailed analyses and appropriate bibliography that reflects considerable independent research. Your participation has evidenced systematic engagement with the course readings. The class learned something valuable from you.

179 - 159 points: B. While you have exceeded expectations on some assignments, there have been a few significant errors, or a number of smaller or recurring ones. Analyses may have been less detailed; written and oral presentations may not demonstrate the level of polish commensurate with “A” work. Participation may have been inconsistent or not substantial; bibliographies may have demonstrated less than thorough searches, or arguments or examples may have lacked needed nuance. This is solid work that has the potential to improve.

158 - 138 points: C. A “C” is average work. You have done what was expected of a student in this course: no more, no less.

137 - 127: D. You have done less than expected of a student in this course. There may have been multiple errors in multiple assignments, neglect of opportunities to improve, missed assignments, or problems with consistency over the course of the term.

126 - 0: F. You have not completed sufficient work, or work of sufficient quality, to pass this course.

What Does "Class Participation" Mean?

Class participation is respectful of different points of view, is specific, and advances the larger intellectual project of this class. Attendance also affects class participation. It will not be possible to secure full participation credit with more than two unexcused
absences. (This does not mean, by the way, that simply showing up for every class
insures full credit.) An excused absence is accompanied by Texas A&M University
Explanatory Statement for Absence from Class form available at
http://attendance.tamu.edu presented immediately upon your return to class, even if the
illness or injury results in an absence of less than three days.

Questions about what constitutes an excused absence should be directed to TAMU
Student Rule 7: http://student-rules.tamu.edu/rule07

Students are responsible for securing any information missed due to absences or lateness.

Written Assignment Requirements

Grammar and writing style are components of grades for all written assignments,
excluding in-class quizzes or exams. Written assignments must include appropriate
documentation (APA, Chicago, or MLA) of all sources used. Point deductions will be
made for grammar, writing style, and documentation errors in each evaluation category
affected. Assignments are due in hard copy at the beginning of the specified class period.
No late submissions are allowed except as specified in TAMU Student Rule 7.

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

Academic integrity statement. Academic honesty is of great importance to all students
at TAMU. In this and all classes, you must follow the Aggie Honor Code.

Aggie Honor Code

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

Upon accepting admission to Texas A&M University, a student immediately assumes a
commitment to uphold the Honor Code, to accept responsibility for learning, and to
follow the philosophy and rules of the Honor System [...]. Students will be required to
state their commitment on examinations, research papers, and other academic work.
Ignorance of the rules does not exclude any member of the Texas A&M community from
the requirements or the processes of the Honor System. For more information, see
Schedule of Topics and Major Assignments

Unit 1: Vocabulary and Issues in Global Dance Studies

Week 1
August 27 Course Introduction

August 29 What do we mean when we talk about “worlding” dance?
For discussion:

Week 2
September 3 Refining Our Terms - Issues in World Dance
For discussion:

September 5 Dance and in global circulation: Bharata Natyam
For discussion:

Week 3
September 10 Dance and in global circulation: Tango
For discussion:
  Marta E. Savigliano, "Exotic Encounters," Tango and the Political Economy of Passion. (TAMU e-learning)
  Tango media module (TAMU e-learning)

September 12 For discussion: Youtube and the global circulation of dance
  Miller, Kiri, "Amateur to Amateur," Playing Along: Digital Games, Youtube, and Virtual Performance. (TAMU e-learning)
  "Global How-Tos" media module (TAMU e-learning)

Week 4
September 17 Presentations - Probe 1

September 19 Presentations - Probe 1
Unit 2: Gender, Culture, and Politics in Dance – Examples from the Diaspora

**Week 5**

**September 25**  Case Study 1: Cambodian Classical Dance
For discussion:
- Selections from Toni Samantha Phim and Ashley Thompson, *Dance in Cambodia*, TAMU e-learning
- Cambodian Classical Dance module, TAMU Media Matrix

**September 26**  Cambodian Classical Dance – Displacements and Continuities
For discussion:
- Judith Hamer, “‘Saving’ Khmer Classical Dance in Long Beach,” TAMU e-learning
- Sophiline Shapiro module, TAMU Media Matrix

**Week 6**

**October 1**  Case Study 2: African Diaspora Dance
For discussion:
- Brenda Dixon Gottschild, “Latitude III,” TAMU e-learning
- “First Premises of an Africanist Aesthetic,” TAMU e-learning
- *From Mambo to Hip Hop*, TAMU Media Matrix

**October 3**  African Diaspora Dance, continued.
For discussion:
- Anthea Kraut, “Choreography and the Folk,” TAMU e-learning
- Bahamanian Fire Dance module, TAMU Media Matrix

**Week 7**

**October 8**  African Diaspora Dance, continued
For discussion:
- Brenda Dixon Gottschild, “Barefoot and Hot, Sneakered and Cool,” TAMU e-learning

**October 10**  Midterm Exam

**Week 8**

**October 15**  Case Study 3: Philippine Dance: Ethnography and Choreography
For discussion:
- Sally Ness, “Customers and Performers,” TAMU e-learning
- Tinder Sinulog module in TAMU Media Matrix
October 17  Philippine Dance, Gender Trouble, and Diaspora  
For discussion:  
Patrick Alcedo, "Sacred Camp," TAMU e-learning
-----.
\textit{Ati-Atihan: Mother of Philippine Festivals}, TAMU Media Matrix

\textbf{Week 9}
October 22  Case Study 4: Butoh, Masculinity, and Global Modernism  
For discussion:  
Tatsumi Hijikata, "Manifestoes," TAMU e-learning
Butoh module, TAMU Media Matrix

October 24  The "Global Alchemy" of Butoh  
For discussion:  
Sondra Fraleigh, "Is Butoh a Philosophy?" TAMU e-learning
Naoyuki Oguri module, TAMU Media Matrix

\textbf{Week 10}
October 29  Presentation/Probe 2

October 31  Presentation/Probe 2

\textbf{Week 11}
November 5  Indigeneity as Local/Global "Movement"  
For discussion:  
Anthea Krut, "Rac-ing Choreographic Copyright," \textit{Worlding Dance}, 76 – 97.
Jacqueline Shea Murphy, "Mobilizing (in) the Archive," \textit{Worlding Dance}, 32 – 52.
\textit{Kaha:wi} module in TAMU Media Matrix

November 7  Producing Hawai'i-ness in Performance  
For discussion:  
2012 Merrie Monarch Festival - Wahine of Halau Hula 'O Hokulani - Hula Auana - "Nene'a"
http://www.youtube.com/watch?v=4dH4j0s5sQ
Halau I Ka Wekiu - Merrie Monarch 2012 (Kane Auana):
http://www.youtube.com/watch?v=xDps1E2T1Vk
Week 12
November 12  Danza Azteca
For discussion:
Elisa Diana Huerta, “Embodied Recuperations: Performance, Indigeneity, and Danza Azteca,” TAMU e-learning
Danza Azteca Calpulli Mexihca of San Diego, California
www.youtube.com/watch?v=1kgT7ZY5390
Danza Azteca Quetzalcoatl
www.youtube.com/watch?v=GS72KWS8J8
Danza Azteca de Anahuac
www.youtube.com/watch?v=aZcz294SfI4

November 14  Dance and Ethnic Transmimiion
For discussion:
Kimberly DaCosta Holton, “Dancing along the In-Between: Folklore Performance and Transmigration in Newark, New Jersey,” TAMU e-learning
Rancho Folklorico module, TAMU Media Matrix

Week 13
November 19  Youth, gender, and national identity in Nordic Dance
For discussion:
Norden module, TAMU Media Matrix

November 21  Presentations – Probe 3

Week 14
November 26  Presentations – Probe 3
November 28  No class today. Campus closed.

Redefined Week
December 3  Course Conclusion; take home final distributed

December 7  12:30 – 2 pm – Final Exam
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: MUSC 326 (cross-listed with PERF 324)

3. Texas Common Course Number: N/A

4. Complete course title: Dance and Identity in the United States

5. Semester credit hours: 03

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

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

8. How frequently will the class be offered? Once per year

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

10. Number of students per semester: 200

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

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

13. Submitted by:
   - Course Instructor
   - Date
   - Approvals:
     - Claudia Nelson
     - Date 4/1/13
   - Department Head
     - Date 4/1/13
   - College Dean/Designee
     - Date

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

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?

Dance embodies a culture's aesthetics, ideals, and values. It is both a fundamental dimension of human experience for dancers and a way to convey information about this experience to audiences. Beliefs and values incarnated in dance include views of gender relationships, questions of beauty, obligations for transmitting cultural heritage and innovation, and attitudes toward globalization and the nation state to name only a few. This course provides students with vocabulary, methods, and representative examples necessary to explore the intellectual and social work of dance.

Core Objectives

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

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

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

Students must analyze selected works of dance using class vocabulary and methods. Analyses will be written and will include visual, textual, and kinesthetic materials. Students will complete an ethnographic project requiring them to collect, and analyze field data.

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

Written assignments require students to interpret the meaning and significance of key dance examples. Presentations require students to integrate written, verbal, and visual communication to convey their arguments about dance’s cultural work in a given context.

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

This course explicitly addresses the ways U.S. institutions shape and are shaped by dance, including the ways dance becomes intellectual property, the ethical uses of dance material, the ethics and responsibilities of conducting fieldwork, and the ways dancers respond to specific civic and historical challenges.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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

Personal responsibility operates on two levels in this course. It is a content element in examinations of individual artists and choreographers who have used dance to communicate key points of social concern. The ethnography component requires that students make, then reflect on, their own positions as researchers. Group assignments require members to meet their responsibilities for the components to which they are assigned or face the consequences during class presentations.

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

MUSC/PERF 326 Dance and Identity in the United States

Request for International and Cultural Diversity (ICD) Designation

This course explicitly presents the multiple dimensions of diversity in the contemporary U.S. by focusing on dance. Gender, racial, and cultural diversity are the subject matter of the works that serve as case studies. Able-bodiedness is also explicitly examined. All of the course readings were published within the past 50 years and 85% of the cases examined have been performed within this period. Finally, readings and viewings explicitly address how dancing communities contribute to American pluralism by demonstrating a wide range of aesthetics, body types, choreographic narratives, and representations of American history.
MUSC/PERF 326: Dance and Identity in the United States

Fall, 2013
Dr. J. Hamera, Professor
Phone: 979-845-7938
Email: jhamera@tamu.edu
TR 9:35 – 10:50 am
Office hours: T 11 am – 12:30 pm, R 12:15 – 1:30 pm, or by appointment
LAAH 211

Catalog description: Credit 3. Analysis of dance events as complex sites of social action; examines dances performed by diverse groups of people; considers such issues as identity, community, diversity, gender, and representation in the United States.

Prerequisites: Junior or senior classification

Learning Outcomes:

- Students will analyze U.S. dance events as both works of the imagination and as social action, using dance studies theories of identity, community, diversity, gender, and representation.
- Students will be able to identify and discuss examples of key individuals’ and companies’ contributions to dance in the United States.
- Students will successfully complete CITI training to ensure ethical conduct of fieldwork.
- Students will produce an ethnographic account of dance and identity on the TAMU campus or in the surrounding community.
- Students will compare and contrast the ways diverse groups of Americans use dance to articulate collective and individual identity.

Course key questions and presumptions: Materials for this course invite us to examine and productively complicate the seeming self-evidence of the catalog description. What are “dance events” and where do we find them? How do diverse constructions of “dance,” “identity,” and the “United States” cohere or collide on stage, on the page and the screen, in the archive, in everyday routines of practice? When we move, or encounter bodies moving, in any of these locations, what frames and preconceptions also come into view? How does dance “represent” key issues of public life and how do we “represent” dance as it does so? How does dance “work” for those who engage it, and what kinds of work does dance do?

This course presumes an intersectional approach to identity. “Intersectionality” was first used by Kimberle Crenshaw (1989) to address the converging modalities of discrimination and oppression in African American women’s experiences. It demands that we consider multiple overlapping demographic and societal boundaries and hierarchies positioning dancers and spectators in the works we examine. These include,
but are not limited to, age, class, ethnicity, gender, immigrant status, physicality abilities or lack of same, race, and sexuality, as well as spatial and temporal contexts.

**Required Readings**

All required readings and viewings for this course are available through TAMU E-Learning and Media Matrix, or online at the urls given on the syllabus. These are listed under the class period in which they will be discussed; “for discussion” indicates the materials should be prepared for that particular class day. In addition to the required materials listed, students are expected to adhere to the style guide of their choice: APA, Chicago Style, or MLA

**Assignments and Grading**

*Note:* Assignment descriptions, including objectives and evaluation rubrics, will be distributed during the first week of class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Probe 1: Dance, Identity, Community</td>
<td>35</td>
</tr>
<tr>
<td>Fieldwork Proposal*</td>
<td>20</td>
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<tr>
<td>*Includes CITI training certificate</td>
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<tr>
<td>Performed Fieldnote</td>
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<tr>
<td>Dance Ethnography</td>
<td>50</td>
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<tr>
<td>Probe 2: Dance and/as Critical Conversation**</td>
<td>30</td>
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<tr>
<td>**group project</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
</tbody>
</table>

Total: 200 points

200 - 180 points: A. You have consistently gone above and beyond simply meeting the class requirements. You have added both extra effort and originality to all assignments with virtually no problems. Your written and oral presentations have been stylistically and grammatically correct, with detailed analyses and appropriate bibliography that reflects considerable independent research. Your participation has evidenced systematic engagement with the course readings. The class learned something valuable from you.

179 – 159 points: B. While you have exceeded expectations on some assignments, there have been a few significant errors, or a number of smaller or recurring ones. Analyses may have been less detailed; written and oral presentations may not demonstrate the level of polish commensurate with “A” work. Participation may have been inconsistent or not substantial, bibliographies may have demonstrated less than thorough searches, or arguments or examples may have lacked needed nuance. This is solid work that has the potential to improve.
158 – 138 points: C. A “C” is average work. You have done what was expected of a student in this course: no more, no less.

137 – 127: D. You have done less than expected of a student in this course. There may have been multiple errors in multiple assignments, neglect of opportunities to improve, missed assignments, or problems with consistency over the course of the term.

126 - 0: F. You have not completed sufficient work to pass this course.

What Does "Class Participation" Mean?

Class participation is respectful of different points of view, is specific, and advances the larger intellectual project of this class. Attendance also affects class participation. **It will not be possible to secure full participation credit with more than two unexcused absences.** (This does not mean, by the way, that simply showing up for every class insures full credit.) An excused absence is accompanied by Texas A&M University Explanatory Statement for Absence from Class form available at [http://attendance.tamu.edu](http://attendance.tamu.edu) presented immediately upon your return to class, even if the illness or injury results in an absence of less than three days.

Questions about what constitutes an excused absence should be directed to TAMU Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Students are responsible for securing any information missed due to absences or lateness. **Repeated tardiness is not acceptable and will be considered as the equivalent of absences if they occur regularly (more than twice) or cause the student to miss more than 20 minutes of class.**

Written Assignment Requirements

Grammar and writing style are components of grades for all written assignments, excluding in-class quizzes or exams. Written assignments must include appropriate documentation (APA, Chicago, or MLA) of all sources used. Point deductions will be made for grammar, writing style, and documentation errors in each evaluation category affected. Assignments are due in hard copy at the beginning of the specified class period. **No late assignments are accepted without documentation of a clear and compelling emergency.**

**Americans with Disabilities Act (ADA) Policy Statement.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
**Academic integrity statement.** Academic honesty is of great importance to all students at TAMU. In this and all classes, you must follow the Aggie Honor Code.

Aggie Honor Code

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System [. . .]. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M community from the requirements or the processes of the Honor System. For more information, see [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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**Schedule of Topics and Major Assignments**

**Unit 1: Complicating the Keywords: Intersections of “Dance,” “Identity,” and “United States”**

**Week 1**

**August 27** Course Introduction

**August 29** What do we talk about when we talk about dance?  
For discussion:


**Week 2**

**September 3** Dance, identity, community – How does this work?  
For discussion:


**September 5** Dance, identity, community – Technologies of community  
For discussion:


TAMU Media Matrix: Selected Thriller “How to” examples and flash mobs; selected Jackson State U Prancing J-Settes videos; J-Setter competition (Detroit) video

**Week 3**

**September 10**

What do we talk about when we talk about dance and identity?

For discussion:


**September 12**

What do we talk about when we talk about dance and identity and/as/in the U.S.?

For discussion:


**Week 4**

**September 17**

Presentations - Probe 1

**September 19**

Presentations - Probe 1

**Unit 2: Researching Dance and Identity in the U.S.**

**Week 5**

**September 25**

Who Owns Dance?

For discussion:


**September 26**

Dance Ethnography – How Tos: The Ethics of Research

For discussion:

Complete CITI Training this weekend.

**Week 6**  
**October 1** Dance Ethnography – How Tos: Research Practices  
For discussion:  

CITI Training Certificate Due Today.

**October 3** Dance Ethnography and/as Identity: Zora Neale Hurston on Stage and in the Archive  
For discussion:  

Fieldwork proposal due today.

**Week 7**  
**October 8** Traces of dance in archives: Bella Lewitzky, dance reconstruction, and activist identities  
For discussion:  
Blackboard folder: Selected writings of, and press clippings about, Bella Lewitzky, *Bella Lewitzky Papers*, University of Southern California”  
Blackboard folder: Excerpts from Bella Lewitzky’s FBI File  
“Bella Lewitzky: Dance — A Motion Space Time Art Form,”  
http://sma.sciarc.edu/subclip/0381_lewitzky_bella-03-09-88-clip_2354/  
“Reconstructing the Beloved”: http://www.youtube.com/watch?v=VInTyKX-UX4

**October 10** Representing dancing selves and communities  
For discussion:  

**Week 8**  
**October 15** Making Writing Move/Moving Writing  
**Studio Session:** Class meets in LAAH 110.
Unit 3: Dance as “American” Identity

October 17  Manly Dancing and “Other” Bodies
For discussion:

Week 9
October 22  Dancing Modernity
For discussion:

Media Matrix: Appalachian Spring
“Glimpses of Isadora Duncan”: http://www.youtube.com/watch?v=9NPbn5pdViE

“The Emperor Jones” [Limon company]:
http://www.youtube.com/watch?v=xeMV3gDM1KI&list=UUozY4d2cCVG8yxRh3lZ-I2A&index=1

“Pearl Primus: Anthropologist, Dancer, and Pioneer”:
http://www.youtube.com/watch?v=PGgQrjLORZ0

“1948 Eddie Condon Floor Show - Conga Drums”:
http://www.youtube.com/watch?annotation_id=annotation_96082&feature=iv&src_v_id=PGgQrjLORZ0&v=rxJGu9k9IK8

October 24  “Official African American Culture”
For discussion:

Media Matrix: Revelations and The Lark Ascending
Artburst, “Interview: Kyle Abraham and His Radio Show”:
http://artburstmiami.com/2012/03/29/interview-kyle-abraham-and-his-radio-show/

KST Moves: “Kyle Abraham’s Radio Show Work in Progress” [excerpted]:
http://www.youtube.com/watch?v=Lkz2ktzRyWU

Abraham in Motion: “The Radio Show” [excerpted]:
http://www.youtube.com/watch?v=fhHHzxAOc3U

Week 10
October 29  Fieldnote Presentations

October 31  Fieldnote Presentations
Week 11

November 5 Producing Hawaiia-ness in Performance
For discussion:

2012 Merrie Monarch Festival - Wahine of Halau Hula 'O Hokulani - Hula Auana - "Nene'u": [http://www.youtube.com/watch?v=4dH42J0S2sQ](http://www.youtube.com/watch?v=4dH42J0S2sQ)
Halau I Ka Wekiu - Merrie Monarch 2012 (Kane Auana): [http://www.youtube.com/watch?v=xDgs1E2T1Vk](http://www.youtube.com/watch?v=xDgs1E2T1Vk)

November 7 Tap and Race
For discussion:


Media Matrix: *Juba! Masters of Tap & Percussive Dance*  
Talking Feet: Solo Southern Dance: Buck, Flatfoot and Tap  

Dance Ethnography due.

Unit 4: Course Synthesis: The Work of Dance Front Stage and Back Stage

Week 12

November 12 The Making of Martha Graham
For discussion:

Blackboard folder: Graham reviews  
Media Matrix: *Martha Graham in Performance*

November 14 (Re-)located Traditions — Indian Dance  
Studio Session: Class meets in LAAH 110.
For discussion:
Week 13
November 19
At Home in Ballet
For discussion:

November 21
Presentations – Probe 2

Week 14
November 26
Presentations – Probe 2

November 28
No class today. Campus closed.

Redefined Week
December 3
Course Conclusion; take home final distributed

December 7 12:30 – 2 pm – (Final Exam Schedule): Final Exam Due!
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by [department name]: Performance Studies

2. Course prefix and number: PERF 325

3. Texas Common Course Number: N/A

4. Complete course title: Dance in World Cultures

5. Semester credit hours: 03

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

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

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

☒ Yes
☐ No

8. How frequently will the class be offered? Once per year

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

10. Number of students per semester: 200

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

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

13. Submitted by:

[Signature]
Course Instructor

[Signature]
Date

Approvals:

[Signature] Claudia Nelson

Date 4/1/13

[Signature]
Department Head

Date 4/1/13

[Signature]
College Dean/Designee

Date

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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?

Dance embodies a culture’s aesthetics, ideals, and values. It is both a fundamental dimension of human experience for dancers and a way to convey information about this experience to audiences. Beliefs and values incarnated in dance include views of gender relationships, questions of beauty, obligations for transmitting cultural heritage and innovation, and attitudes toward globalization and the nation state to name only a few. This course provides students with vocabulary, methods, and representative examples necessary to explore the intellectual and social work of dance.

Core Objectives

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

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

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

Students must analyze selected works of dance using class vocabulary and methods. Analyses will be written and will include visual, textual, and kinesthetic materials. Students must synthesize information from multiple case studies to formulate conclusions about dance’s cultural work.

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

Written assignments require students to interpret the meaning and significance of key dance examples. Presentations require students to integrate written, verbal, and visual communication to convey their arguments about dance’s cultural work in a given context.

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

This course includes discussions about dance as cultural property and ethics of using cultural and intercultural forms. It emphasizes that understanding dance in specific cultural contexts is a dimension of intercultural competence. It explicitly examines the role of dance in maintaining regional, national, and global communities.
Texas A&M University

Core Curriculum

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

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

Personal responsibility operates on two levels in this course. It is a content element in examinations of individual artists and choreographers who have used dance to communicate key points of social concern. In numerous readings emphasizing dance as cultural patrimony and intellectual property, it requires students to think about the ethical dimensions and consequences of cultural appropriation. Group assignments require members to meet their responsibilities for the components to which they are assigned or face the consequences during class presentations.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
MUSC/PERF 325 requires readings and viewings of dance from a wide range of nations, regions, and ethnic groups. Some readings detail the history of particular dance forms but all readings and viewing examples are from the past 50 years. Global awareness of concert and vernacular dance forms, and the circulation of those forms, is an explicit topic of the course.
MUSC/PERF 325: Dance in World Cultures

Fall, 2013
Dr. J. Hamera, Professor
Phone: 979-845-7938
Email: jhamera@tamu.edu
TR 9:35 – 10:50 am
Office hours: T 11 am – 12:30 pm, R 12:15 – 1:30 pm, or by appointment
LAAH 211

Catalog description: Credit: 3. Examination of international relationships between dance, culture, identity, gender, youth and politics; relationships between dancing, gender and politics in specific cultures and in globalization; variety of dance practices across the globe. Prerequisite: Junior or senior classification.

Prerequisites: Junior or senior classification

Learning Outcomes:

- Analyze selected dance events as both works of the imagination and as social action, using dance studies theories of identity, community, diversity, gender, and representation.
- Identify and discuss examples of key individuals’ and companies’ contributions to concert and vernacular dances in selected world cultures.
- Discuss international relationships between vernacular dance forms as these circulate in the context of globalization.
- Compare and contrast the ways diverse groups of dancers use dance to articulate collective and individual identity.

Required Readings


All other required readings and viewings for this course are available through TAMU E-Learning and Media Matrix, or online at the urls given on the syllabus. Full citations are included with each reading. Required readings/viewings are listed under the class period in which they will be discussed; “for discussion” indicates the materials should be prepared for that particular class day. In addition to the required materials listed, students are expected to adhere to the style guide of their choice: APA, Chicago Style, or MLA.
Assignments and Grading

Note: Assignment descriptions, including objectives and evaluation rubrics, will be distributed during the first week of class.

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<td>Presentations - Probe 1</td>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Presentation - Probe 2</td>
<td>40**</td>
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<tr>
<td>Presentations - Probe 3</td>
<td>50**</td>
</tr>
<tr>
<td>Final Exam</td>
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</table>

** group projects

Total: 200 points

200 - 180 points: A. You have consistently gone above and beyond simply meeting the class requirements. You have added both extra effort and originality to all assignments with virtually no problems. Your written and oral presentations have been stylistically and grammatically correct, with detailed analyses and appropriate bibliography that reflects considerable independent research. Your participation has evidenced systematic engagement with the course readings. The class learned something valuable from you.

179 - 159 points: B. While you have exceeded expectations on some assignments, there have been a few significant errors, or a number of smaller or recurring ones. Analyses may have been less detailed; written and oral presentations may not demonstrate the level of polish commensurate with “A” work. Participation may have been inconsistent or not substantial; bibliographies may have demonstrated less than thorough searches, or arguments or examples may have lacked needed nuance. This is solid work that has the potential to improve.

158 - 138 points: C. A “C” is average work. You have done what was expected of a student in this course: no more, no less.

137 - 127: D. You have done less than expected of a student in this course. There may have been multiple errors in multiple assignments, neglect of opportunities to improve, missed assignments, or problems with consistency over the course of the term.

126 - 0: F. You have not completed sufficient work, or work of sufficient quality, to pass this course.

What Does "Class Participation" Mean?

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absences. (This does not mean, by the way, that simply showing up for every class insure full credit.) An excused absence is accompanied by Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu presented immediately upon your return to class, even if the illness or injury results in an absence of less than three days.

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Schedule of Topics and Major Assignments

Unit 1: Vocabulary and Issues in Global Dance Studies

**Week 1**

**August 27**  Course Introduction

**August 29**  What do we mean when we talk about “worlding” dance?
For discussion:

**Week 2**

**September 3**  Refining Our Terms – Issues in World Dance
For discussion:

**September 5**  Dance and/in global circulation: Bharata Natyam
For discussion:

**Week 3**

**September 10**  Dance and/in global circulation: Tango
For discussion:
- Marta E. Savigliano, “Exotic Encounters,” *Tango and the Political Economy of Passion*. (TAMU e-learning)
- Tango media module (TAMU e-learning)

**September 12**  Youtube and the global circulation of dance
For discussion:
- Miller, Kiri, “Amateur to Amateur,” *Playing Along: Digital Games, Youtube, and Virtual Performance*. (TAMU e-learning)
- “Global How-Tos” media module (TAMU e-learning)

**Week 4**

**September 17**  Presentations - Probe 1

**September 19**  Presentations - Probe 1
Unit 2: Gender, Culture, and Politics in Dance – Examples from the Diaspora

Week 5
September 25 Case Study 1: Cambodian Classical Dance
For discussion:
Selections from Toni Samantha Phim and Ashley Thompson, Dance in Cambodia,
TAMU e-learning
Cambodian Classical Dance module, TAMU Media Matrix

September 26 Cambodian Classical Dance – Displacements and Continuities
For discussion:
Judith Hamara, "'Saving' Khmer Classical Dance in Long Beach," TAMU e-learning
Sophiline Shapiro module, TAMU Media Matrix

Week 6
October 1 Case Study 2: African Diaspora Dance
For discussion:
Brenda Dixon Gottschild, "Latitude III," TAMU e-learning
"First Premises of an Africanist Aesthetic," TAMU e-learning
From Mambo to Hip Hop, TAMU Media Matrix

October 3 African Diaspora Dance, continued.
For discussion:
Anthea Kraut, "Choreography and the Folk," TAMU e-learning
Bahamian Fire Dance module, TAMU Media Matrix

Week 7
October 8 African Diaspora Dance, continued
For discussion:
Brenda Dixon Gottschild, "Barefoot and Hot, Sneakered and Cool," TAMU e-learning

October 10 Midterm Exam

Week 8
October 15 Case Study 3: Philippine Dance: Ethnography and Choreography
For discussion:
Sally Ness, "Customers and Performers," TAMU e-learning
Tinder Sinulog module in TAMU Media Matrix
October 17  Philippine Dance, Gender Trouble, and Diaspora  
For discussion:  
Pattick Alcedo, “Sacred Camp,” TAMU e-learning  
-----. *Ati-Atihan: Mother of Philippine Festivals*, TAMU Media Matrix

*Week 9*

October 22  Case Study 4: Butoh, Masculinity, and Global Modernism  
For discussion:  
Tatsuni Hijikata, “Manifestoes,” TAMU e-learning  
Butoh module, TAMU Media Matrix

October 24  The “Global Alchemy” of Butoh  
For discussion:  
Sondra Fraleigh, “Is Butoh a Philosophy?” TAMU e-learning  
Naoyuki Oguri module, TAMU Media Matrix

*Week 10*

October 29  Presentation/Probe 2

October 31  Presentation/Probe 2

Unit 3: Dancing Indigeneity, Performing Politics

*Week 11*

November 5  Indigeneity as Local/Global “Movement”  
For discussion:  
Jacqueline Shea Murphy, “Mobilizing (in) the Archive,” *Worlding Dance*, 32 – 52.  
*Kahawili* module in TAMU Media Matrix

November 7  Producing Hawaiia-ness in Performance  
For discussion:  
2012 Merrie Monarch Festival - Wahine of Halau Hula ’O Hoku‘uli - Hula Auana - "Nene'u"  
http://www.youtube.com/watch?v=4dH42dS2sO  
Ikalau I Ka Wekiu - Merrie Monarch 2012 (Kane Auana):  
http://www.youtube.com/watch?v=xOgs1E2TvK
Week 12
November 12  Danza Azteca  
For discussion:  
Elisa Diana Huerta, “Embodied Recuperations: Performance, Indigeneity, and Danza Azteca,” TAMU e-learning  
Danza Azteca Calpulli Mexihca of San Diego, California  
www.youtube.com/watch?v=1kgTZYS390  
Danza Azteca Quezaltecatl  
www.youtube.com/watch?v=GS_72KWS8J8  
Danza Azteca de Anahuac  
www.youtube.com/watch?v=-1Zcz94sFE4

November 14  Dance and Ethnic Transmigration  
For discussion:  
Kimberly DaCosta Holton, “Dancing along the In-Between: Folklore Performance and Transmigration in Newark, New Jersey,” TAMU e-learning  
Rancho Folklorico module, TAMU Media Matrix

Week 13  
November 19  Youth, gender, and national identity in Nordic Dance  
For discussion:  
Norden module, TAMU Media Matrix

November 21  Presentations – Probe 3

Week 14  
November 26  Presentations – Probe 3  
November 28  No class today. Campus closed.

Redefined Week  
December 3  Course Conclusion; take home final distributed

December 7  12:30 – 2 pm – Final Exam
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: PERF 326 (cross-listed with Musc 326) Texas Common Course Number: N/A

3. Course title: Dance and Identity in the United States

4. Semester credit hours: 03

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

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

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

   [ ] Yes   [ ] No

7. How frequently will the class be offered? Once per year

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

9. Number of students per semester: 200

10. Historic annual enrollment for the last three years: 0 0 0

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

11. Submitted by:
    Course Instructor
    [Signature]
    Date

12. Approvals:
    Claudia Nelson
    [Signature]
    Date

13. Department Head
    [Signature]
    Date

14. 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.
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?

Dance embodies a culture’s aesthetics, ideals, and values. It is both a fundamental dimension of human experience for dancers and a way to convey information about this experience to audiences. Beliefs and values incarnated in dance include views of gender relationships, questions of beauty, obligations for transmitting cultural heritage and innovation, and attitudes toward globalization and the nation state to name only a few. This course provides students with vocabulary, methods, and representative examples necessary to explore the intellectual and social work of dance.

Core Objectives

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

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

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

Students must analyze selected works of dance using class vocabulary and methods. Analyses will be written and will include visual, textual, and kinesthetic materials. Students will complete an ethnographic project requiring them to collect, and analyze field data.

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

Written assignments require students to interpret the meaning and significance of key dance examples. Presentations require students to integrate written, verbal, and visual communication to convey their arguments about dance’s cultural work in a given context.

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

This course explicitly addresses the ways U.S. institutions shape and are shaped by dance, including the ways dance becomes intellectual property, the ethical uses of dance material, the ethics and responsibilities of conducting fieldwork, and the ways dancers respond to specific civic and historical challenges.
Texas A&M University
Core Curriculum

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

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

Personal responsibility operates on two levels in this course. It is a content element in examinations of individual artists and choreographers who have used dance to communicate key points of social concern. The ethnography component requires that students make, then reflect on, their own positions as researchers. Group assignments require members to meet their responsibilities for the components to which they are assigned or face the consequences during class presentations.

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

MUSC/PERF 326 Dance and Identity in the United States

Request for International and Cultural Diversity (ICD) Designation

This course explicitly presents the multiple dimensions of diversity in the contemporary U.S. by focusing on dance. Gender, racial, and cultural diversity are the subject matter of the works that serve as case studies. Able-bodiedness is also explicitly examined. All of the course readings were published within the past 50 years and 85% of the cases examined have been performed within this period. Finally, readings and viewings explicitly address how dancing communities contribute to American pluralism by demonstrating a wide range of aesthetics, body types, choreographic narratives, and representations of American history.
MUSC/PERF 326: Dance and Identity in the United States

Fall, 2013
Dr. J. Hamera, Professor
Phone: 979-845-7938
Email: jhamera@tamu.edu
TR 9:35 – 10:50 am
Office hours: T 11 am – 12:30 pm, R 12:15 – 1:30 pm, or by appointment
LAAH 211

Catalog description: Credit 3. Analysis of dance events as complex sites of social action; examines dances performed by diverse groups of people; considers such issues as identity, community, diversity, gender, and representation in the United States.

Prerequisites: Junior or senior classification

Learning Outcomes:

- Students will analyze U.S. dance events as both works of the imagination and as social action, using dance studies theories of identity, community, diversity, gender, and representation.
- Students will be able to identify and discuss examples of key individuals’ and companies’ contributions to dance in the United States.
- Students will successfully complete CITI training to ensure ethical conduct of fieldwork.
- Students will produce an ethnographic account of dance and identity on the TAMU campus or in the surrounding community.
- Students will compare and contrast the ways diverse groups of Americans use dance to articulate collective and individual identity.

Course key questions and presumptions: Materials for this course invite us to examine and productively complicate the seeming self-evidence of the catalog description. What are “dance events” and where do we find them? How do diverse constructions of “dance,” “identity,” and the “United States” cohere or collide on stage, on the page and the screen, in the archive, in everyday routines of practice? When we move, or encounter bodies moving, in any of these locations, what frames and preconceptions also come into view? How does dance “represent” key issues of public life and how do we “represent” dance as it does so? How does dance “work” for those who engage it, and what kinds of work does dance do?

This course presumes an intersectional approach to identity. “Intersectionality” was first used by Kimberle Crenshaw (1989) to address the converging modalities of discrimination and oppression in African American women’s experiences. It demands that we consider multiple overlapping demographic and societal boundaries and hierarchies positioning dancers and spectators in the works we examine. These include,
but are not limited to, age, class, ethnicity, gender, immigrant status, physicality abilities or lack of same, race, and sexuality, as well as spatial and temporal contexts.

Required Readings

All required readings and viewings for this course are available through TAMU E-Learning and Media Matrix, or online at the urls given on the syllabus. These are listed under the class period in which they will be discussed; “for discussion” indicates the materials should be prepared for that particular class day. In addition to the required materials listed, students are expected to adhere to the style guide of their choice: APA, Chicago Style, or MLA

Assignments and Grading

Note: Assignment descriptions, including objectives and evaluation rubrics, will be distributed during the first week of class.

Class participation 10 points
Probe 1: Dance, Identity, Community 35 points
Fieldwork Proposal* 20 points*
  *Includes CITI training certificate
Performed Fieldnote 30 points
Dance Ethnography 50 points
Probe 2: Dance and/as Critical Conversation** 30 points**
  **group project
Final Exam 25 points

Total: 200 points

200 - 180 points: A. You have consistently gone above and beyond simply meeting the class requirements. You have added both extra effort and originality to all assignments with virtually no problems. Your written and oral presentations have been stylistically and grammatically correct, with detailed analyses and appropriate bibliography that reflects considerable independent research. Your participation has evidenced systematic engagement with the course readings. The class learned something valuable from you.

179 - 159 points: B. While you have exceeded expectations on some assignments, there have been a few significant errors, or a number of smaller or recurring ones. Analyses may have been less detailed; written and oral presentations may not demonstrate the level of polish commensurate with “A” work. Participation may have been inconsistent or not substantial, bibliographies may have demonstrated less than thorough searches, or arguments or examples may have lacked needed nuance. This is solid work that has the potential to improve.
158 – 138 points: C. A “C” is average work. You have done what was expected of a student in this course: no more, no less.

137 – 127: D. You have done less than expected of a student in this course. There may have been multiple errors in multiple assignments, neglect of opportunities to improve, missed assignments, or problems with consistency over the course of the term.

126 - 0: F. You have not completed sufficient work to pass this course.

What Does "Class Participation" Mean?

Class participation is respectful of different points of view, is specific, and advances the larger intellectual project of this class. Attendance also affects class participation. **It will not be possible to secure full participation credit with more than two unexcused absences.** (This does not mean, by the way, that simply showing up for every class insures full credit.) An excused absence is accompanied by Texas A&M University Explanatory Statement for Absence from Class form available at [http://attendance.tamu.edu](http://attendance.tamu.edu) presented immediately upon your return to class, even if the illness or injury results in an absence of less than three days.

Questions about what constitutes an excused absence should be directed to TAMU Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Students are responsible for securing any information missed due to absences or lateness. **Repeated tardiness is not acceptable and will be considered as the equivalent of absences if they occur regularly (more than twice) or cause the student to miss more than 20 minutes of class.**

**Written Assignment Requirements**

Grammar and writing style are components of grades for all written assignments, excluding in-class quizzes or exams. Written assignments must include appropriate documentation (APA, Chicago, or MLA) of all sources used. **Point deductions will be made for grammar, writing style, and documentation errors in each evaluation category affected. Assignments are due in hard copy at the beginning of the specified class period. No late assignments are accepted without documentation of a clear and compelling emergency.**

**Americans with Disabilities Act (ADA) Policy Statement.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
Academic integrity statement. Academic honesty is of great importance to all students at TAMU. In this and all classes, you must follow the Aggie Honor Code.

Aggie Honor Code

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System [. . .]. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M community from the requirements or the processes of the Honor System. For more information, see http://aggiehonor.tamu.edu

Schedule of Topics and Major Assignments

Unit 1: Complicating the Keywords: Intersections of “Dance,” “Identity,” and “United States”

**Week 1**

**August 27**  Course Introduction

**August 29**  What do we talk about when we talk about dance?
For discussion:

**Week 2**

**September 3**  Dance, identity, community – How does this work?
For discussion:

**September 5**  Dance, identity, community – Technologies of community
For discussion:


TAMU Media Matrix: Selected *Thriller* “How to” examples and flash mobs; selected Jackson State U Prancing J-Settes videos; J-Setter competition (Detroit) video

**Week 3**
**September 10**
What do we talk about when we talk about dance and identity?
For discussion:


**September 12**
What do we talk about when we talk about dance and identity and/as/in the U.S.?
For discussion:


**Week 4**
**September 17**
Presentations - Probe 1

**September 19**
Presentations - Probe 1

**Unit 2: Researching Dance and Identity in the U.S.**

**Week 5**
**September 25**
Who Owns Dance?
For discussion:


**September 26**
Dance Ethnography – How Tos: The Ethics of Research
For discussion:

Complete CITI Training this weekend.

**Week 6**

**October 1**  Dance Ethnography – How Tos: Research Practices
For discussion:

**CITI Training Certificate Due Today.**

**October 3**  Dance Ethnography and/as Identity: Zora Neale Hurston on Stage and in the Archive
For discussion:

**Fieldwork proposal due today.**

**Week 7**

**October 8**  Traces of dance in archives: Bella Lewitzky, dance reconstruction, and activist identities
For discussion:
   Blackboard folder: Selected writings of, and press clippings about, Bella Lewitzky, *Bella Lewitzky Papers*, University of Southern California"
   Blackboard folder: Excerpts from Bella Lewitzky’s FBI File
   “Bella Lewitzky: Dance – A Motion Space Time Art Form,” http://sma.scic.edu/subclip/0381_lewitzky_bella-03-09-88-clip_2354/
   “Reconstructing the Beloved”: http://www.youtube.com/watch?v=VlnTyKX-UX4

**October 10**  Representing dancing selves and communities
For discussion:

**Week 8**

**October 15**  Making Writing Move/Moving Writing
**Studio Session:** Class meets in LAAH 110.
Unit 3: Dance as “American” Identity

**October 17**  Manly Dancing and “Other” Bodies
For discussion:


**Week 9**  
**October 22**  Dancing Modernity
For discussion:


Media Matrix: *Appalachian Spring*

“Glimpses of Isadora Duncan”: [http://www.youtube.com/watch?v=9NPbn5pdViE](http://www.youtube.com/watch?v=9NPbn5pdViE)

“The Emperor Jones” [Limon company]:
[http://www.youtube.com/watch?v=xwMV3gDM1Kl&list=UUozY4d2eCVG8yxRh3lZ-12A&index=1](http://www.youtube.com/watch?v=xwMV3gDM1Kl&list=UUozY4d2eCVG8yxRh3lZ-12A&index=1)

“Pearl Primus: Anthropologist, Dancer, and Pioneer”:
[http://www.youtube.com/watch?v=PGgQrjLORZ0](http://www.youtube.com/watch?v=PGgQrjLORZ0)

“1948 Eddie Condon Floor Show - Conga Drums”:
[http://www.youtube.com/watch?annotation_id=annotation_96082&feature=iv&src_v_id=PGgQrjLORZ0&v=rxJGugk91K8](http://www.youtube.com/watch?annotation_id=annotation_96082&feature=iv&src_v_id=PGgQrjLORZ0&v=rxJGugk91K8)

**October 24**  “Official African American Culture”
For discussion:


Media Matrix: *Revelations and The Lark Ascending*

Artburst, “Interview: Kyle Abraham and His Radio Show”:

KST Moves: “Kyle Abraham’s Radio Show Work in Progress” [excerpted]:
[http://www.youtube.com/watch?v=L.kz2ktzRyWU](http://www.youtube.com/watch?v=L.kz2ktzRyWU)

Abraham in Motion: “The Radio Show” [excerpted]:
[http://www.youtube.com/watch?v=fhIHzxAOe3U](http://www.youtube.com/watch?v=fhIHzxAOe3U)

**Week 10**

**October 29**  Fieldnote Presentations

**October 31**  Fieldnote Presentations
Week 11

**November 5** Producing Hawaiia-ness in Performance

For discussion:

2012 Merrie Monarch Festival - Wahine of Halau Hula 'O Hokulani - Hula Auana - "Nene'u": http://www.youtube.com/watch?v=4dH42J0S2sQ
Halau I Ka Wekiu - Merrie Monarch 2012 (Kane Auana):
http://www.youtube.com/watch?v=xDgs1E2T1Vk

**November 7** Tap and Race

For discussion:

Media Matrix: *Juba! Masters of Tap & Percussive Dance*
Talking Feet: *Solo Southern Dance: Buck, Flatfoot and Tap*

Dance Ethnography due.

**Unit 4: Course Synthesis: The Work of Dance Front Stage and Back Stage**

Week 12

**November 12** The Making of Martha Graham

For discussion:
Blackboard folder: Graham reviews
Media Matrix: *Martha Graham in Performance*

**November 14** (Re-)located Traditions – Indian Dance

**Studio Session:** Class meets in LAAH 110.

For discussion:
Week 13
November 19 At Home in Ballet

For discussion:


November 21 Presentations – Probe 2

Week 14
November 26 Presentations – Probe 2

November 28 No class today. Campus closed.

Redefined Week
December 3 Course Conclusion; take home final distributed

December 7 12:30 – 2 pm – (Final Exam Schedule): Final Exam Due!
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: RELS 312

3. Texas Common Course Number: New course


5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 30

11. Historic annual enrollment for the last three years: New course

12. 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]

   [Signature]

   Approvals:

   [Date]

14. Department Head

   [Signature]

   [Date]

15. College Dean/Designee

   [Signature]

   [Date]

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Across cultures and throughout history, people have developed contemplative practices through which they try to understand the human condition. In this course, we study those practices in modern societies. In wired, interconnected, fast-paced, performance-oriented societies, how do people cultivate stillness, solitude, and introspection? To what ends? What is the value of such practices in modern societies? This course analyzes philosophical ideas, religious beliefs, artistic expressions, and social values associated with contemplative practices, such as “mindfulness.” The course assesses how contemplative practices express human experience by countering the pressures of modern life, and how these practices affect human experience by cultivating specific mental and physical capacities. The course material shows students how people use contemplative practices to generate creative expressions (such as dance), enhance social consciousness (such as the cultivation of compassion), increase intellectual productivity (in business, government, and education), and improve health (medical applications of contemplative practices).

Core Objectives

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

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

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

Critical thinking is built into the course. Contemplative Practices in the Modern World asks students to think in new ways about a topic (contemplation) they might never have encountered or thought about. Students will formulate questions, analyze their observations, critically evaluate readings and research, and synthesize information in a final paper as well as in shorter papers and class discussion. Students may also use critical first-person analysis based on perspectives offered in course readings, as well as third-person analysis. The course asks students to critique the readings and compare different contemplative practices, rather than accept any practice or perspective, to identify contradictions in the goals of specific practices, and to critically examine seemingly contradictory applications of contemplation.

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

By design, this course requires developing and expressing ideas in writing. Students write 10 reflection papers in class and compose 3 short (3 page) papers that build the foundation for their final paper. In the final paper, students interpret or analyze a contemplative practice using critical thinking skills. Small group discussions, as well as discussions led by the instructor, are part of each class session. Discussion sessions allow students to
Texas A&M University

Core Curriculum

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

express ideas verbally. A final presentation of their work in the last week of classes (Unit IV) ensures that students communicate with their peers. Students are encouraged to include visual images in their presentations (powerpoint, photographs, film, demonstrations, etc.).

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

Contemplative practices in the modern world tend to emphasize social and personal responsibility. That emphasis is one of the reasons I chose to design a course on contemplative practices for the TAMU core curriculum. The course is organized so that students can study the techniques and goals of specific contemplative practices along with the social contexts in which people practice contemplation. Weekly topics in Unit III examine different uses of contemplative practices: education, health, global and local citizenship, business, and religion. These uses put the practice of contemplation in the context of social responsibility. Specific practices studied in Unit II come from different regions of the world: Asia, the Middle East, Europe, the United States and from different religious or social traditions. Studying the origins of contemplative practices in specific cultural contexts is intended to increase students' intercultural competence. The readings selected for this course focus on the use of contemplative practice as a form of engagement with society and culture and emphasize contemplative practice as cross-cultural.

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

No dictum is more central to the process of ethical decision-making than the ancient Greek maxim inscribed in the Temple at Delphi, “know thyself.” Contemplation, in its many and varied forms, is one of the ways people try to know, or understand, themselves as ethical beings. The range of contemplative practices and uses of contemplation covered in this course introduces students to some of the ways human beings have sought knowledge of themselves and the world around them. The optional practicum component of this course (see last bullet under Final Paper) gives students the chance to put some of the analytical, interpretive, and critical work they are doing for the class into practice if they choose to do so. In this course, students study directly the ways contemplative practices increase people's capacity for ethical action (e.g., compassion) and cultivate the ability to reflect on thoughts and actions.

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

RELS 312. Contemplative Practices in the Modern World

Request for International and Cultural Diversity (ICD) Designation

Contemplative Practices in the Modern World examines the various ways people practice meditation and other contemplative activities. The course asks: how is meditation universal and culturally specific? The course gives students background so they can see the culturally specific origins of modern contemplative practices such as “mindfulness.” The course covers Sufi meditation (Middle East), hatha yoga and pranayama (India), Theravada Buddhism (Thailand, South Asia), Tibetan Buddhism (Tibet) and Zen Buddhism (Japan), prayer in Christianity and Judaism, and Indian theories of mind. The course emphasizes cultural hybridity in the last 50 years as it covers the transmission of meditative techniques from East to West, differences in approaches to mind and body across cultural traditions, and why some modern contemplative practices strip away cultural specificity while others exoticize the cultural origins of contemplative practices. The course presents a cross-cultural assessment of Asian, Middle Eastern, and Western meditation techniques in the modern world.
Contemplative Practices in Contemporary Societies
Religious Studies (RELS) 312
Spring 2014

Instructor: Donnalee Dox
Instructor office: 304 Bolton Hall
Instructor contact: dox@tamu.edu
Office hours: T/Th 11:00-12:30 and by appointment

Meeting time: T/Th 9:35-10:50
Meeting place: TBA

Core area: Language, Philosophy & Culture
Fulfills International and Cultural Diversity

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

Catalog course description:
Interdisciplinary approach to examining contemplative practices: origins in philosophy and religious traditions, goals and techniques of contemplation, contemplation in relation to cultural and social problems or needs.

Objectives
• Introduce students to ways people in modern societies practice contemplation.
• Answer the question: What values do modern societies place on solitude, introspection, and contemplation?
• Analyze philosophical, religious, and epistemological underpinnings for contemplative practices.
• Consider cultural contexts in which contemplation is practiced, and how contemplation is valued or devalued in those contexts.
• Explore what mental and physical capacities contemplative practices develop and how those capacities serve or do not serve living in the modern world.

Design of the course
• Component 1. Develop skills in observation. Students will analyze the culture around them for diverse ways people define and practice contemplation.
• Component 2. Introduce students to research in the emerging field of contemplative studies and analyze this research.
• Component 3. Apply knowledge by engaging in a contemplative practice (optional) and analyzing contemplative practices in writing.

Learning outcomes
• Develop personal and social responsibility for living in a diverse world by analyzing diverse approaches to the concept of an "inner life."
• Develop intellectual and practical skills essential for all learning by exploring cognitive resources cultivated in contemplative practices.
• Develop ability to apply critical first-person analysis as well as third-person analysis to observations of modern culture and society.
• Develop mental flexibility required for reflection and critical thinking by evaluating disciplinary approaches to a topic.

Required activities:
• Three short papers that synthesize course material and tie course material to final paper. These papers form the basis for your final paper. 100 points each (minimum 3 pages)
• Final paper: case study of a modern contemplative practice or issue related to contemplative practices based on the three short papers. 100 points (minimum 10 pages)
• Ten in-class writing exercises in response to the day’s questions. 100 points (10 points each)

Required Texts
• All other assigned readings available in eLearning (http://mediamatrix.tamu.edu)
• Visual material available on Mediamatrix (http://mediamatrix.tamu.edu)

Grading scale:
A=450-500 Exceptional ability to conceptualize and present ideas; effort beyond meeting basic criteria; you have sought out new ideas and information; your work is thorough and original; your work shows initiative and imagination; there are few to no errors in your written work; overall your work shows a trajectory of development and growth. You have exceeded expectations for research, writing, or speaking at the upper division level in a Research I university.
B=400-449 Solid work; meets basic requirements; evident language competency; few errors; you are able to engage but generally do not go beyond information and ideas readily accessible through class, readings, and discussions. Your research, writing, and speaking are commensurate with upper division standing in a Research I university.
C=350-399 Marginal work; writing assignments and discussions demonstrate limited ability or effort to engage ideas and information; written assignments have many errors (sentence structure, spelling, grammar, etc.) and/or are underprepared. Your research, writing, and speaking are slightly below expectations for students with upper division standing in a Research I university and should be improved with additional effort.
D=300-349 Quantity and quality of work falls far below the expectations of upper division students in a Research I university. You are either not expending enough effort or you need help to accomplish the work required.
F=below 300 Usually the result of missing work, missed classes, lack of preparation, inattention, unwillingness to engage, etc..

Writing Assignments:
In-class writing
• Over the course of the semester, 15-20 minutes of 10 class sessions will be devoted to in-class writing and small-group discussion of what you have written. In-class writings are your reflections on questions posed in the previous class. In-class writing days may not be announced advance. You must be present to write. See Student Rule 7 http://student rules.tamu.edu.rule07

Short papers
• In each of these three papers, synthesize and analyze the class work we have done in relation to the contemplative practice or topic you have chosen to research. Short papers may include questions you have, aspects of the material that interest you, reflections on the place of contemplation in modern culture, etc. These papers allow you to explore the topic you have chosen for your final paper. You may incorporate material from these papers in your final paper.

See next page
Final Paper

- Case study of a modern, contemplative practice. Lectures, discussions, and readings provide models for developing a line of inquiry.
- Find a modern, contemplative practice that interests you or an issue in contemplative studies you find interesting.
- Develop a line of inquiry for your investigation: the religious, medical, or other context for the practice, how the practice itself works (specific techniques involved in the practice), major proponents of the practice and how they have written about contemplation; how the practice has been used in modern culture; the experiential goals of the practice; the neurobiology of the practice or other physiological approaches to the practice. You may work individually or in teams.
- Students are encouraged to apply the research methods of their major disciplines to their research in this core curriculum course. Students may consider, for example: sociological aspects of meditation retreats, contemplation from a psychological perspective, the history of a particular contemplative tradition, the rhetorical presentation of meditative experience, philosophical issues such as cultivating compassion as an ethical act or the cultural politics of transferring contemplative practices across religious and cultural borders.
- Ethnographic projects are acceptable. Please see Dr. Dox for guidance if you want to do ethnographic (participant-observation) research.
- Scientific studies of contemplative practice are acceptable. These might include, for example: neurological correlates to contemplative states, or contemplation in palliative or preventative health care.
- OPTIONAL PRACTICUM COMPONENT. Critical first-person analysis of contemplative practice is acceptable. You may wish to try the practice you are researching. If you would like to put your research into practice (a critical first-person) approach, please see Dr. Dox.

Participation

- To get the most out of this class, participate mindfully in class discussion and be present for all in-class writing as well as completing the short papers and research papers.
- See University Student Rules for attendance expectations [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Course Policies

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

Course Materials/Copyright Statements

The handouts used in this course are copyrighted (all materials generated for this class, including syllabi, quizzes, exams, essay questions, in-class materials, review sheets). Because these are copyrighted, you do not have the right to copy the handouts without permission.

Plagiarism

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty. KNOW THE CODE: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu):

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

Attendance

The A&M policy on attendance and excused absences will be followed. See [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
COURSE OUTLINE

Week 1
Overview of course structure, expectations and goals; discussion of the short papers, in-class writing, and final paper/projects.

Discussion: What do we mean by “contemplative” and “contemplative practice”? Where do we find contemplative practices in modern life?

Assignment: Begin observing the world around you for evidence of contemplative practices (see list of suggestions). Consider the context in which you observe a contemplative practice.

Unit 1. Practicing Contemplation in the Modern World

Week 2
Introduction to the study of contemplative practices and the practice of contemplation. What are the issues in contemplative studies? The interdisciplinary methods involved in contemplative studies. First and third person analysis. Real world applications of research on contemplation (psychology, medicine, education, wellbeing).

Discussion: Contemplation and modern life: what did you observe during the week?

Readings

Week 3
Subjective experience (an “inner life”) and the problem of consciousness in the Western tradition. The history of an “inner life” in the Western intellectual tradition. What value do we place on subjective experience in modern culture? What is the role of subjective experience in the construction of knowledge? What do we mean by “consciousness”?

Reading

Week 4
Living in a wired world. Headphones: the desire for solitude or isolation? The phenomenon the MP3 player and life on a soundtrack. Multitasking, simulation, and sensory stimulation.

Reading
Week 5
Silence and solitude.
How do people find solitude? Is solitude necessary?
Is silence possible in an interconnected world? Is silence necessary?
The Zen 'monkey mind.'
Is contemplation an antidote to modern life? Or a hindrance?

Reading
- In *Contemplation Nation*, Michele Gossman, “Contemplative Practice in a Frantic World”, 183-188.

Short Paper #1 due

**Unit 2. Contemplation in Religious Traditions and Non-religious Contexts**

Week 6
Contemplation in a religious tradition: Buddhism

Reading

Week 7
Contemplation in a religious tradition: Christianity

Reading

Week 8
Contemplation in a non-religious context: Mindfulness Based Stress Reduction

Reading
Week 9
Contemplation and Embodiment: Sufi Dance and Hatha Yoga
How are mental and physical capacities integrated in meditation? What practices facilitate that integration? How are the arts (dance, music, visual art) contemplative?

Reading
- In The Experience of Meditation: Llewellyn Vaughn-Lee, “Sufism,” 223-244.
- In The Experience of Meditation, Georg Feuerstein, “Yoga,” 87-118.

Film:
- Dances of Ecstasy

Short paper #2 due

Unit 3. Contemplation in Modern Practice

Week 10
Medical uses of mindfulness, contemplation, meditation: cancer research, pain management; stress reduction, inflammation and immune responses; increased life expectancy (affect on telomeres).

Reading
- Chaoul, M.A. and Cohen, L. “Rethinking Yoga and the Application of Yoga in Modern Medicine.” Crosscurrents. 60(2) 2010, 144-161

Week 11
Contemplation in business and education for performance: increased productivity, focus and concentration, sleep, feeling of overall well-being, mental flexibility and collaboration enhanced, cognition.

Contemplation and business: Analysis of Chade-Meng Tan’s Search inside Yourself
Reading
- Chade-Meng Tan, Search inside Yourself: The Unexpected Path to Achieving Success, Happiness and World Peace (Harper One, 2012), 1-78.

Week 12
Therapeutic applications: talking vs. “emptying the mind”; contemplation and psychology.
Reading

Week 13
Social uses of contemplation: prisons, law, education.
Contemplation and politics: analysis of Congressman Tim Ryan’s *Mindful Nation*

Documentary film
- Jenny Phillips, *The Dhamma Brothers: 100 Hours of Silence*

Reading

In-class discussion of research projects (working in small groups)
In-class contemplative practice (music and meditation)

Week 14
Review and Questions: mystical experiences, the impossibility of introspection, self-knowledge as a goal of contemplation, relaxation and stress reduction, the line between religious and secular.

Reading

In-class discussion of research projects (working in small groups)
In-class contemplative practice (meditative poetry)

Short paper #3 due

*Unit 4. Student research presentations*

Final exam week
Student research: individual and team presentations

Final papers due.
Below is a list of contemplative practices and organizations in the U.S. that support research on contemplative practices and contemplation.

**Contemplative Practices**
- Vipassana
- Centering Prayer
- Contemplative Prayer
- Integral Yoga
- Kriya Yoga
- Hatha Yoga
- Sufism
- Transcendental Meditation
- The Relaxation Response
- T'ai Chi
- Qui Gong
- Martial arts as mediation
- Mindfulness Based Stress Reduction
- Mantram
- Shamanism
- Passage Meditation

**Research Organizations**
- Fetzer Institute
- Mind and Life Institute
- Contemplative Mind in Higher Education
- Garrison Institute
- Center for Mindfulness in Health Care
- Stanford Center for Compassion Research and Education (CCARE)
- UCLA Mindful Awareness Research Center
- Spirit Rock Meditation Center