LANGUAGE, PHILOSOPHY, AND CULTURE

#1
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ENGL 204 / AFS 204

3. Texas Common Course Number: __________________

4. Complete course title: Literature

5. Semester credit hours: 03

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

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

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

☒ Yes         ☐ No

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

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

10. Number of students per semester: 35 - 150

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

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

13. Submitted by:  

Course Instructor  

Date: 2-27-13

14. Department Head  

Date: 2/27/13

15. College Dean/Designee  

Date: 3/29/13

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

See form instructions for submission/approval process.

Associate Provost for Undergraduate Studies
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

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

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

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

Core Objectives

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

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

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

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

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

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

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

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

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

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

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

Course description:

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

Learning Outcomes and Objectives:

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

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

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

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

Core Curriculum Objectives:

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

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

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

Evaluation of Core Objectives

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

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

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

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

Course requirements:

Unannounced quizzes on readings (5 x 4 points) 20 points
Essay #1 (1,000-1,200 words) 25 points
Essay #2 25 points
Out of class final exam (1,500-2,000 words) 30 points

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

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

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

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room 8118, or call 845-1637. For additional information visit http://disability.tamu.edu.

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

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

CLASS- BY- CLASS ASSIGNMENTS

Note: PLEASE BRING YOUR TEXT TO EACH CLASS

THE LITERATURE OF SLAVERY AND FREEDOM

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

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

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

LITERATURE OF THE RECONSTRUCTION TO THE NEW NEGRO RENAISSANCE

Week 4
Lecture and film clips: Birth of a Nation.
**Week 5**  
*Souls*, chap. 3 (699-708).  
Dunbar poems (909ff.): “Worn Out,” “We Wear the Mask,” “Sympathy,” “Douglass.” “Philosophy” and letter “Fourth of July” (927-28).

**Week 6**  
Writing workshop and take home essay instructions distributed. On the final take home exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.  
*Autobiography* (822-83) ESSAY #1 DUE.

**HARLEM RENAISSANCE**

**Week 7**  

**Week 8**  
Hughes poems: “Harlem,” and “Theme for English B” / McKay poems (1006 ff): “If We Must Die,” “America,” “The White House” / Toomer, from *Cane*: “Karintha.”  
Larsen, *Quicksand* (1086-1099).

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

**REALISM, NATURALISM, MODERNISM**

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

**Week 11**  
Essay #2 due.

**BLACK ARTS ERA AND AFTER**

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

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

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

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

2. Course prefix and number: ENGL 204 / AFST 204

3. Texas Common Course Number:

4. Complete course title: Introduction to African American Literature

5. Semester credit hours: 03

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

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

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

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

10. Number of students per semester: 35 - 150

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

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


   Course Instructor

   Approvals: ____________________________ 2-27-13

   Department Head

   College Dean/Designee

   Date

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

Core Curriculum  

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

Foundational Component Area: Language, Philosophy and Culture  

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

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

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Course title and number: ENGL/AFST 204.500 Introduction to African American Literature
Term: Fall 2011
Meeting times and location: M, W, F 9:10-10:00 am / 3XX LAAH
Instructor: Dr. Larry Oliver
Telephone: 979-574-5680
E-mail address: l-oliver@tamu.edu
Office hours: M 10-11, W 11-12, and by appt.
Office location: 3XX LAAH

Required texts:
Norton Anthology of African American Literature – 2nd edition
Ed. Henry Louis Gates, Jr., and Nellie McKay
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ENGL 204: Introduction to the writings of African Americans from the 18th century to the present, emphasizing the major themes and traditions.

Course description:

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Learning Outcomes and Objectives:

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

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

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

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

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Evaluation of Core Objectives

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

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

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

Course requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Unannounced quizzes on readings</td>
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</tr>
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<td>Essay #1 (1,000-1,200 words)</td>
<td>25</td>
</tr>
<tr>
<td>Essay #2</td>
<td>25</td>
</tr>
<tr>
<td>Out of class final exam (1,500-7,000 words)</td>
<td>30</td>
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All papers must be typed and delivered electronically by the deadline. You will write your three major essays out of class. I will provide questions for you to address. For the first and second essays, you may write on a topic of your own choosing, but you must clear the topic with me in advance. My evaluation of your papers is based on both content and expression (clarity, organization, grammar and usage). On the final out of class essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.
Grading scale:  A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: <60

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**CLASS- BY-CLASS ASSIGNMENTS**

**Note:** PLEASE BRING YOUR TEXT TO EACH CLASS

**THE LITERATURE OF SLAVERY AND FREEDOM**

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

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

**Week 3**
Douglass, “What to the Slave...” (462-70) and Whitfield, “America” (484-87).
Finish *Incidents* (293-315).

**LITERATURE OF THE RECONSTRUCTION TO THE NEW NEGRO RENAISSANCE**

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

Week 5

Week 6
Writing workshop and take home essay instructions distributed. On the final take-home exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.
Autobiography (822-83) ESSAY #1 DUE.

HARLEM RENAISSANCE

Week 7

Week 8
Hughes poems: “Harlem,” and “Theme for English B” / McKay poems (1006 ff): “If We Must Die,” “America,” “The White House” / Toomer, from Cane: “Karintha.”
Larsen, Quicksand (1086-1099).

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

REALISM, NATURALISM, MODERNISM

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

Week 11
Hansterry, Raisin in the Sun, Act I (1771-96).

BLACK ARMS ERA AND AFTER

Week 12
Baraka poems: “A Poem for Black Hearts” (1940-41) and “Black Art” (1943-44) / Autobiography of Malcolm X (1864-76).
Marshall, “Reena” (2169-82) and Morrison, A Mercy (1-51).
         *A Mercy* (119-37).
         *A Mercy* (137-67).

Week 14  Finish *A Mercy*. Final out of class essay exam distributed. On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.
         Review.
         Take home exam due.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ANTH 205

3. Texas Common Course Number: N/A

4. Complete course title: Peoples and Cultures of the World

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 5-11

10. Number of students per semester: 900


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]
   Approvals:

14. Department Head
   [Signature]
   Date 3/27/13

15. College Dean/Designee
   [Signature]
   Date 3/27/13

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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?

Anth 205, Peoples and Cultures of the World, is an existing Texas A&M Core Curriculum course in Humanities. It is being proposed for inclusion in the Language, Philosophy and Culture area of the new TAMU Core Curriculum. In this course, students learn what “Culture” is through the lens of anthropology and gain an appreciation for the rich fabric of humanity. It provides an introduction to ethnographic inquiry and a survey of the peoples of the world. This course examines the numerous dimensions by which human cultures vary, including a detailed look at economy and subsistence, family formation, religion, language, political structure, gender roles, and relationships, and many more. Students uncover a number of different populations around the world, learning their unique customs and ways of life. Additionally, students explore current impacts of colonization and globalization on Earth’s peoples. This course instills an understanding of the amazing variation of the human condition and ability to reflect upon their own culture in relation to regional, national, and global contexts. Students leave this course with a cultural awareness that can and should inform future evaluations of domestic and global issues. Through this cross-cultural experience, students learn to appreciate the diversity of the human condition, learning that “their way” of doing, interacting, and thinking is neither the only way nor the best way.

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):

Although this is primarily a lecture course, its content is organized to introduce students to questions and issues related to the different peoples and their cultures. As such, students are forced to grapple with complex questions like “how do different cultural groups deal with aggression”, instead of just “which cultures are more aggressive than others”; or “how and why do some cultures practice pastoralism”, instead of just “which cultures practice pastoralism”. Since these “how” and “why” questions in anthropology typically reflect informed interpretations of evidence, students are repeatedly exposed to alternative theories and perspectives on these problems, instead of just general observations and facts. This means, then, that through the course students must learn to analyze, evaluate and synthesize new information, as well as critically evaluate interpretations and theories based on that information.

Students’ critical-thinking skills will be evaluated in three ways. First, written exams have essay questions that require students to defend a thesis by critically evaluating anthropological information (e.g., “The two-spirit people or ‘Berdaches’ in Native American cultures always consider themselves transgendered” or “By western standards, Yanomami people are violent”). Second, students write two critical essays—in the example syllabus attached to this
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Proposal one asks students to consider whether gender is biologically or socially driven, and the other asks students to consider ways in which societies have been affected by colonialism. Third, over the course of the semester four problem-solving impromptu quizzes require students to come to class well-read so they can actively engage in lecture and be prepared to creatively and innovatively evaluate and synthesize that day's topic in an impromptu fashion.

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

In this course, students are challenged to practice all three forms of communication, written, oral, and visual. Each exam requires students to respond with written, argumentative essays that defend a thesis. Likewise, written assignments offer student the opportunity to conduct library research, create an argument, and write an essay again that defends a thesis. Students learn to follow a style guide, properly cite other works, and paraphrase accurately and correctly. Further, the impromptu quizzes afford student the opportunity to effectively express their interpretations of the day's reading and lecture topic. These quizzes are given in class and during a limited time (10-15 minutes) so students have to come to class prepared to efficiently express their ideas.

In a large lecture class, providing students with the opportunity to practice oral communication skills is difficult to accomplish; however, in this class it is done by creating an interactive lecture environment in which students are encouraged to ask questions, answer questions, and comment on topics being presented in class. On some days during the semester, students will be given the opportunity to break out into small groups to discuss the day's topic. Obviously, in a class this size it is impossible to evaluate each student's individual development in oral-communication skills, so that the only way that they can be evaluated is through class attendance, emphasizing days during which small-group discussions are held.

Visual communication skills are developed in this course through lectures. Frequently during lectures and reading assignments, students encounter videos, pictures, charts, and maps expressing or summarizing anthropological observations and evidence. As an observational field, the practice of anthropology is very much visually oriented. Through these experiences, students learn how to interpret such visuals, and on exams they are tested by responding to questions that relate to visual representations similar to those discussed in class.

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

Social responsibility is an important part of being an anthropologist. Anthropologists have an ethical responsibility of championing cross-cultural knowledge and intercultural competency, spreading knowledge of civic responsibility, and engaging effectively in regional, national, and global communities. Our goals are to educate people (and our students) about the rich diversity of humanity, why difference is not something to fear but something to embrace, and the benefits of living and working in a highly diverse community. Through readings, lectures, and assignments students of ANTH 205 are instilled with these values and expected to come away from this course with a sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

1) Course content repeatedly demonstrates humanity's rich diversity through cross-cultural comparisons of today's cultures, thereby instilling a sense of intercultural competency and sensitivity to other ways of doing, thinking, and being.

2) Through lectures, readings, and assignments, students encounter the potential social and political power of anthropological information, learning that many human societies use (and have used) anthropology to create a sense of ethnicity and nationalism, or to downplay another society's claims to lands, resources, and traditions. Students walk away from this course, however, with a sense of cultural sensitivity towards other peoples and cultures.
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3) Lectures, readings, and assignments demonstrate how anthropology informs on the value of the diversity seen in today’s peoples and cultures of the world, providing students a means of becoming effective, educated members of a global community. This is especially important since the state and nation in which they live are increasingly becoming more and more diverse. Students leave ANTH 205 with a greater respect for other lifeways.

4) Student performance on exams and exercises is used as a proxy to gage their knowledge of the world’s varied cultural traditions and emerging ability to function in a multi-cultural world.

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

The two writing assignments in this course require students to consider how to ethically use sources to craft a persuasive argument/answer to an anthropological problem. In the sample syllabus that accompanies this proposal, two ethical issues in anthropological are used as the problems to tackle in these writing assignments. First, they write an essay on the long-term affects of colonialism on human societies, in which they consider the ways in which the economics and politics have affected native peoples’ access to land and other resources that were traditionally theirs. Second, they write an essay on the cultural perceptions of gender, in which they consider how culture affects ways we think about gender and interact with members of differing and same genders. Both of these writing assignments are designed to introduce students to ethical choices people make. Student learning of personal responsibility and ethical decision-making is accomplished through evaluation of content of these two written essays.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Anthropology 205
Peoples and Cultures of the World
Section 503
Fall 2013

Instructor: Dr. Jeff Winking  
Class: Tue/Thur 12:45-2:00 p.m.; ILSB Rm 1105  
Office: Bolton, Rm 305B  
Telephone: 979-845-5242  
e-mail: jwinking@tamu.edu  
Office Hours: Tuesday 11:00 – 12:00; Wednesday 10:30 – 11:30

TA: Insung Lee  
Office: e-mail: lis1013@neo.tamu.edu  
Office Hours:

Course Description

The course will provide students with an introduction to ethnographic inquiry and a survey of the wide diversity of humanity and human cultures. We will examine the numerous dimensions by which human cultures vary, including economy and subsistence, family formation, religion, language, political structure, gender relationships, and many more. Students will uncover a number of different populations around the world, learning their unique customs and ways of life. Additionally, students will explore current impacts of colonization and globalization on the earth’s peoples. In this course, students will develop a greater understanding of the amazing variation of the human condition and a greater ability to reflect upon their own culture. They should leave with a cultural awareness that can inform future evaluations of domestic and global issues.

Prerequisites: None.

Course Learning Outcomes and Core Curriculum Objectives for Language, Philosophy and Culture

First and foremost, from an anthropological perspective students will gain an appreciation for the diverse ways peoples of the earth live. In this class will evaluate anthropological literature to identify theses and key arguments, and this will be given the opportunity to hone writing skills.

This course meets the core curriculum objective for the Language, Philosophy and Culture foundational component area. Through this course students will develop critical thinking skills by critically evaluating topics such as the ethical limits of cultural relativism, impacts and responsibilities of colonial cultures, and nature and origin of gender roles. They will develop written, oral, and visual communication skills by exploring cross-cultural patterns of language and expressive culture and learning the importance of expressing oneself in culturally appropriate and respectful ways. They will develop personal responsibility by investigating the sometimes conflicting intersection between ethical beliefs and cultural norms and by exploring the moral framework of their own culture in comparison to that of others. Finally, they will develop social responsibility by increasing their awareness of the great variance in the human condition and the cultural arbitrariness of many elements of their own society that many mistakenly hold to be “natural” or “normal.”
Course Structure and Requirements

This is a 200-level introductory course that meets for one hour and 15 minutes, two days each week of the semester. Class meetings consist primarily of lectures, but occasionally short videos representing specific case studies may be used. Students will also be expected to arrive to class having read the assigned reading for the day and prepared to participate in class discussion during lectures and following film viewing. Class writing assignments, quizzes, and discussions will instill core objectives: critical thinking, effective communication, as well as social and personal responsibility. An expected outcome of the course is that students will gain an appreciation for the human condition on Earth, multidimensional aspect of cultural variance, and the rich and diverse fabric of human lifeways.

Three exams will test students on course content—issues in ethnographic inquiry and details about people, societies, and cultures. Exams will also evaluate student skills related to core-curriculum objectives. Exams will cover materials presented in class lectures, discussion, and readings. Each exam will contain objective (e.g., multiple-choice, matching, true-false questions) as well as more subjective questions that require students to respond by writing brief paragraphs or essays. In addition, each exam will have a "visual-communication" component, in which students respond to questions relating to a diagram such as a picture, chart, or map similar to one encountered in class or readings. The exams are not cumulative; however, the final exam will include a section that tests students' comprehensive knowledge of world peoples and cultures gained throughout the semester.

Two written essays (three to five pages long each) will explore core concepts in anthropology and in studying the peoples and cultures of the world. Essay 1 will focus on the question "is gender biologically determined." Essay 2 will focus on the question "what are the social and political ramifications on societies that have been directly affected by colonialism." In both essays students will be asked to address the topic question, give real life examples from 2-3 different cultures, and discuss the topic in terms of one's sense of personal and social responsibility. Due dates for essays can be found in the course schedule below. Guidelines for each essay will be uploaded at e-learning (via Howdy Portal) four weeks prior to the due date.

Four Impromtu "Pop" In-Class Quizzes. Students are expected to come to class prepared (having read assigned readings for that day) for the day's topic. Throughout the semester there will be a total of 4 impromptu quizzes. These are not listed in the course schedule because they will be used to gage students' preparedness for class. Quizzes will cover some aspect of the day's topic by engaging students in a critical thinking and effective communication exercise. These quizzes will be given in the last 15 minutes of class time.

Grading Procedure

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams 1 &amp; 2 (100 pts each)</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
<td>125</td>
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<tr>
<td>Attendance</td>
<td>25</td>
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<td>Essay 1</td>
<td>50</td>
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<tr>
<td>Essay 2</td>
<td>50</td>
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<tr>
<td>Impromptu Quizzes (4 x 25 pts)</td>
<td>100</td>
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<tr>
<td>Total Points</td>
<td>550</td>
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</table>

*Attendance is taken to ensure student participation in class lectures on a day-to-day basis.
Final grades will be based on a traditional scale of grading: A, ≥90% of 550 points (>495 points); B, 80-89% of 550 points (440-494 points); C, 70-79% of 550 points (385-439 points); D, 60-69% of 550 points (330-384 points); F, <60% of 550 points (<330 points).

Attendance
Following TAMU student rules on attendance, class attendance is viewed as an individual student responsibility. Students, therefore, are expected to come to class and complete all course assignments. Students are responsible for knowing the course schedule outlined in this syllabus, and in the case of an unavoidable absence are also responsible for providing satisfactory evidence of that absence. A list of acceptable excused absences is provided at http://student-rules.tamu.edu/rule07. Students with acceptable excused absences must provide written notification prior to the date of absence, or in cases where advanced notification is not possible (e.g., auto accident, other emergency), written notification must be made within two working days following the absence.

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

Academic Integrity Statement
Cheating will not be tolerated. To view the guidelines of academic honesty laid out by the university, please visit this site: http://aggiehonor.tamu.edu.

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

Department of Anthropology and TAMU Statement on Diversity
Respect for cultural and human biological diversity is at the core of study in Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (http://diversity.tamu.edu).

Required Texts


Other: PDF packet readings provided by instructor at course e-learning website (Howdy Portal).
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Event</th>
<th>Haines</th>
<th>Peters-Golden</th>
<th>Chagnon</th>
<th>Other</th>
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<tr>
<td>8/27</td>
<td>Introduction to Anthropology</td>
<td></td>
<td>pp. 1-16, Chapter 1 Anthropological Basics</td>
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<tr>
<td>8/29</td>
<td>Culture &amp; Evolution</td>
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<tr>
<td>9/3</td>
<td>Ethnographic methodology</td>
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<td>Packet</td>
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<tr>
<td>9/5</td>
<td>Cultural Relativism; Race</td>
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<td>pp. 18-25 Chapter 2 Adaptations</td>
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<tr>
<td>9/10</td>
<td>Subsistence: Hunter-Gatherers</td>
<td></td>
<td>pp. 26-37 Chapter 3 Foragers</td>
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<tr>
<td>9/12</td>
<td>Ju//hoansi</td>
<td>Video: Nlai</td>
<td>pp. 97-116 Ju//hoansi</td>
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<tr>
<td>9/17</td>
<td>Subsistence: Horticulturists</td>
<td>Quiz 1</td>
<td>pp. 38-50 Chapter 4 Horticulturalists</td>
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<tr>
<td>9/19</td>
<td>Semoa</td>
<td>Video: Margaret</td>
<td>pp. 203-221 Semoa</td>
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<td>Mead &amp; Samoa</td>
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<td>Subsistence: Pastoralists</td>
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<td>pp. 55-75 Chapter 6 Pastoralists</td>
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<td>9/26</td>
<td>Iran / Basseri</td>
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<td>pp. 37-56 Iranian Basseri</td>
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<td>10/1</td>
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<td>Psychology of Culture</td>
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<td>10/8</td>
<td>Maasai</td>
<td>Video: Chronicle of a Savanna Marriage</td>
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<td>Kinship</td>
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<td>pp. 94-118 Chapters 8-9 Structures / Kinship</td>
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<td>Nuer</td>
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<td>pp. 169-185 Nuer</td>
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<td>Family formation/Reproduction</td>
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<td>pp. 119-133 Chapter 10 Kinship: Descent &amp; Marriage</td>
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<td>Tiwi &amp; Australian Aborigines</td>
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<td>pp. 222-237 Tiwi</td>
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<td>10/23</td>
<td>Gender &amp; Sexuality</td>
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<td>Homosexuality / Sambia</td>
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<td>10/31</td>
<td>Political organization/Kapaiku</td>
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<td>pp. 151-166 Chapter 12 Politics</td>
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<td>11/7</td>
<td>Religion</td>
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<td>11/12</td>
<td>Azande</td>
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<td>11/14</td>
<td>Warfare and violence</td>
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<td>pp. 1-43</td>
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<td>Video: A Man</td>
<td>Chapter 1</td>
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<td>Yanomamo</td>
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<td>Intro to Yanomamo</td>
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<td>pp. 45-98 Ch. 2</td>
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<td>Yanomamo II</td>
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<td>Yanomamo III</td>
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<td>pp. 99-119 Ch. 3</td>
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<td>12/3</td>
<td>Yanomamo IV</td>
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<td>12/11</td>
<td>FINAL: 8:00 – 10:00 a.m.</td>
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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): Anthropology

2. Course prefix and number: ANTH 210

3. Texas Common Course Number: 2351

4. Complete course title: Anthropology

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 2-3

10. Number of students per semester: 180


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

   Approvals:
   - Department Head
   - College Dean/Designee

   Date 3/26/13

   Date

12. Associate Provost for Undergraduate Studies

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?

Anth 210, Introduction to Social and Cultural Anthropology, is an existing Texas A&M Core Curriculum course in Social and Behavioral Sciences. It is being proposed for inclusion in the Language, Philosophy and Culture area of the new TAMU Core Curriculum. This course will provide students with an introduction to the fields of social and cultural anthropology. Social and cultural differences make life as a human being both interesting and intimidating. On the one hand, culture is something that can unite people (e.g., same language, values, religion, politics, hobbies, interpretations of acceptable gender roles, etc.). On the other hand, culture can divide peoples because of differences in this aspects of culture. This course examines the numerous dimensions by which human cultures vary. We will also explore different theoretical perspectives that attempt to explain how and why cultures vary the way they do along these dimensions around the world. After completing this course, students will leave with an understanding of the major concepts and methods of cultural anthropology. They will gain an appreciation for the amazing variation of the human condition and learn how to explain why such variation exists. This knowledge will provide a cultural awareness that can inform future evaluations of regional and global issues. Students learn to appreciate the diversity of human culture and come to realize that their way of doing, interacting, and thinking is neither the only way nor the best way.

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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):

Although this is primarily a lecture course, its content is organized to introduce students to questions and issues related to cultural diversity. As such, students are forced to grapple with complex questions such as "how and why do members of different cultural groups practice the same religion", instead of just "which cultural groups practice the same religion". Since "how" and "why" questions in anthropology typically reflect informed interpretations of evidence, students are repeatedly exposed to alternative theories and perspectives on these problems, instead of just general observations and facts. This means, then, that through the course students must learn to analyze, evaluate and synthesize new information, as well as to critically evaluate interpretations and theories based on that information.

Students' critical-thinking skills will be evaluated in three ways. First, written exams have essay questions that require students to defend a thesis by critically evaluating anthropological information. Second, every day students are asked a quiz question that makes them think critically before answering. These questions come from reading and lecture materials and challenge students worldview, getting them to think outside the box of middle America. Third, lectures and class discussions constantly challenge students to think beyond their own cultural awareness.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

In this course, students are challenged to practice all three forms of communication, written, oral, and visual. Each exam requires students to respond with written, argumentative essays that defend a thesis. Likewise, in homework assignments students are asked to conduct research, create an argument, and write an essay again that defends a thesis. With these homework exercises, students learn to accurately reflect the cultural practices of others. Further, daily quizzes afford student the opportunity to effectively express their interpretations of the day’s reading and lecture topic.

In a large lecture class, providing students with the opportunity to practice oral communication skills is difficult to accomplish; however, in this class it is done by creating an interactive lecture environment in which students are encouraged to ask questions, answer questions, and comment on topics being presented in class. On some days during the semester, students will be given the opportunity to break out into small groups to discuss the day’s topic. Obviously, in a class this size it is impossible to evaluate each student’s individual development in oral-communication skills, so that the only way that they can be evaluated is through class attendance, emphasizing days during which small-group discussions are held.

Visual communication skills are developed in this course through lectures. Frequently during lectures and reading assignments, students encounter videos, pictures, charts, and maps expressing or summarizing anthropological observations and evidence. As an observational field, the practice of anthropology is very much visually oriented. Through these experiences, students learn how to interpret such visuals, and on exams they are tested by responding to questions that relate to visual representations similar to those discussed in class.

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

Social responsibility is an important part of being an anthropologist. Anthropologists have an ethical responsibility of championing cross-cultural knowledge and intercultural competency, spreading knowledge of civic responsibility, and engaging effectively in regional, national, and global communities. Our goals are to educate people (and our students) about the rich diversity of humanity, why difference is not something to fear but something to embrace, and the benefits of living and working in a highly diverse community. Through readings, lectures, and assignments students of ANTH 210 are instilled with these values and expected to come away from this course with a sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

1) Cultural anthropology demonstrates humanity’s rich diversity through cross-cultural studies of human cultures. In this course, students are taught intercultural competence and civic responsibility.

2) Through lectures, readings, and assignments, students encounter the potential social and political power of anthropological information, learning that many human societies use (and have used) anthropology to create a sense of ethnicity and nationalism, or to downplay another society’s claims to lands, resources, and traditions. Students walk away from this course, however, with a sense of cultural sensitivity towards other peoples and cultures.

3) Lectures, readings, and assignments demonstrate how anthropology informs on the value of human cultural diversity, providing students a means of becoming effective, educated members of a global community. This is especially important since the state and nation in which they live are increasingly becoming more and more diverse. Students leave ANTH 210 with a greater respect for other lifeways.

4) Student performance on exams and homework exercises is used as a proxy to gauge their knowledge of the world’s varied cultural traditions and emerging ability to function in a multi-cultural world.
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):

The three homework assignments in this course require students to collect anthropological observations and data, evaluate these observations and data and share these data in an ethically responsible way that is meaningful and respectful of the cultural being represented. These exercises show students how to take personal responsibility for their decisions. Further, through participating in class discussions students are held responsible for the decisions they make when contributing to discussion. Their questions and responses to questions need to be respectful of all others in class, regardless if they agree or disagree with them.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Anthropology 210
Social and Cultural Anthropology
Section 502
Spring 2013

Instructor: Dr. Jeff Winking
Prerequisites: None
Office: Anthropology 309E
Telephone: 979-845-5242
e-mail: jwinking@amu.edu
Office Hours: Tue 11:00 – 12:00, Thur 1:00 – 2:00

TA: Kersten Bergstrom
Office: READ 159H
e-mail: kersten.bergstrom@neo.tamu.edu
Office Hours: Wed 9:00 – 10:00, Fri 12:00 – 1:00

Course Description:

The course will provide students with an introduction to the fields of Social and Cultural Anthropology. We will examine the numerous dimensions by which human cultures vary, including economy and subsistence, family formation, religion, language, political structure, gender relationships, and many more. We will also explore different theoretical perspectives that attempt to explain how and why cultures vary the way they do along these dimensions around the world. After completing this course, students will leave with an understanding of the major concepts and methods of cultural anthropology. They will gain a greater understanding of the amazing variation of the human condition and ideas as to why such variation exists. This knowledge will provide a cultural awareness that can inform future evaluations of domestic and global issues.

Prerequisites None.

Course Learning Outcomes and Core Curriculum Objectives for Language, Philosophy and Culture

First and foremost, from an anthropological perspective students will gain an appreciation for the diverse ways peoples of the earth live. In this class will evaluate anthropological literature to identify theses and key arguments, and this will be given the opportunity to hone writing skills.

Students will develop critical thinking skills through their assessments of competing theoretical models of cultural and behavioral variation. They will develop communication skills by exploring cross-cultural patterns of language and expressive culture and learning the importance of expressing oneself in culturally appropriate and respectful ways. They will develop personal responsibility by investigating the sometimes conflicting intersection between ethical beliefs and cultural norms and by exploring the moral framework of their own culture in comparison to that of others. Finally, they will develop social responsibility by increasing their awareness of the great variance in the human condition and the cultural arbitrariness of many elements of their own society that many mistakenly hold to be "natural."

Course Structure and Requirements

This is a 200-level introductory course that meets for one hour and 15 minutes, two days each week of the semester. Class meetings consist primarily of lectures, but occasionally short videos representing specific case studies may be used. Students will also be expected to arrive to class having read the assigned reading for the
day and prepared to participate in class-wide discussion during lectures and following film viewing. Exams, class writing assignments and discussions will instill core objectives: critical thinking, effective communication, as well as social and personal responsibility.

**Three exams** will test students on course content—issues in culture theory and method and details about people, societies, and cultures. Exams will also evaluate student skills related to core-curriculum objectives. Exams will cover materials presented in class lectures, discussion, and readings. Each exam will contain objective (e.g., multiple-choice, matching, true-false questions) as well as more subjective questions that require students to respond by writing brief paragraphs or essays. In addition, each exam will have a “visual-communication” component, in which students respond to questions relating to a diagram such as a picture, chart, or map similar to one encountered in class or readings. The exams are not cumulative; however, the final exam will include a section that tests students’ comprehensive knowledge of social and cultural anthropology gained throughout the semester.

**Three homeworks** will give students the opportunity to apply cultural anthropological concepts they are learning from class lectures and textbook readings. These exercises help develop critical thinking skills because they are innovating, making inquiries, evaluating and synthesizing information. They also force students to develop both written and visual skills, and all three homeworks gain a sense of social and personal responsibility. **Homework 1** engages students in mock participant-observation by attending a cultural event/practice (sporting event, restaurant outing, concert, etc.) and describing what they observe as if they were a “foreign” anthropologist. The goal of the exercise is to introduce students to cultural anthropology methods and to illustrate how important shared, culture-specific information is to all aspects of our lives. This instills a sense of social responsibility and helps student develop visual communication skills. **Homework 2** requires students to draw a kinship diagram of the Corfeone family and answer questions about familial relationships. Students learn about kinship methods (and to “never take sides with anyone against the family”) and visually communicating anthropological data. **Homework 3** has students choose three passages from books of the Old Testament or Qur’an that relate to social life and try to infer from them aspects of the cultures that produced these writings (e.g. subsistence method, marital patterns, political system, gender roles, etc.). This assignment illustrates how religious beliefs and symbolism are intimately tied to other dimensions of culture, ultimately demonstrating how all cultural elements are interrelated. This assignment gives students a sense of social responsibility. All three homeworks teach personal responsibility in that they enhance students’ understanding of how to ethically use and present data and sources.

**Daily Clicker Quizzes** will evaluate students preparedness for class and ability to thinking critically and communicate visually. They will frequently assess students’ sense of both social and personal responsibility. These quizzes will consist of a single multiple-choice question that was based on the reading or lecture and will be answered with 1-clickers (see below) at the beginning or end of classes. Daily quizzes are designed to be easily answered if students are prepared and actively learning in class. An incorrect response or an unexcused absence will result in a zero for that daily quiz. It is the responsibility of the student to bring his/her clicker every day. If you do not have your clicker, you will receive a zero. If your clicker is not working or out of batteries, you will be allowed to write your response on a piece of paper.

**Grading Procedure**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2 x 70 pts)</td>
<td>140</td>
<td>35</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Homeworks (3 x 40 pts)</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>Daily Clicker Quizzes (1.82 pts each)</td>
<td>40</td>
<td>10</td>
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<tr>
<td><strong>Total Point</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
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</table>

Final grades will be based on a traditional scale of grading: A, >90% of 400 points (≥360 points); B, 80-89% of 550 points (440-494 points); C, 70-79% of 550 points (385-439 points); D, 60-69% of 550 points (330-384 points); F, <60% of 550 points (<330 points).

**Attendance**

Following TAMU student rules on attendance, class attendance is viewed as an individual student responsibility. Students, therefore, are expected to come to class and complete all course assignments. Students are responsible for knowing the course schedule outlined in this syllabus, and in the case of an unavoidable absence are also responsible for providing satisfactory evidence of that absence. A list of acceptable excused absences is provided at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Students with acceptable excused absences must provide
written notification prior to the date of absence, or in cases where advanced notification is not possible (e.g., auto accident, other emergency), written notification must be made within two working days following the absence.

The Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement

Cheating will not be tolerated. To view the guidelines of academic honesty laid out by the university, please visit this site: http://aggiehonor.tamu.edu.

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

Department of Anthropology and TAMU Statement on Diversity

Respect for cultural and human biological diversity is at the core of study in Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (http://diversity.tamu.edu/).

Required Course Textbook and Equipment


I-clickers

An I-clicker remote is required for daily quizzes in this course. For this class, you have the option of purchasing an i-clicker remote (ISBN: 10716779390) or an iClicker2 remote (ISBN: 1429280476). You may purchase the remote through the bookstore or online at http://iclicker.com/purchase. I will only ask multiple choice questions in class, which can be achieved with the cheaper i-clicker; however, you might want to go ahead and invest in the i-clicker 2 if you think future classes will require alphanumeric responses. Daily quizzes will commence the third week of classes. Please see me if you still have not been able to purchase an i-clicker by that time. If you have an earlier CPS clicker, you can receive a rebate. Please refer to the website for instructions.

Registration:

Once you have your i-clicker, you need to register it by going to: http://www.iclicker.com/support/registryyourclicker/ (the link is also on the eLearning site). For Student ID, use your UIN.

For further information concerning i-clickers, please refer to this website: https://wikis.tamu.edu/display/tldocs/Getting%2BStarted%2Bwith%2BiClicker%2B-%2BStudent%2BVersion

Clicker Policy:

Students will not be allowed to make up a daily quiz if they simply forget their clicker. If you brought your clicker to class, but it is not working, you will be allowed to write your answer on a piece of paper. Please be sure to occasionally review your daily quiz grades so as to ensure that your clicker is working properly.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Event</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/15</td>
<td>Introduction to Anthropology</td>
<td></td>
<td>Kottak: Ch. 1, Ch. 3: p. 51-61</td>
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<tr>
<td>Th 1/17</td>
<td>Ethnographic methodology</td>
<td></td>
<td></td>
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<tr>
<td>T 1/22</td>
<td>Culture</td>
<td></td>
<td>Kottak: Ch. 2</td>
</tr>
<tr>
<td>Th 1/24</td>
<td>Cultural Theory</td>
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<td>Kottak: Ch. 3: p. 61-72, &quot;Theory in Anthro. over Time&quot;</td>
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<tr>
<td>T 1/29</td>
<td>Evolution &amp; Culture</td>
<td>HW1 Due</td>
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<tr>
<td>Th 1/31</td>
<td>Cultural Relativism; Race</td>
<td></td>
<td>Kottak: Ch. 6</td>
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<tr>
<td>T 2/5</td>
<td>Language &amp; Communication</td>
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<td>Kottak: Ch. 5</td>
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<td>Th 2/7</td>
<td>Video: American Tongues (56 min) PE2841_A67</td>
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<td>T 2/12</td>
<td>Making a Living: Hunting &amp; Gathering &amp; Horticulturalism</td>
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<td>Kottak: Ch. 7</td>
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<td>Th 2/14</td>
<td>Making a Living II: Pastoralism &amp; Agriculture</td>
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<td>T 2/19</td>
<td>EXAM 1</td>
<td>EXAM 1</td>
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<tr>
<td>Th 2/21</td>
<td>Cooperation &amp; Sociality</td>
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<td>T 2/26</td>
<td>Political Systems</td>
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<td>Kottak: Ch. 8</td>
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<tr>
<td>Th 2/28</td>
<td>Sex &amp; Gender</td>
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<td>Kottak: Ch. 9</td>
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<tr>
<td>T 3/5</td>
<td>Sexuality / Discrimination</td>
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<tr>
<td>Th 3/7</td>
<td>Kinship &amp; Descent</td>
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<tr>
<td>T 3/12</td>
<td>SPRING BREAK</td>
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<td>Kottak: Ch. 10</td>
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<tr>
<td>Th 3/14</td>
<td>Reproduction, Childhood &amp; Parenting</td>
<td>HW2 Due</td>
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<tr>
<td>T 3/19</td>
<td></td>
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<tr>
<td>Th 3/21</td>
<td>Marriage</td>
<td></td>
<td>Kottak: Ch. 11</td>
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<tr>
<td>T 3/26</td>
<td>Video: Masai women (52 min) DT443 M67</td>
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<td>Th 3/28</td>
<td>EXAM 2</td>
<td>EXAM 2</td>
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<td>T 4/2</td>
<td>Religion</td>
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<td>Kottak: Ch. 12</td>
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<tr>
<td>Th 4/4</td>
<td>Video: Inside Islam (100 min) BP181.3.150 2002</td>
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<td>T 4/9</td>
<td>Art</td>
<td></td>
<td>Kottak: Ch. 13</td>
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<tr>
<td>Th 4/11</td>
<td>Colonialism</td>
<td>HW3 Due</td>
<td>Kottak: Ch. 14</td>
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<tr>
<td>T 4/16</td>
<td>Video: We Shall Remain: After the Mayflower (113 min) <a href="http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer">http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer</a></td>
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<td>Th 4/18</td>
<td>Modernity</td>
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<td>Kottak: Ch. 15</td>
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<td>T 4/23</td>
<td>Applied Anthropology</td>
<td></td>
<td>Kottak: Ch. 4</td>
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<tr>
<td>Th 4/25</td>
<td>Debates in Anthropology / Current Issues</td>
<td></td>
<td>Packet</td>
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<tr>
<td>Th 5/3</td>
<td>FINAL: 12:30 - 2:30 p.m.</td>
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</tbody>
</table>
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ARAB 201

3. Texas Common Course Number: ARAB 2311

4. Complete course title: INTERMEDIATE ARABIC I

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: F: 3

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 51 37 41

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

13. Submitted by:
   Course Instructor
   Date 3-7-2013

14. Department Head
   Date 3-19-2013

15. College Dean/Designee
   Date 3/2/2013

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

In keeping with the vision of the INTS Department to provide "a curriculum that captures the broad range of social, political, cultural, and economic forces at play in an increasingly interdependent world", ARAB 201 uses the National Standards for Foreign Language Learning in the 21st Century as a framework to design and organize its language and culture content. More specifically, this first intermediate language course enables students to:

1. communicate in Arabic through face-to-face interaction, interpreting written and spoken messages on a variety of topics, and presenting information verbally and in writing in ways that are culturally appropriate and linguistically accurate.
2. gain cross-cultural skills by learning about cultural products, perspectives and practices found in Arabic-speaking countries, and by identifying areas of similarities and differences between the target culture and their own culture.
3. go beyond language learning by enriching and expanding their knowledge about the Arabic literature, art, geography and history.
4. become more productive and accountable through collaboration by completing class activities and projects and presenting them to the class in a timely fashion.
5. develop the desire and the ability to use language and culture skills beyond the school setting through study abroad programs in Arabic-speaking countries in ways that will contribute to their personal and intercultural growth and open up career opportunities for them.

Materials covered in the course include a variety of written texts, audio samples, selected video segments about current events in the Arab world, and other works that enhance students’ appreciation of artistic works, cultural and historical traditions, and social values and beliefs. Studying these materials in Arabic not only helps students to gain a deep appreciation of other cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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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):

The text used in this course, Al-Kitaab, evolves around the story of several Egyptian characters (high school and college students who are males and females) as they describe, directly and indirectly, their interests, emotions, ambitions, likes and dislikes, life challenges, among others. The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic, to understand and reflect upon different points of view held by the characters, the social, political and economic context and constraints that are shaping their feelings, attitudes,
Texas A&M University

Core Curriculum

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

decisions and behaviors. As they engage in class discussion, reading activities and written assignments, students get a chance to critically reflect on the life of young men and women in Egypt and to compare the lives of these young college students with their own. Through their final projects and power point presentations at the end of the course, students also get a chance to learn more about different Arab countries and dispel stereotypes they might have about these countries.

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

The textbook used in the course comes with a DVD and a companion website, allowing the students to listen to and read about the characters as they talk about different aspects of their lives. To ensure comprehension, students get to discuss and write about what they watch and read about both in groups and individually. Linguistic and cultural information gained from the reading and listening materials are assessed in different ways (multiple choice, true/false, open-ended questions). Students also use graphic organizers to capture different aspects of the characters’ lives and how they relate to each others. Finally students react to what they see and read by giving physical and personal descriptions of the different characters through written assignments (short paragraphs).

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

As they listen to and read about the different characters, students are invited to identify areas of commonalities and differences with the Egyptian youth. They learn to suspend judgements and demonstrate empathy with the characters and understand the broader context (economic and social) that affect people’s views and practices in ways that help them to better communicate with Arabic-speaking people in the future. By learning about the economic and social conditions of the characters, students also get to understand what’s driving people’s quest for migration in search of a better life, what’s leading to population movements with great cultural and linguistic implications. This is depicted when describing the desire of some characters in the story to work in Dubai in order to fulfill their dreams. The course goes beyond the textbook and provides students with selected video segments dealing with a variety of topics in Arabic-speaking countries, including forms of entertainment, likes and dislikes of people in order to understand the impact of globalization on the lives of young people everywhere. Class discussion, personal reflections expressed in short paragraphs, power point presentations and regular quizzes are used to ensure students’ development in these areas of social responsibility.

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

The stories covered in this course depict the struggle of the characters as they make important choices and decisions having to do with balancing work and family life, how to preserve family values, whether ailing parents should stay with their children or live in nursing homes, wrestling with the decision to leave one’s home country in search of better economic opportunities and the impact of that decision on family relations. Listening to these stories and discussing the causes and consequences of the characters’ decisions through short written assignments provide the students with an opportunity to demonstrate their understanding of some aspects of Egyptian society and to reflect on important issues that they might need to grapple with directly or indirectly in the short and long term, such as study abroad, choosing a career, getting married, joining the army, whether they would prefer to see their parents stay with them or in a nursing home, etc.
Texas A&M University

Core Curriculum

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

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

ARAB 201 – Intermediate Arabic I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and videos, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
أهلا وسهلا بكم!

Department of International Studies
Arabic Program

ARAB 201

Instructor: Dr. Salah Ayari  Office: ACAD 103B  Office Hours: TR (3:00pm – 4:00pm)
Class meets: MWF (9:10 – 10:00)  Location: ACAD 226  E-mail: ayari-s@tamu.edu
Grader/conversation partner: Lamia Arfaoui (tarfaoui@tamu.edu)

Course Syllabus

Course Description

ARAB 201 is designed to bring student functional ability in Arabic to the Intermediate Low level as measured by ACTFL in terms of speaking, writing, listening, and reading. Students go beyond memorized expressions and start understanding and using more complex language forms to perform a variety of functions. The course is also designed to help students gain better understanding of cultural practices, perspectives and products found in Arabic-speaking countries. By the end of the semester, students are expected to attain the following learning outcomes:

Learning outcomes:

Upon completion of the course students will be able to:

- Express personal opinion in the target language
- Talk about past events and future plans in the target language
- Tell the time and the date in the target language
- Express preference, likes and dislikes in the target language
- Give reasons/justify/defend a point of view in the target language
- Read and understand simple paragraphs in the target language
- Listen to short video clips from Al-Jazeera and Al-Arabiyya to learn about current events in the Arab world while reinforcing certain language forms
- Write sentences and short paragraphs in the target language with few or no grammatical/spelling mistakes
- Gain more knowledge about and understanding of the Arabic culture(s), including family, youth hobbies, food, historical places, etc.

Core Curriculum Objectives

Using the National Standards for Foreign Language Learning in the 21st Century as a framework to organize its content, this course seeks to accomplish the following outcomes:

Critical Thinking: The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic, to understand and reflect upon different points of view held by the characters, the social, political and economic context and constraints that are shaping their feelings, attitudes, decisions and behaviors. Students will enrich and expand their knowledge about the Arabic literature, art, geography and history. Through their final projects
and power point presentations at the end of the course, students also get a chance to learn more about different Arab countries and dispel stereotypes they might have about these countries.

**Communication:** Students will communicate in Arabic in different modes by interacting with each other verbally, interpreting written and spoken messages on a variety of topics, and presenting information through written and oral tasks. Students also use graphic organizers to capture different aspects of the characters’ lives and how they relate to each other.

**Social Responsibility:** Students will gain social and cross-cultural skills by understanding cultural products, perspectives and practices in the Arab world, and how they are similar and/or different from their own. Students will demonstrate the desire and the ability to study abroad in Arabic-speaking countries and deal with language and cultural challenges effectively, as well as the desire to be a lifelong learner of the Arabic language and culture.

**Personal Responsibility:** Engagement with course materials provides students the opportunity to demonstrate their understanding of some aspects of Egyptian society and to reflect on important issues that they might need to grapple with directly or indirectly in the short and long term. Students will gain better productivity and accountability through collaborative work to complete class activities and projects.

**Prerequisite**

Students enrolled in this class must have completed and passed ARAB 102 with a grade of “C” or higher. Students can test out of ARAB 102 and enroll in this course (ARAB 201) by taking the placement test available at the Office of Measurement. Students must “pass” the placement test by scoring at or above 60% in order to enroll in ARAB 201.

**Required Textbook**


*الكتاب في تعلم اللغة العربية الجزء الأول*

*The Hans Wher Dictionary of Modern Written Arabic,* Spoken Language Services, Inc

**Grading**

- **Class participation:** 10% Students are expected to work in pairs and small groups, in every class meeting, to use language forms and complete certain tasks involving the use of certain language forms.
- **Quizzes:** 40% There will be a total of four quizzes, each covering the materials from the current lesson, including grammar, vocabulary, culture, reading and writing.
- **Homework:** 20% Each homework assignment needs to be submitted on time and complete in order to receive full credit.
- **Project:** 10% (see project description). These are individual projects. Each person is expected to select an Arabic-speaking country, use a power point presentation, present information about that country for up to ten minutes. The project will be graded based on pronunciation, grammar, vocabulary and the information presented (see guidelines).
- **Final:** 20% The final exam is comprehensive, covering all lessons taught during the semester

**Attendance and punctuality**

If you are late to class more than 10 minutes, you will be marked absent. Similarly, if you leave early without an approved excuse, you will be counted absent. Any graded assignment you miss will not be
made up if you do not have a university excused absence. Because class meets three times a week only, any unexcused absence will result in your final grade being reduced by 2 percentage point. (No penalty will be incurred in case of a University-excused absence). If you have five unexcused absences, you will no longer pass the course.

**Excused absences**

Excused absences (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)) are legitimate but must always be documented. Please provide the explanation of student absence form as outlined in the Texas A&M student attendance rules (see [http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf](http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf)). It is your responsibility to meet with me or with your classmates to see what you have missed.

**Homework**

Class time will not be enough to meet course objectives. You are therefore expected to put in enough time outside of class to complete your homework assignments and prepare for the lesson before coming to class (listening to the CD and understanding the new words). Homework assignments should be completed before you come to class. If you do your homework in class, it will not count (even though I may take it from you). Late homework will be marked down. Incomplete homework will be collected and graded but will not count.

**Academic Integrity**

You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that "an Aggie does not lie, cheat, or steal, or tolerate those who do." (see [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)).

**Americans with Disabilities Act**

The American 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 B-118 Cain Hall (845-1637).
Calendar

Aug. 27 – 31

Review lesson 6

- About و่า والمها and خانًا
- المصدر Verbal nouns
- Reading and spelling

Sept. 3 - 21

Lesson 7 (الله يرحمها)

Story about Khalid

- The Superlative
- الجملة الاسمية Sentence structure
- Reading and spelling

Quiz # 1 (September 21)

Sept. 24 – Oct. 12

Lesson 8 (المستقبل للتجارة)

- ما رأيك في الفعل الماضي
- Using past tense/talking about past events
- Giving reasons (لذاك)
- Conditional (if… then) إذا اجتمعت ... سأعمل في ...
- Verb root
- How to use an Arabic dictionary

Quiz # 2 (Oct. 12)

Oct. 15 – Nov. 2

Lesson 9 (جدتني توقظني في السادسة والنصف)

- Talking about daily schedule
- Expressing preference (مدينتي المفضلة هو رايتى المفضلة)
- Ordinal numbers
- Telling time

Quiz # 3 (Nov. 2)
Nov. 5 – Nov. 21

Lesson 10 (بيت العائلة)

- القصة
- Describing daily activities
- Conjugating verbs (نام جاء صحا)
- More on verbal nouns
- المضارع المنصوب
- Combining the prepositions إلى على with pronouns (إليك علينا)
- Object pronouns (ضمان النصب: ساعني ساعدها)

Quiz # 4 (Nov. 16)

Nov. 26 – Dec. 3

Country Projects Due

Dec. 10 Final (8:00 – 10:00 a.m.)

Note: changes to this syllabus will be made whenever necessary
Country Project

- Select an Arabic-speaking from the list below:

المغرب موريتانيا الجزائر تونس ليبيا مصر السودان الصومال اليمن عمان السعودية الإمارات قطر الكويت البحرين العراق سوريا لبنان فلسطين الأردن

- Research the selected country and find information about: geographical location – major cities, weather conditions, population, cuisine, traditional clothes, etc. (use words from vocab. list below)

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- Give 5 to 10 minute power point in presentation
- Your presentation should be in Arabic 100%

Grading criteria

- Use of proper vocabulary
- Use of proper pronunciation
- Use of complete sentences
- Accurate and complete information
- Richness of presentation (pictures)
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: ARAB 202

3. Texas Common Course Number: ARAB 2312

4. Complete course title: INTERMEDIATE ARABIC II

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 5: 3

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 50 39 50

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

13. Submitted by:
    Course Instructor
    [Signature]
    Date 3-7-2013

14. Department Head
    [Signature]
    Date 3-19-2013

15. College Dean/Designee
    [Signature]
    Date 3/30/13

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

In keeping with the vision of the INTS Department to provide “a curriculum that captures the broad range of social, political, cultural, and economic forces at play in an increasingly interdependent world”, ARAB 202 uses the National Standards for Foreign Language Learning in the 21st Century and the 21st Century Skills as a framework to design and organize its language and cultural content. More specifically, this second intermediate language course seeks to enable students to:

1. use Arabic to communicate more confidently and effectively on a wide range of topics and in a variety of modes: face-to-face interaction, interpreting written and spoken messages in Arabic on a variety of topics, presenting information in manners that are culturally appropriate and linguistically accurate.
2. expand their cross-cultural skills and show flexibility and adaptability by learning more about cultural products, perspectives and practices found in the Arab world, and by identifying areas of similarities and differences between the target culture and their own culture.
3. use language learning as a tool to reinforce and acquire new knowledge about the literature, art, geography and history of the Arab World.
4. become more productive and accountable through collaboration and group work to complete class activities and projects and present them to the class in a timely fashion.
5. develop the mindset and preparedness (linguistically and culturally) to live and study in an Arabic-speaking environment in ways that will contribute to their personal and intercultural growth and open up career opportunities for them.

Materials covered in the course includes a variety of written and electronic, culturally authentic texts, selected video segments about current events in the Arab world, and other authentic materials that enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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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):

Course materials consist of 13 lessons from Al-Kitaab, and companion website, all of which evolve around the life of several Egyptian characters (males and females) who are college students as they describe in different ways their conditions, interests, feelings, ambitions, life challenges, and their perceptions about America, among others. The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic,
to understand and reflect upon the points of view of the characters, the social, political and economic context and constraints that shape their feelings, attitudes, decisions and behaviors and their views on American culture. As the students engage in class activities and written assignments, they get a chance to critically reflect on the life of these young men and women in Egypt and to compare it with their own life. Students also get a chance to describe and reflect upon their perceptions about the characters, and Arabic-speaking people in general, and the extent to which what they have learned from the stories reinforces or dispels preconceived ideas about the Arab world. They also describe and discuss, verbally and writing, the stereotypes held by these Egyptians characters about the American culture, such as friendship, family life, etc.

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

The course materials, which include a textbook, DVDs, a companion website and selected video segments from popular Arab media sources (Al-Jazeera and Al-Arabiyya), provide the students with linguistic and cultural content that they can view, discuss, read and write about. Students work individually and in groups to answer questions and show their comprehension of the reading and listening materials and to perform writing tasks and even sing popular songs. Linguistic and cultural information gained from the reading and listening materials is assessed in different ways (multiple choice, true/false, open-ended questions). Students also use graphic organizers and power point presentations to capture different aspects of the characters’ lives and the complex relationships that exist among these characters. Finally students react to what they have learned about the different characters by giving personality descriptions and back them with different information that they gathered from the reading and listening activities.

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

As they read about the different characters in the stories and as they watch different video segments from Al-Jazeera and Al-Arabiyya, students are invited to identify areas of commonalities and differences with the Egyptian youth and life in major Arab cities. They learn to suspend judgments, show empathy and understand the broader economic and social and cultural context that affects people’s views, practices and dreams. By doing so, students become better equipped, linguistically and culturally, to communicate effectively with native speakers of Arabic. Students also learn about popular forms of entertainment, likes and dislikes of the youth and the cultural norms that define forms of entertainment, interpersonal and gender communication. While talking about one of the character’s decision to study in America and stay there after graduation, students get to learn about the economic conditions in Egypt, cultural and linguistic implications of such decisions and the struggle of the first generation to cope with two cultures. Class discussion, personal reflection, power point presentations and regular quizzes are used to ensure students’ development in these areas of social responsibility.

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

The stories contained in the textbook, and the different characters that they depict, embody the struggle of ordinary people as they grapple with important choices and decisions in their lives having to do with immigration in search of better opportunities, grappling with the generation gap especially between immigrant parents and their children, among others. Listening to these stories and discussing the causes and consequences of the characters’ decisions and choices provide the students with an opportunity to reflect on issues that might affect them directly and indirectly in the short and long term, such as study abroad and identity issues, choosing a career that has major implications on family’s stability, choosing a spouse, joining the army, maintaining family relations, among others. In addition to class discussion, students demonstrate their understanding of the characters’ choices and consequences and react to them
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum through multiple choice questions, and short written assignments.

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

ARAB 202 – Intermediate Arabic II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
أهلا وسهلا بكم!
قسم الدراسات الدولية
جامعة تكساس أي آند إم

ARAB 202 - Intermediate Arabic - Spring 2013

Instructor: Salah Ayari  Office: ACAD 103B  Office Hours: TR (3:00 – 4:00)
Class meets: MWF (11:30 – 12:20; ZACH 322)
Grader/Conversation partner: Lamia Arfaoui (tarfaoui@tamu.edu)

Course Description

ARAB 202 is designed to bring students' functional ability in Arabic to the intermediate Mid level in terms of speaking, writing, listening, and reading. Students go beyond memorized expressions and start using the language creatively in strings of sentences when speaking about familiar and uncomplicated topics related to their daily life, including personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. The course is also designed to help students gain better understanding of cultural practices, perspectives and products found in Arabic-speaking countries. By the end of the semester, students are expected to attain the following learning outcomes:

Learning Outcomes:

Upon completion of the course students will be able to:

- Describe physical appearance (colors, clothes, body parts) in the target language
- Describe personality traits in the target language
- Express emotions and feelings in the target language
- Give reasons/justify/defend a point of view in the target language
- Talk about past and future events in the target language
- Describe different parts of a house/apartment in the target language
- Search for housing information online in the target language
- Congratulate people on various occasions in the target language
- Connect sentences to form a paragraph in the target language
- Read an extended text (paragraph) fluently and understand the gist of it in the target language
- Gain cultural awareness about the Arabic-speaking world

Core Curriculum Objectives

Using the National Standards for Foreign Language Learning in the 21st Century as a framework to organize its content, this course seeks to accomplish the following outcomes:

Critical Thinking: The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic, to understand and reflect upon different points of view held by the characters, the social, political and economic context and constraints that are shaping their feelings, attitudes, decisions and behaviors. Students will enrich and expand their knowledge about the Arabic literature, art, geography and history. Through their final projects and power point presentations at the end of the course, students also get a chance to learn more about different Arab countries and dispel stereotypes they might have about these countries.
Communication: Students will communicate in Arabic in different modes by interacting with each other verbally, interpreting written and spoken messages on a variety of topics, and presenting information through written and oral tasks. Students also use graphic organizers to capture different aspects of the characters' lives and how they relate to each other.

Social Responsibility: Students will gain social and cross-cultural skills by understanding cultural products, perspectives and practices in the Arab world, and how they are similar and/or different from their own. Students will demonstrate the desire and the ability to study abroad in Arabic-speaking countries and deal with language and cultural challenges effectively, as well as the desire to be lifelong learners of the Arabic language and culture.

Personal Responsibility: Engagement with course materials provides students the opportunity to demonstrate their understanding of some aspects of Egyptian society and to reflect on important issues that they might need to grapple with directly or indirectly in the short and long term. Students will gain better productivity and accountability through collaborative work to complete class activities and projects.

Prerequisite

Students enrolled in this class must have completed and passed ARAB 201 with a grade of “C” or higher. Students can test out of ARAB 201 and enroll in this course (ARAB 202) by taking the placement test available at the Office of Measurement. Students must “pass” the placement test by scoring at or above 80% in order to enroll in ARAB 201.

Required Textbook

- The Hans W. Her Dictionary of Modern Written Arabic, Spoken Language Services, Inc

Grading

- Unit Quizzes (50%): There will be five quizzes, each is worth 10% of the final grade. Each quiz will cover materials from one unit and will include reading, vocabulary, grammar and writing.
- Homework assignments (10%): Homework assignments are graded for completion and not for accuracy. Late homework will be marked down.
- Vocabulary Quizzes (10%): Every Friday, there will be a short quiz in which you will use new vocabulary in meaningful sentences. The list of vocabulary will be given in advance.
- Project (10%): The final project consists of introducing your family and residence. You will be expected to provide a thorough description of your family and residence using vocabulary pertaining to these topics from different lessons.
- Final exam (20%): The final exam will be comprehensive, covering all materials covered during the semester.

Attendance and punctuality

All students are expected to come to class regularly and on time. If you are late to class more than 10 minutes, you will be marked absent. Similarly, if you leave early without an approved excuse, you will be counted absent. Any graded assignment you miss will not be made up if you do not have a verifiable excused absence. Because class meets twice a week only, any unexcused absence will result in your final grade being reduced by 1 percentage point. (No penalty will be incurred in case of a University-excused absence). If you reach five unexcused absences, you will not pass the course.
Excused absences

Excused absences (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)) are legitimate but must always be documented. Please provide the explanation of student absence form as outlined in the Texas A&M student attendance rules (see [http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf](http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf)). It is your responsibility to meet with me or with your classmates to see what you have missed.

Homework

Class time will not be enough to meet course objectives. You are therefore expected to put in enough time outside of class to complete your homework assignments and prepare for the lesson before coming to class (listening to the CD and understanding the new words). Homework assignments should be completed before you come to class. If you do your homework in class, it will not count (even though I may take it from you). Late homework will be marked down. Incomplete homework will be collected and graded but will not count.

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Extra Credit

Extra credits can only be received for campus events deemed by the instructor to be helpful in meeting course objectives.

Other expectations

- Turn off your cell phone during class time
- Do not use your laptop during class unless asked to do so
- Homework cannot be done in class
- Check your e-mail regularly
Calendar

Jan. 14 – 30  (Describing people)
- Review stories about Maha and Khalid
- Conditional (إنـ. إذاـ. لو)
- Colors الألوان
- Clothes انطلاب
- Body parts أعضاء الجسم
- Feb. 1 – Quiz #1

Feb. 4 - 21
Lesson 11 (أشعر بالخجل أحيانا)
- Expressing feelings/emotions
- المضارع المرفع
- جملة الصفة
- Quantifiers (كل، بعض، معظم عدد)
- Listening
- Reading
- Feb. 22 Quiz #2

Feb. 25 – March 18
Lesson 12 (أصعب قرار في حياتي)
- Talking about study abroad and immigration
- Taking big decisions in your life
- Expressing preference – the superlative
- Talking about past and present tense
- Using the negative forms (ليس، لا، لن)
- Listening to Khalid’s father
- Listening to songs (فبروز، راغب علامة)
- Reading (p. 266)
- March 20 Quiz #3
March 22 – April 5

Lesson 13

- Expressing reasons / giving justification
- Feeling homesick
- Verbs with أَنَّ الآلاً أن
- Using the verb مازال
- The verbs انتهى - ظن
- Negative past tense with لم المضارع المجزوم
- Reading: How to get a study abroad scholarship (pages 286 – 287, 288, 292)
- April 8 Quiz #4

April 10 - 22

Lesson 14

- Listen to the story
- Expressing preference
- Describing a residence
- Finding a residence when you are overseas
- Grammar: في + ضمير
  - الجملة الإسمية
  - الإضافة
  - أوزان الفعل Verb root

April 24 - Quiz #5

Presentations

- April 26
- April 29

Final exam: May 8 (10:30 – 12:30) 501 class

Note: changes to this syllabus will be made whenever necessary
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: CHIN 201

3. Texas Common Course Number: CHIN 2311

4. Complete course title: INTERMEDIATE CHINESE I

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: Fall: 3

10. Number of students per semester: F: 60

11. Historic annual enrollment for the last three years: 47 25 62

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

   3/6/2013

14. Department Head

   [Signature]

   Date

   3/19/2013

15. College Dean/Designee

   [Signature]

   Date

   3/20/13

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CHIN 201) is a first-semester intermediate class in Chinese language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire Information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos clips, and other works, all of which enhance students’ appreciation of cultural and historical traditions, and social values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

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

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

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

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: newspaper reports, radio and TV broadcasts, songs, movies, and introduction to Chinese literary works. Students must understand and interpret written and spoken language on a wide variety of topics, including: gift exchanging, Chinese modesty and humility, privacy, geography and environment. Class discussions and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the presentations on key topics from the course material.
Texas A&M University

Core Curriculum

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

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

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written and oral materials themselves which are assessed to gauge students' development in these areas.

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

The course enhances students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and presentation) are used to assess students' development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: Chinese concepts about privacy, the relationships of men and women, historical places, geography and the environment, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments and presentation.

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

CHIN 201 – Intermediate Chinese I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film, and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
CHIN 201: Intermediate Chinese I

ZACH105C MWF 01:50-02:40 pm

Instructor: Weidong Shi (史卫东)
Office: ACAD 103AB
Tel: 979-845-2124 (INTS main office) E-mail: shiweidong@tamu.edu
Office Hours: Wednesday 3:00pm-5:00 pm

Textbook

Prerequisite
CHIN102 or equivalent

Course Description
This 3-credit course is conducted mainly in Chinese. This course is to help students develop proficiency in reading, listening, speaking, and writing, to solidify and further their communicative ability in Chinese through contact with various written and spoken styles of modern Chinese on cultural topics, newspaper reports, radio, and TV broadcasts.

Learning outcomes
Upon completion the course students will demonstrate:
➢ Listening abilities, including
   A more in-depth understanding of daily conversations and interactions
   A greater ability to discern main points of more complex dialogues, including news broadcasts, radio and film
➢ Speaking abilities, including
   Conversing on a variety of topics in greater detail, be it in informal or formal conversation
   Discussing and talking more complex issues such as: social problems, environmental issues, culture difference
   Expressing feelings, opinions, and emotions using a more extensive vocabulary
➢ Reading abilities, including
   A deeper understanding of main ideas of new materials
   Ability to read more Chinese characters
   Ability to guess the meaning of unknown characters and words
➢ Writing abilities, including,
   More detailed essays
   Self-reflections using a more extensive array of vocabulary
   Summaries with greater description
➢ Cultural Awareness, including
Developing an appreciation for the values of other cultures
Ability to discern and compare cultural similarities and differences

**Core Curriculum Objectives**

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

➢ *Communication*: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a presentation expounding on one of the topics addressed in the course.

➢ *Social responsibility*: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

➢ *Personal responsibility*: The course enhances personal responsibility through engagement with contemporary social issues in China.

**Course Requirements**

Except in the case of university-excused absences, students are required to attend ALL classes and prepare for EVERY class. Students in the class need to be ready to make a commitment of spending at least 8 hours per week studying outside of class, including previewing, preparing, and reviewing assignments. Group projects and other assigned teamwork will require additional time for collaboration. Daily preparation is critical to this course and students' preparation efforts will be evaluated and graded EVERY CLASS for In-class Performance. Strong motivation and daily preparation will ensure a successful learning experience in this class.

---

**Grading**

Grade points are based on the following:

- Class participation and preparation: 10%
- Homework: 20%
- Oral: 10%
- Quiz: 20%
- Midterm: 20%
- Final: 20%

Grading scale is as followed:

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

---

**Attendance and class participation:**

Please see http://student-rules.tamu.edu/rule07.htm for current policy on university-excused absences.
Students are expected not only to speak up when called on but to actively participate in class and to communicate in Chinese whenever possible with their instructor and with classmates. Students' efforts in expressing themselves in Chinese will be evaluated as part of their class participation grade.

You are expected to be in class on time every day. Being 15 minutes late (without a valid excuse) counts as an absence.

You are allowed TWO unexcused absences per semester. THREE or more unexcused absence will adversely affect your final grade. THRFFF unexcused absences will prevent you from receiving an A, SIX will prevent you from receiving a B, and TEN will prevent you from receiving a C. Always ask for permission in advance for classes you will have to miss and make appropriate arrangements for missed work. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional's confirmation that absence from class was necessary (see Rule 7.1.6.1: http://student-rules.tamu.edu/rule07).

If you know that you will miss a class, contact your instructor before class to facilitate any make-up arrangement. You or a friend can stop by the office to pick up handouts that you missed.

It is your responsibility to obtain class notes and prepare any work assigned or due during the period of your absence. If you are not able to reach the instructor to check for missed work, contact a classmate to obtain the information you need.

Homework:
All homework should be completed before coming to class. If you have to miss a class when an assignment is due, ask someone to bring it to the class. You can also drop it off at the instructor's office. Late homework turned in within 48 hours after the due date will be accepted and corrected, but penalized a half grade. After 48 hours, no homework will be accepted and a grade of zero will be assigned. No penalty will be assessed for late homework in case of a university-excused absence.

Quizzes:
Quizzes will be given to ensure that everyone keeps up with the material. As such, they will cover only information already presented in class.

Mid-term and Final Examination:
A review lesson will be given before each exam. The exam will contain both oral and written parts. The oral part may take the form of personal interviews or role-playing. The written part may include reading comprehension, character writing, translations, filling the blanks, answering questions in Chinese, etc. Changes will be made whenever it's necessary.

Make-up Policy
In case of officially documented medical emergencies or unplanned incidences, please
contact your instructor for make-up work as soon as possible. Make-up tests must be
arranged with the instructor in advance of the scheduled test time. All make-ups must be
taken before graded tests are returned to the class except in the case of university-excused
absences. Please see http://student-rules.tamu.edu/rule7.htm for current policy on
university-excused absences. Make-up tests are granted only at the discretion of the
instructor.

■ 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, Room B-118 Cain Hall (845-1637). For additional information, visit

■ Academic Integrity
"An Aggie does not lie, cheat or steal, or tolerate those who do." As commonly defined,
plagiarism consists of passing off as one’s 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. 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 Regulations, under section “Scholastic Dishonesty.”
Student rules are available online at http://student-rules.tamu.edu. Check with the Aggie
Honor System Office at http://www.tamu.edu/aggiehonor.

■ Useful Resources

*Dictionary*

*Books on China in English*
Grove, 1999.
3. Lonely Planet: China
4. China Wakes: The Struggle for the Soul of a Rising Power. Nicholas Kristoff and
Sheryl WuDunn, 1994.

*Classical Chinese Literary Works*
1. The Analects, Confucius
2. The Art of War, Sunzi

4/7
3. Dao De Jing, Laozi
4. A Dream of Red Mansions, Cao Xueqin
5. Romance of the Three Kingdoms, Luo Guanzhong

Documentaries
1. BBC Wild China.
2. PBS China From The Inside.

Learning Chinese Online
2. http://www.csulb.edu/~txie/online.htm (Learning Chinese Online)
### Syllabus

| 9/10-9/19 | 27. 入乡随俗 | Expressing one's opinion / giving an example | 1. “把” sentence(3) 把 + O + V + 完/在/成/  
2. adverbs “最” and “更”  
3. the construction “一边...一边...”  
4. the construction “来+NP”  
5. “的” the construction “对...来说” | When in China, do as Chinese do |
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<tbody>
<tr>
<td>9/24</td>
<td>27 课考试</td>
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</tbody>
</table>
| 9/21-9/28 | 28. 礼轻情义重 | Presenting and appreciating a gift/comparing | 1. using “有/没有” to express comparisons  
2. rhetorical questions “不是...吗”  
3. sentences containing a series of verbs.  
4. 上+开 as the resulting complements | Gift exchanging in China |
| 10/01     | 28 课考试     |                                             |                                                 |                                               |
| 10/01-10/10 | 29. 请多提意见 | Describing things/emphasizing an affirmation / expressing modesty | 1. the structural particle “地”  
2. sentences indicating existence or emergence (?)  
3. the reduplication of adjective  
4. “把” sentence(4) | Chinese modesty and humility |
| 10/12     | 期中考试     |                                             |                                                 |                                               |
| 10/12-10/19 | 30. 他们是练太极剑的 | Indicating changes / making a summary / describing | 1. sentences indicating existence or emergence (3).  
2. using “了” to indicate a change of situation(2).  
3. the complement of state(2). | Recreational activities in China |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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<tbody>
<tr>
<td>10/22</td>
<td>30 课考试</td>
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<tr>
<td>Monday</td>
<td>10/22-10/31</td>
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<td></td>
<td>31. 中国人叫她“母亲河”</td>
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<td>giving encouragement / Asking about something /describing a scenery</td>
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<td>1. approximate numbers.</td>
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<td>2. pivotal sentences(2).</td>
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<td>3. the construction “只要...就”</td>
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<td>4. enumeration and paraphrasing.</td>
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<td>Yellow river, Yangzi River, Mount Everest and Mount Huang</td>
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<tr>
<td>11/05</td>
<td>31 课考试</td>
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<td>Monday</td>
<td>11/02-11/09</td>
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<td>32. 这样 的问题也不能问了</td>
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<td>Making a guess/ giving a vague response/ explaining</td>
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<td></td>
<td>Grammar Review</td>
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<td>1. structural particles”的, 得,地“.</td>
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<td></td>
<td>2. Summary of the “把” sentence.</td>
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<td></td>
<td>3. the adverbs “就” and “还”</td>
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<tr>
<td>11/12</td>
<td>32 课考试</td>
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<td>Monday</td>
<td>11/14-11/30</td>
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<td>复习</td>
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<td>12/11</td>
<td>3:30-5:00 pm 期末考试</td>
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<td>Tuesday</td>
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* Note: Changes to the syllabus will be made whenever necessary.*
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: CHIN 202

3. Texas Common Course Number: CHIN 2312

4. Complete course title: INTERMEDIATE CHINESE II

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester:
   - Spring: 3

10. Number of students per semester:
    - 60

11. Historic annual enrollment for the last three years:
    - 37
    - 42
    - 52

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

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

12. Submitted by:
    - [Signature]
    - Date: 3/6/2013

13. Course Instructor

14. Department Head
    - [Signature]
    - Date: 3/19/2013

15. College Dean/Designee
    - [Signature]
    - Date: 3/20/13

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 (CHIN 202) is a second-semester intermediate class in Chinese language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, video clips, and other works, all of which enhance students’ appreciation of cultural and historical traditions, and social values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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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):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: newspaper reports, radio and TV broadcasts, songs, movies, literature works and Internet materials. Students must understand and interpret written and spoken language on a wide variety of topics, including: Chinese dining table culture, the relationships of family members, generation gap, geography and climate, and other social issues. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the presentations on key topics from the course material.
Texas A&M University

Core Curriculum

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

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

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written and oral materials themselves which are assessed to gauge students’ development in these areas.

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

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and presentation) are used to assess students’ development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: Chinese dining table culture, the relationships of family members, generation gap, geography and climate, and other social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and presentation.

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

CHIN 202 – Intermediate Chinese II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
CHIN 202: Intermediate Chinese II

ZACH322 MWF 12:40 pm-01:30 pm

Instructor: Weidong Shi

Office: ACAD 103AD
Tel: 979-845-2124(INTS main office) E-mail:shiweidong@tamu.edu
Office Hours: Wednesday 3:00pm-5:00 pm

Textbook

Prerequisite
CHIN201 or equivalent

Course Description
This 3-credit course is conducted mainly in Chinese. This course is to help students develop proficiency in reading, listening, speaking, and writing, to solidify and further their communicative ability in Chinese through contact with various written and spoken styles of modern Chinese on cultural topics, newspaper reports, radio, and TV broadcasts.

Learning outcomes
Upon completion the course students will demonstrate:

- Listening abilities, including
  A more in-depth understanding of daily conversations and interactions
  A greater ability to discern main points of more complex dialogues, including news broadcasts, radio and film

- Speaking abilities, including
  Conversing on a variety of topics in greater detail, be it in informal or formal conversation
  Discussing and talking more complex issues such as: social problems, environmental issues, culture difference
  Expressing feelings, opinions, and emotions using a more extensive vocabulary

- Reading abilities, including
  A deeper understanding of main ideas of new materials
  Ability to read more Chinese characters
  Ability to guess the meaning of unknown characters and words

- Writing abilities, including,
  More detailed essays
  Self-reflections using a more extensive array of vocabulary
  Summaries with greater description
➢ Cultural Awareness, including
Developing an appreciation for the values of other cultures
Ability to discern and compare cultural similarities and differences

■ Core Curriculum Objectives
➢ Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Chinese culture. Group/class discussion, written work, and oral presentation are all exercises in which students demonstrate critical thinking skills.
➢ Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a presentation expounding on one of the topics addressed in the course.
➢ Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.
➢ Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in China.

■ Course Requirements
Except in the case of university-excused absences, students are required to attend ALL classes and prepare for EVERY class. Students in the class need to be ready to make a commitment of spending at least 8 hours per week studying outside of class, including previewing, preparing, and reviewing assignments. Group projects and other assigned teamwork will require additional time for collaboration. Daily preparation is critical to this course and students' preparation efforts will be evaluated and graded EVERY CLASS for In-class Performance. Strong motivation and daily preparation will ensure a successful learning experience in this class.

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Grade points are based on the following:
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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, Room 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." As commonly defined, plagiarism consists of passing off as one’s 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. 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 Regulations, under section “Scholastic Dishonesty.” Student rules are available online at http://student-rules.tamu.edu. Check with the Aggie Honor System Office at http://www.tamu.edu/aggiehonor.

■ Useful Resources

Dictionary

Books on China in English
3. Lonely Planet: China

Classical Chinese Literary Works
1. The Analects, Confucius
2. The Art of War, Sunzi
3. Dao De Jing, Laozi
4. A Dream of Red Mansions, Cao Xueqin
5. Romance of the Three Kingdoms, Luo Guanzhong

**Documentaries**
1. BBC Wild China.
2. PBS China From The Inside.

**Learning Chinese Online**
2. [http://www.csub.edu/~txie/online.htm](http://www.csub.edu/~txie/online.htm) (Learning Chinese Online)
6. [http://zhongwen.com](http://zhongwen.com) (Chinese Characters and Culture)
## Syllabus

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* Note: Changes to the syllabus will be made whenever necessary.*
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: CLAS/HIST/RELS 220
   HISTORY OF CHRISTIANITY: ORIGINS TO

3. Texas Common Course Number: N/A

4. Complete course title: THE REFORMATION

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? each Spring semester

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

10. Number of students per semester: 120-150

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

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

12. Submitted by:
    Course Instructor

13. Date: 3/22/13

14. Department Head

15. College Dean/Designee

Date: 2/22/13

Date: 2/26/13

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

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 220

Date: March 18, 2013

Please accept this memorandum in support of the history department’s request to certify HIST 220: History of Christianity for the 2014 Core Curriculum.

Due to a series of events—including unexpected permanent faculty departures and an unusually large number of faculty members on-leave in the years under consideration—we believe the course’s historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in/enrollment in the course.

HIST 220 had a strong course enrollment in 2010/2011 (142) and in 2011/2012 (122) when it was last scheduled. We expect the same when it is next taught in Spring 2014.

Based on this data, we submit the course for certification for the 2014 Core Curriculum and ask that you take information into consideration when making your decision.
Texas A&M University

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

This course (HIST 220) provides a survey of the history of Christianity from its inception until the beginnings of European colonial expansion in the first half of the sixteenth century. It traces the growth of Christianity as it spread throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia and considers how this expansion required Christians to negotiate diverse social, political, and geographical situations. It further considers how these negotiations contributed to differences in how the faith developed theologically, ritually, and morally around the globe.

Core Objectives

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

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

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

This course will address the development of critical thinking skills by requiring students to interpret and synthesize lecture, primary source materials and secondary source materials related to the growth of Christianity world-wide and the complicated negotiations people undertook to express and define Christianity in different social, political and geographical situations. Student learning will be evaluated through class discussion, a short primary source analysis, two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

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

This course will address the development of application of communication skills by requiring students to participate in class discussions of assigned reading material, produce a short analytical essay, and complete two midterms and a final exam based on material related to the movements associated with the spread of Christianity throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia from its beginning until 1500. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, and two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

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

Core Curriculum

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

This course will address social responsibility by requiring students to identify and evaluate (in lectures and reading materials) how cultural differences shaped the definition and expression of Christianity throughout the Mediterranean basin, Mesopotamia, Africa, Northern Europe and central Asia. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, and two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

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

This course will address personal responsibility by requiring students to identify, analyze and synthesize (through lectures and reading materials) how choices made by adherents of Christianity, whether commoners or rulers, shaped the political, economic and ideological parameters of Christianity's expression around the globe. Students also will be asked to determine whether or not they can apply the ethical decision-making processes discussed in class to their own contemporary lives. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST/CLAS/RELS 220: The History of Christianity
TR 9:35-10:50
Spring 2011
ANIN 215

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

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

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

Prerequisites:
None

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

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

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

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

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

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

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

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

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

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

**Required Course Readings**


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

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

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

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

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

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

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

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

Course Grading (based on points)

10  Participation
10  Map Quiz
40  Short Paper
40  First Midterm Exam
40  Second Midterm Exam
60  Final Exam
200  Total Possible

Grading Scale (by percentage):

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

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

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

Academic Integrity:

Class Schedule [Schedule and specific readings subject to change as necessary]

Week 1 -- January 18-20: Introduction to the Study of Christian History
Secondary  HWCM, vii-21
Primary    Matthew 5-7 (Bible)
Didache (RWCH, 12)
Week 2 --January 25-27: Christianity in the Roman World  
Secondary HWCM, 22-74  
Primary Acts of the Apostles, Chapters 1-2, 17(Bible) Acts of Paul and Thecla (RWCH, 48) Correspondence of Pliny and Trajan (RWCH, 23)  

Week 3 --February 1-3: The Expansion of Christianity  
Secondary HWCM, 74-115  
R. D. Young, "Martyrdom as Exultation" (Online)  
Primary Acts of Thomas (Online) Martyrs of Lyon (RWCH, 24) Martyrdom of Perpetua and Felicity (RWCH, 30)  
Map Quiz in class or Tuesday, 2/1  

Week 4 --February 8-10: Christian Diversity and the Idea of Orthodoxy  
Secondary HWCM, 115-155  
Primary Irenaeus, Against Heresies (RWCH, 58) The Muratorian Fragment (RWCH, 66) Bardaisan, Book of the Laws of Countries (RWCH, 82) Ephrem the Syrian, Hymn 1 (RWCH, 113)  

Week 5 --February 15-17: Christianity and Empire  
Secondary HWCM, 155-184  
Primary Life of Constantine (RWCH, 87) Augustine, City of God (RWCH, 195) Rufinus, The Christianization of Ethiopia and Georgia (RWCH, 107) Agathangelos, The Christianization of Armenia (RWCH, 122)  
Discussion Group A Short Paper Due in class on Tuesday 2/15  

Week 6 --February 22-24: Christianity and the Desert  
Secondary S. Griffith, "Ascenticism in the Church of Syria" (Online) W. Harmless, "Desert Christians" (Online)  
Primary Palladius, Lausiac History (RWCH, 155) Rule of St. Benedict (Online)  
FIRST IN-CLASS MIDTERM ON THURSDAY 2/24  

Week 7 --March 1-5: Late Antique Christianity in the West  
Secondary HWCM, 220-239  
Primary Pelagius, To Demetrius (RWCH, 206) Augustine, On Nature and Grace (RWCH, 210) Patrick, Confession (RWCH, 221)  

Week 8 --March 8-10: Eastern Christianity before Islam  
Secondary HWCM, 184-219, 240-256.  
Primary John of Ephesus, The Evangelization of Nubia (RWCH, 188) Cosmas Indicopleustes, Christians in India (RWCH, 192) Holy Women of the Syrian Orient (Online)  
Discussion Group B Short Paper Due in Class on Tuesday 3/8
March 14-18: SPRING BREAK!

Week 9 -- March 22-24: Islam and the Eastern Spread of Christianity
Secondary: HWCM, 257-289, 305-323
Primary: John of Damascus on Islam (Online)
Inscription: of the Monument of the Church of the East (RWCH, 243) Chinese Christian Sutras (RWCH, 247)

Week 10 -- March 29-31: The Rise of Western Christendom
Secondary: HWCM, 289-305, 323-353
Primary: Acts of the Third Council of Toledo (RWCH, 253)
Bede, Ecclesiastical History (RWCH, 258)
The Heiland (RWCH, 271)
Discussion Group C Short Paper Due in Class on Tuesday 3/29

Week 11 -- April 5-7: Byzantine Christianity and Commonwealth
Secondary: HWCM, 354-383
Primary: Letters of Patriarch Photius and Pope Nicholas (RWCH, 297)
Life of Constantine (RWCH, 302)
Russian Primary Chronicle (RWCH, 310)
SECOND IN-CLASS MIDTERM ON THURSDAY 4/7

Week 12 -- April 12-14: Jews, Christians, and Muslims: The Crusades
Secondary: HWCM, 383-405
Primary: Pope Urban II, Speech at the Council of Clermont (Online) Solomon bar Samson, The Crusaders in Mainz (Online)
Guibert of Nogent, The Deeds of God through the Franks (RWCH, 324) Ibn al-Athir on the Fall of Jerusalem, 1099 (RWCH, 334)
Nicetas Choniates on the Sack of Constantinople, 1204 (RWCH, 335) James I of Aragon on the Fall of Valencia, 1238 (RWCH, 336)

Week 13 -- April 19-21: Christian Society in the Medieval West
Secondary: HWCM, 406-439, 476-491
Primary: Anselm of Canterbury, Cur Deus Homo (RWCH, 339) Bernard of Clairvaux, On Loving God (RWCH, 347)
Letters and Visions of Hadewijch of Brabant (RWCH, 362)
Discussion Group D Short Paper Due in Class on Tuesday 4/19

Week 14 -- April 26-28: World Christianity at the Dawn of Modernity
Secondary: HWCM, 440-475, 492-506
Primary: Mandeville on Prester John (Online)
The Lives of Mar Yahbh-Allaha and Rabban Sawma (RWCH, 373)
Kebra Nagast (RWCH, 388)
The Council of Constance (RWCH, 414) The Council of Florence (RWCH, 415)
May 6, 12:30- 2:30: FINAL EXAM
Texas A&M University

Core Curriculum Cover Sheet

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

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

2. Course prefix and number: CLAS 221

3. Texas Common Course Number: LATI 2311


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:
   √ Yes
   □ No

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

9. Number of class sections per semester: 1

10. Number of students per semester: 15-35

11. Historic annual enrollment for the last three years: 53 53 46

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

12. Submitted by:
   [Signature]
   C. F. Kowal
   Date: 03/26/13

13. Course Instructor

14. Department Head
   [Signature]
   Date: 3/26/13

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

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CLAS 221) is a first-semester intermediate class in Latin language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- **Communication**: Students communicate in languages other than English.
- **Cultures**: Students gain knowledge and understanding of other cultures.
- **Connections**: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- **Comparisons**: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- **Communities**: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts and visual materials, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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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):**

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, prose texts, letters, and visual materials. Students must understand and interpret written language on a wide variety of topics, including: gender and generational relationships, history, philosophy, rhetoric, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they analyze its structure through the study of complex grammar and syntax and translate texts accurately into English. Students’ cultural knowledge is reflected in their ability to interpret texts in their proper historical, social, and cultural contexts. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective understanding and appreciation of communication in a foreign language no longer spoken. These skills include reading, writing, and visual representations of the culture studied. Students not only read written texts, but also must produce written and oral materials themselves which are assessed to gauge students’ development in these areas. Students examine visual remains (e.g., architecture, portraits, sculpture) and acquire familiarity with the geographic setting of their material through the study of maps.

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

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students encounter the language both within and beyond the school setting. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, and tests are used to assess students’ development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: Roman history, the relationships of men and women, the art of persuasion, slaves and masters, and other social issues. Students demonstrate their thoughtfulness on these topics through group discussion and writing assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
CLAS 221-500: Intermediate Latin I

Fall 2012                      TR 12:45-2:00

Instructor: C. F. Konrad
Office: Academic 120
Hours: TR 2:00-3:00 and by appointment
Phone: 764-2802 (home) 845-2124 (department)
e-mail: konradc@tamu.edu

Course Information and Syllabus

Subject: Practice in reading Latin prose writings, especially historical writings and letters.
Prerequisite: CLAS 122.

Course Description: The two principal texts read in this course are an adaptation, geared to students at the intermediate level, of Petronius' *Satyricon*, a Latin novel of the 1st century AD, and a selection of unadapted passages from Caesar's *Gallic War*, a historical narrative of the 1st century BC. Petronius' novel offers a fascinating glimpse into Roman society and culture of his time, much of it from the perspective of people on the fringes of society (slaves, freedmen, drifters) or the *nouveaux riches*, while Caesar's account of his military intervention in Gaul reflects the language and thought of the Roman political elite. Each week's reading assignments will be supplemented with copious in-depth review of Latin grammar and syntax, such as relative clauses, purpose and result clauses, the use of participles, indirect statements and indirect discourse, conditional clauses, and gerunds and gerundives.

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

(1) read and accurately translate Latin prose texts of low-to-medium difficulty;

(2) place and interpret their readings in their cultural and historical context (e.g., the relations between slaves and masters in a slave-owning society; cultural and social norms governing a Roman dinner party; warfare and diplomacy in the service of imperialist expansion);

(3) identify and apply the principles of Latin grammar and syntax.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking skills by requiring students to accurately translate and interpret Latin texts from a variety of literary genres, and to analyze in-depth their grammatical structure. Group/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 render their Latin readings in accurate, idiomatic English in class presentations and on written examinations, and to explain Latin grammar and syntax in a coherent and consistent manner. Students will examine and explore visual representations of themes from Roman life (e.g., houses, dress, dinner scenes, portraits) and follow the geographic setting of their readings on maps of Italy and Gaul.

Social Responsibility: This course enhances social responsibility by developing intercultural competence through mastery of the Latin language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying, and by asking students to consider Roman views on a number of vexing issues (e.g., gender, ethnicity, slavery, war, the relationship between individual and society) 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 enhances personal responsibility through engagement with social issues in the world of the Roman Empire, by asking students to consider their own beliefs and
normative assumptions in light of the very different belief systems of the Romans, thereby prompting personal reflection and growth.

**Required Texts:**


**Optional Texts:**

- Bennett, C. E. *A New Latin Grammar.*

**Grading Policy:**

- 2 Translation Exams = 60%
- Quizzes *(may be given without prior warning)* = 20%
- Class Participation/Preparation = 20%

**Grading Scale:**

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

In translation exams, a minor mistake will equal ½ (one-half) point deducted for 100 (one hundred) words of text; more serious mistakes (e.g., major errors in grammar or vocabulary that substantially affect the sense) will equal 1 (one) point. For shorter or longer passages, mistakes will count correspondingly more or less. All exams will consist of sight translation (i.e., a passage not previously studied in class) and questions pertaining to grammar, reading comprehension, and historical/literary background.

**Grading Marks:**

- — = standard mistake: ½ point deducted
- (5) = mistake cluster (sentence or substantial part of it so botched as to defy the counting of individual errors): 3-10 points deducted.

waveline: not exactly wrong, but poor translation/answer.

**Class Participation** (actively contributing to the class, e.g., volunteering to translate and answering questions) & **Preparation** (looking up all unknown vocabulary in the assignment, identifying its main grammatical elements, and making a sincere effort at producing a coherent translation): You will start out with a score of 50 ‘in the bank.’ Your preparation for and participation in class will be judged weekly. A good performance will earn up to 4 (four) additional points per week, to a maximum accumulation of 100 points; a poor performance will reduce your account by the same rate. No change will occur if your performance is unremarkable. If, without a university-approved excuse (see below, **Attendance**), you are manifestly unprepared for class, or fail to complete assigned homework, 4 (four) points will be deducted for each instance.

**Vocabulary:** Your texts contain the necessary vocabulary. You are expected to check all unknown vocabulary in preparation for class. You will not, however, be permitted to use the vocabularies in your texts in any of the 2 Translation Examinations. Hence it is crucial that you enter all new vocabulary in a Vocabulary Book and memorize it diligently and continuously.

**Translation Assignments:** You are expected to prepare each assignment before coming to class. You will not be allowed to use a written translation of the assigned passage in class, but you may use a list with critical vocabulary and grammar information. In class, you should be prepared to do the following:

- answer questions on content and comprehension
- identify verb forms (person, number, tense, mood, voice)
- locate verbs and match them to their subjects
- recognize prepositional phrases
- identify main and subordinate clauses
- identify nouns, pronouns, and adjectives (case, number, gender)
- produce a reasonably accurate translation of the assignment
- identify and discuss personal difficulties with the assignment
- read Latin aloud with confidence and good pronunciation

**Attendance:** You will be allowed 1 (one) unexcused absence. For each additional unexcused absence, 2 (two) points may be subtracted from your overall Course Score. A perfect attendance record (zero
absences other than with documented University-approved excuse) will add 2 (two) points to your Course 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 and 7.1.6.2). 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, Room 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 know the Aggie Honor Code and Honor Council Rules and Procedures: see http://www.tamu.edu/aggiehonor.

Tentative Schedule

MDP = The Millionaire’s Dinner Party
BG = Caesar, Bellum Gallicum (pp. 3-16); BC = Caesar, Bellum Civile (pp. 16-26)

Week 3. Sept 11-13: MDP ch. 2, lines 1-21, 32-38. BG bk. 1.2.1-3.1
Week 6. Oct. 2-4: MDP ch. 5, lines 1-17, 37-54.
1st Translation Examination.
Week 8. Oct. 16-18: MDP ch. 6, lines 1-24. BG 1.34.
Week 11. Nov. 6-8: MDP ch. 9, lines 46-66. BG 2.19-21.

Nov. 22-23: THANKSGIVING BREAK
2nd Translation Examination.
Week 14a Dec. 4: Conclusion
Texas A&M University
Core Curriculum Cover Sheet

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

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

2. Course prefix and number: CLAS 222

3. Texas Common Course Number: N/A

4. Complete course title: Intermediate Latin II

5. Semester credit hours: 03

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

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

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

☐ Yes  ☑ No

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

9. Number of class sections per semester: 1

10. Number of students per semester: 10-30

11. Historic annual enrollment for the last three years: 41 40 32

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

12. Submitted by: ________________
   Course Instructor
   Date 3/26/13

   Approval: ______________________
   Date 3/26/2013

13. Department Head
   Date 3/27/13

14. College Dean/Designee

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

See form instructions for submission/approval process.
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 222) is a second-semester intermediate class in Latin language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- **Communication:** Students communicate in languages other than English.
- **Cultures:** Students gain knowledge and understanding of other cultures.
- **Connections:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- **Comparisons:** Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- **Communities:** Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts and visual materials, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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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):**

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, prose texts, letters, and visual materials. Students must understand and interpret written language on a wide variety of topics, including: gender and generational relationships, history, philosophy, rhetoric, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they analyze its structure through the study of complex grammar and syntax and translate texts accurately into English. Students’ cultural knowledge is reflected in their ability to interpret texts in their proper historical, social, and cultural contexts. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective understanding and appreciation of communication in a foreign language no longer spoken. These skills include reading, writing, and visual representations of the culture studied. Students not only read written texts, but also must produce written and oral materials themselves which are assessed to gauge students’ development in these areas. Students examine visual remains (e.g., architecture, portraits, sculpture) and acquire familiarity with the geographic setting of their material through the study of maps.

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

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students encounter the language both within and beyond the school setting. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, and tests are used to assess students’ development in these areas.

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

The course materials provide opportunity for reflection on personal responsibility through topics such as: Roman history, the relationships of men and women, the art of persuasion, slaves and masters, and other social issues. Students demonstrate their thoughtfulness on these topics through group discussion and writing assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
CLAS 222-500: Intermediate Latin II

Spring 2013 – TR 9:35 a.m.-10:50 a.m. – ACAD 226

Instructor
Dr. Federica Ciccolella

Office
ACAD 229B

Office Hours
T 2:00-3:00 p.m.; R 12:30 – 1:30 p.m. or by appointment

Phone
(979) 845 2124 (INTS dept. main office)

Email
ciccolella@tamu.edu

Course Description: This course consists of the reading of selected passages of Virgil’s Aeneid, the national poem of Rome and its Empire and, at the same time, one of the most fortunate literary works of all times. Although written during the age of Emperor Augustus (1st c. 3CE-1st CE), the Aeneid still appeals to modern readers because it conveys eternal moral values. For example, Aeneas, the protagonist, offers a representation of the perfect leader, who sacrifices his own interests and desires to the good of his people and the mission he has to accomplish. Passages from Books 1, 2, and 4 of the Aeneid will be read in Latin, but students will be encouraged to read the entire poem in English. In addition to focusing on grammar, style, and content, class lectures will uncover the many aspects of ancient Roman culture embedded in Virgil’s lines. Students will also be exposed to the many aspects of the reception of the Aeneid through the centuries.

Prerequisite: CLAS 221 or equivalent.

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

1. correctly read Latin dactylic hexameters. The first classes of the course will be devoted to the basics of Latin metrics and practice thereof.

2. accurately translate Latin epic poetry of the Augustan age.

3. comment on the language and identify the most important figures of style.

4. describe the intellectual world of the Augustan age.

5. identify the most important works of literature and visual arts influenced by Virgil’s Aeneid through the centuries.
Core Objectives:

**Critical Thinking Skills:** This course enhances critical thinking skills by requiring students to accurately interpret and translate a Latin poetic text and analyze in-depth its grammatical and syntactical structure. Class discussion and written works and exercises will be finalized to this goal.

**Communication Skills:** This course enhances communications skills by requiring students to render their Latin readings in accurate, idiomatic English in class presentations and on written examinations, and to explain Latin grammar and syntax in a coherent and consistent manner. Students will examine and explore visual representations, from antiquity to the present day, of themes from the *Aeneid.*

**Social Responsibility:** This course enhances social responsibility by developing intercultural competence through mastery of the Latin language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying, and by asking students to consider Roman views on a number of vexing issues (e.g., gender, ethnicity, slavery, war, the relationship between individual and society) 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 enhances personal responsibility by asking students to consider their own belief and normative assumptions in light of the very different belief systems of the Romans. Additionally, getting acquainted with universal models of behavior (e.g., Aeneas) will reinforce students’ sense of morality.

**Required Texts:**
2) A collegiate level Latin-English dictionary
3) Access to an English translation of Virgil’s *Aeneid* (either online or in book form).

**Grading Policy:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
<td>Class participation and attendance</td>
<td>20%</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
<td>Quizzes (4)</td>
<td>20%</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
<td>Tests (2)</td>
<td>40%</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
<td>Take-home exam</td>
<td>20%</td>
</tr>
<tr>
<td>59-0</td>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attendance and Participation:**
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University Rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Attendance is mandatory and will be recorded. Students are required to arrive on time and to complete any homework assignment. Only three unjustified absences will be accepted.
without penalty; then one letter grade point will be deducted from the final grade for every three unexcused absences. Only documented excused absences will be accepted, as defined by Texas A&M University Student Rules (available at http://http://attendance.tamu.edu/).

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

Participation means not only physical presence in the classroom, but also active contribution to the class and interaction with the instructor and classmates. Participation will be assessed and graded weekly; the grade will consider your familiarity with the material assigned for the day, ability to answer instructor's questions, punctuality, and behavior toward the instructor and classmates.

**Homework:**
Homework should be completed before coming to class. Students will be asked to read in metrics and translate in class and will receive a grade, whether they are prepared or not.

**Quizzes and Tests:**
There will be four quizzes concerning grammar, metrics, and vocabulary, two major tests (both cumulative), a take-home exam, and no final. Contents and requirements will be specified in advance.

**Missed or Late Work Policy:**
Take-home exams turned in late will not receive credit (except for university excused absences: see above).
Missed quizzes and tests will count as an F. However, quizzes and tests missed for university excused absences will be made up within 30 calendar days from the last day of the absence, in accordance with Student Rule 1.7.3.

**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 you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

**Academic Integrity:**
### Course Schedule
(subject to changes at the discretion of the instructor)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan. 15, 17:</th>
<th>Intro to the course. Latin metrics: theory and practice. Read Vergil's poem in English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Jan. 29, 31</td>
<td><em>Aen.</em> 1. 42-80. <em>Quiz 1</em></td>
</tr>
<tr>
<td>Week 4</td>
<td>Febr. 5, 7</td>
<td><em>Aen.</em> 1. 81-130.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Febr. 12, 14</td>
<td><em>Aen.</em> 1. 180-233. <em>Quiz 2</em></td>
</tr>
<tr>
<td>Week 6</td>
<td>Febr. 19, 21</td>
<td><em>Aen.</em> 2. 199-249</td>
</tr>
<tr>
<td>Week 7</td>
<td>Febr. 26, 28</td>
<td><em>Aen.</em> 4. 1-30 <em>TEST 1</em></td>
</tr>
<tr>
<td>Week 8</td>
<td>March 5, 7</td>
<td><em>Aen.</em> 4. 31-85</td>
</tr>
<tr>
<td>[March 10-15</td>
<td>Spring Break, no classes]</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>March 19, 21</td>
<td><em>Aen.</em> 4. 86-126 <em>Quiz 3</em></td>
</tr>
<tr>
<td>Week 10</td>
<td>March 26, 28</td>
<td><em>Aen.</em> 4. 127-172</td>
</tr>
<tr>
<td>Week 11</td>
<td>Apr. 2, 4</td>
<td><em>Aen.</em> 4. 173-218 <em>Quiz 4</em></td>
</tr>
<tr>
<td>Week 12</td>
<td>Apr. 9, 11</td>
<td><em>Aen.</em> 4. 304-361; take-home exam topic assigned</td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr. 16, 18</td>
<td><em>Aen.</em> 4. 362-415</td>
</tr>
</tbody>
</table>
Week 14
Apr. 23, 26

Review and conclusions

TEST 2

Take-home 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): International Studies
2. Course prefix and number: CLAS 250
3. Texas Common Course Number: n/a
4. Complete course title: Greek and Roman Civilization
5. Semester credit hours: 3
6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences
   (Current Core: No)
7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes
   □ No
8. How frequently will the class be offered? either Fall or Spring semester each academic year
9. Number of class sections per semester: one
10. Number of students per semester: 100-250
11. Historic annual enrollment for the last three years: 27
    New course first offered in 2012.
    n/a
12. Submitting request should be in attendance when considered by the Core Curriculum Council.
13. Submitted by:
    √
    (Signature, Name)
    □
    Date
    3/21/2013
14. Approvals:
    (Signature, Name)
    Date
    3/22/2013
15. Department Head
    (Signature, Name)
    Date
    3/26/13
16. College Dean/Designee
    (Signature, Name)
    Date

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

See form instructions for submission/approval process.
To: Core Curriculum Committee

From: Robert R. Shandley, Head, Department of International Studies

Date: March 22, 2013

Subject: CLAS 250

Please accept this memorandum in support of the department's request to certify CLAS 250 (Greek and Roman Civilization) for the 2014 Core Curriculum.

CLAS 250 is a new course, first approved for the 2012-13 catalog. As a result, we do not believe the course’s one-time enrollment figures for Fall 2012 accurately reflect potential student interest in and enrollment in the course. Because of a delay in scheduling and the missing attribution of the UHUM credit to the course during the registration period, a low number of students registered in what had been projected as a 150 seat course. The department is committed to offering the course annually; it is on the Fall 2013 schedule with 200 seats.

We ask you to take this information into consideration when making your decision on accepting CLAS 250 into the 2014 Core Curriculum.
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 250: Greek and Roman Civilization) is a survey of the Classical World designed to introduce students to the most important and enduring aspects of Greek and Roman civilization. Students learn about some of the most important political, military, social, artistic, scientific, and cultural developments in Classical Antiquity. Topics to be covered include the methods used by scholars to study the Ancient World, Greek rationalism and philosophy, the nature of literacy in the Ancient World, Greek and Roman attitudes towards slavery and gender, political structures in the ancient world, the interaction between Christianity and paganism in the Roman Empire, and the ongoing scholarly debate on the nature of the collapse of the Roman Empire.

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 and engage with ancient primary sources in a variety of genres including the Socratic dialogue (Plato’s Euthyphro), Greek tragedy (Philoctetes), and early Christian polemic (Tertullian’s On Spectacles), and secondary sources dealing with social, political, cultural, and military history. An important component of this course is introducing students to the methods of scholars who study the Classical world. Student development in this area is evaluated through written examinations.

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

This course enhances communications skills by asking students to summarize and explain the importance of assigned readings in class discussions and to investigate, defend, and critique the beliefs of the ancient Greeks and Romans on a variety of issues. The iconography of the ancient Greeks and Romans, as both an artistic and a political medium, will be closely considered, as will the visual impact of performances and spectacles and the role they played in ancient society. Development of student interpretation and communication skills and is evaluated through class discussion and written examinations.
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 enhances social responsibility by asking students to consider the views of the ancient Greeks and Romans on topics such as war, ethnicity, slavery, violence, gender, religion, and social welfare, to consider how and why the belief systems of the ancient world differ from our own, and to examine why views that are considered abhorrent today were so prevalent in the ancient world. Students engage these issues in course readings and other materials, lecture and discussion, and written exams.

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

This course gives 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 serves the interests of society, how different cultures define the responsibilities of the individual to his/her community differently, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective. Students show their active engagement with these topics through course discussion and written exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
CLAS 250-500: Greek & Roman Civilization

ARCC 207 TR 11:10-12:25

Professor: Justin Lake
Office: Academic 330A
Hours: Thursday 10:00-11:00 and by appointment
Phone: 979-845-2124 (department)
e-mail: justinlake@tamu.edu

Course Description and Objectives: The purpose of this course is to introduce students to the civilizations of Classical Antiquity by examining major political, social, and intellectual developments in the history of Ancient Greece and Rome. The scope of the course will be broad, beginning with the Minoan and Mycenaean cultures of Bronze-Age Greece and extending to the dissolution of the Roman Empire in the 5th century AD and the survival of classical culture in the Middle Ages and the Renaissance. Although the course will proceed in roughly chronological order, it is not intended primarily as a history survey. Instead, we will focus on major cultural and intellectual developments (e.g., the invention of the Greek alphabet and the ramifications of literacy, the Christianization of the Roman Empire), important historical moments (e.g., the Roman Revolution of the 1st century BC) and historical questions of continuing interest (e.g., why did rationalist philosophy first appear in 6th-century BC Greece? What were the causes and means of Rome’s rapid expansion during the later republic? In what sense did the Roman Empire fall?). Students will also be introduced to some of the methodological challenges of studying classical antiquity. Finally, we will examine the role that Greek and Roman civilization have played in the history of Western culture and education, and we will consider the relevance of the Classics in the 21st century.

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

1) Explain the different methods and techniques used by scholars of the ancient world and discuss how they complement one another (e.g., textual criticism, papyrology, epigraphy, literary criticism, archaeology, anthropology).

2) Discuss the influence of Ancient Greek and Roman culture on medieval, early modern, and modern society (e.g., the importance of Greek rationalism as the foundation for the Western philosophical tradition, Hippocratic medicine and Greek science, Greek and Roman forms of political organization).

3) Discuss how the beliefs of the Ancient Greeks and Romans differed widely from our own on a variety of important topics (e.g., slavery, the best form of government, the role of women in society) and explain why these beliefs were so widely accepted.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking skills by requiring students to analyze and interpret ancient sources from a variety of genres and secondary literature that represents different types of scholarly methodology.

Communication Skills: This course enhances communication skills by requiring students to summarize and explain readings in class discussions and to express themselves on written examinations. The political iconography of the Ancient Greeks and Romans and their use of spectacle and other forms of visual communication will also be closely considered.

Personal Responsibility: This course enhances personal responsibility by asking students to consider their own beliefs and normative assumptions in light of the very different belief systems of the Greeks and
Romans, thereby prompting personal reflection and growth.

Social Responsibility: This course enhances social responsibility by asking students to consider the views of the Ancient Greeks and Romans on a number of vexing issues (e.g., gender, ethnicity, war, the relationship between individual and society, 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.

**Prerequisite:** None

**Required Texts:**


**Grading:** Your grade will be calculated according to the following scale:

<table>
<thead>
<tr>
<th>Attendance and Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>First exam:</td>
<td>25%</td>
</tr>
<tr>
<td>Second exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam:</td>
<td>40%</td>
</tr>
</tbody>
</table>

* Please note that there will be no opportunity for extra credit.

**Grading Scale:**

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

**Attendance and Preparation:** Regular attendance is a prerequisite for success in this class. Questions on the exams will be drawn from both the lectures and from the readings, so it is imperative that you read the assigned material thoroughly. Classes will be a mix of lecture and discussions. Your participation grade will be based on the quality, not the quantity, of your remarks in class and the level of preparedness you demonstrate over the semester. To receive an A in this category, the student must consistently demonstrate a thorough knowledge and mastery of the assigned reading when called upon, but it is not necessary to speak in each and every class.

**Absences:** You will be permitted two (2) unexcused absences without penalty. For each additional unexcused absence, 2 points will be deducted from your final grade, up to a total of 10 points. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. In accordance with University Student Rule 7.1.6.1, for illness- or injury-related absences of fewer than three days a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary. In the case of an absence you are responsible for completing any missed work and obtaining notes from your fellow students. In the case of an excused absence you are encouraged to come to office hours if you have questions about assigned work. In the case of absences on exam days, a make-up will only be allowed if there is a university-excused absence. If you are absent from an exam due to illness, e-mail me as soon as possible and bring the required documentation to the next class. You will be expected to make up the exam in a timely manner. No exceptions will be made, and no make-ups will be allowed for unexcused absences.
Academic Integrity: "An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

Disabilities: The 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 you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

E-Mail etiquette: In order to maintain a courteous and professional relationship, the instructor and students are both expected to abide by certain rules when communicating by e-mail. You can expect me to respond to your e-mails within 24 hours, usually sooner. If more than 24 hours have elapsed, please feel free to send me a reminder. Students are expected to address all correspondence with a proper salutation (e.g., 'Dear Professor Lake,' or 'Howdy Professor Lake') and closing (e.g., 'Sincerely/Best/Best Regards/Cordially, John/Jane Student').

SCHEDULE (Subject to Change)

WEEK 1

(1) T August 28: The Classical World: Definition, Sources, and Methods

(2) Th August 30: Greece from the Bronze Age to the Dark Age [Sansone, pp. 1-28]

WEEK 2

(3) T September 4: Homer and the Epic Tradition [Sansone, pp. 49-66; Iliad book 1 at http://classics.mit.edu/Homer/iliad.1.i.html]

(4) Th September 5: The Birth of Rationalism [Sansone, pp. 105-122; Hippocrates, On the Sacred Disease (available on E-learning)]

WEEK 3

(5) T September 11: The City-State in Ancient Greece [Sansone, pp. 123-144]

(6) Th September 13: The Age of Pericles [Sansone, pp. 145-188]

WEEK 4

(7) T September 18: Socrates and Plato [Plato, Euthyphro at: http://classics.mit.edu/Plato/euthypho.html]

(8) Th September 20: Greek Tragedy [Sophocles, Philoctetes at: http://classics.mit.edu/Sophocles/philoct.html]

WEEK 5
T September 25: Exam # 1

(9) Th September 27: Greek Medicine [The Nature of Man (available on E-learning)]

WEEK 6

(10) T October 2: The Calendar [Feeney, Caesar’s Calendar, pp. 7-42: available as an electronic resource on LibCat]

(11) Th October 4: Alexander the Great and the Hellenistic Era [Sansone, pp. 209-250]

WEEK 7


(13) Th October 11: The Crisis of the Republic [Kamm, pp. 28-46]

WEEK 8

(14) T October 16: The Roman Empire [Kamm, pp. 46-73]


WEEK 9


Th October 25 Exam # 2

WEEK 10

(17) T October 30: Engineering the Empire [Kamm, pp. 135-146]

(18) Th November 1: Ruling the Empire [To be announced]

WEEK 11

( ) T November 6: Class Cancelled


WEEK 12


**WEEK 13**


T November 22: THANKSGIVING

**WEEK 14**

(23) T November 27: The Crisis of the Empire [Kamm, pp. 181-206]


http://www.fordham.edu/halsall/source/perpetua.asp


**FINAL EXAM: Friday, December 7, 3-5 PM**
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ENGL/MODL 221

3. Texas Common Course Number: 2332

4. Complete course title: World Literature

5. Semester credit hours: 03 SCH

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

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

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

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

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years:
    - 2012: 127 (11-12)
    - 2011: 42 (10-11)
    - 2010: 69 (09-10)
    - 2014: 204

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

12. Submitted by:
    - [Signature]

   Date: 2/15/2013

   Course Instructor

   Approvals:
    - [Signature]

   Date: 2/18/13

   Department Head

   Date: 2/18/13

   College Dean/Desigee

   Date

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

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

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

Core Objectives

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

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

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

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

Core Curriculum

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

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

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

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

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

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

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

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

Prerequisite: None

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

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

Core Curriculum Objectives:

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-85%</td>
</tr>
<tr>
<td>C</td>
<td>70-75%</td>
</tr>
<tr>
<td>D</td>
<td>60-65%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

Week 1 TH  Introduction

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

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

    The Odyssey.

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

    Philoctetes. [First Paper Proposal Due].

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

Week 5 TH  Genesis (read 1:1, 1:2, 1:3).
    Genesis (read 1:4).

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

Week 7 TH  Lysisirata.

MIDTERM EXAMINATION

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

Week 9 TH  The Aeneid.
    The Aeneid Continued.

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

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

Week 12 TH  The Inferno.

Thanksgiving Holiday

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

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

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

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

Core Objectives

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

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

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

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

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

Core Curriculum

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

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

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

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

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

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

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

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

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

Core Curriculum Objectives:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**CALENDAR**

- **Week 1** Introduction
  - *The Odyssey* (read books 1-4). CTS, CS.
  - *The Odyssey* (books 5, 9-15). CTS, CS.

- **Week 2**
  - *The Odyssey* (books 18-20). CTS, CS.
  - *The Odyssey* (books 21-24). CTS, CS.

  *The Odyssey*. CTS, CS.

- **Week 3** *
  - *Philoctetes* (read entire play). CTS, CS.
  - *Philoctetes*. CTS, CS.
Philoctetes. Part of this class will be devoted to teaching students how to ethically cite another person’s work. [First Paper Proposal Due]. CTS, CS, PR.

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

The Persian. CTS, CS.

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

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

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

Lysistrata. CTS, CS.

Week 7  
Lysistrata. CTS, CS.

MIDTERM EXAMINATION

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

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

Week 9  
The Aeneid. CTS, CS.

The Aeneid Continued.

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

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

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

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

Week 12  
The Inferno. CTS, CS.

Thanksgiving Holiday

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

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

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

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

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

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

2. Course prefix and number: ENGL/MODL 222

3. Texas Common Course Number: 2333

4. Complete course title: World Literature

5. Semester credit hours: 03

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

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

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

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

10. Number of students per semester: 60 - 200

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

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

   Submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: A. Vaziri
    Course Instructor
    Date 4/9/2013

14. Approvals:
    Department Head
    Date 4/9/13

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

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

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

Core Objectives

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

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

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

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

Core Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

Core Curriculum Objectives:

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

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

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

Evaluation of Core Objectives

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

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

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

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

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

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<tr>
<th>Grade</th>
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<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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Requirements:
- You are expected to attend class regularly and keep up with reading assignments. For absentee policy see: http://student-rules.tamu.edu/rule07. There will be ten pop
(unannounced) quizzes (10 points each) based on the assigned reading for the day and lectures.

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

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

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

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

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

Week 3  *Tartuffe*
        *Tartuffe*

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

Week 5  *Candide*
        *Candide*
        *Candide*

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

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

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

Week 9  **SPRING BREAK**

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

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

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

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

**FINAL EXAMINATION TBA.** On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL 227
   American Literature: Beginnings to Civil

3. Texas Common Course Number: 2327

4. Complete course title: War

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:
   - [ ] Yes
   - [x] No

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

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

10. Number of students per semester: 100 - 200

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

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

12. Submitted by:
    
    [Signature]

    Course Instructor

    Approvals:

    [Signature]

    Department Head

    Date 4-16-13

13. Date 4-16-13

14. College Dean/Designee

    Date

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

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

Core Curriculum

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

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

2. Course prefix and number: ENGL 227
3. Texas Common Course Number: 2327
4. Complete course title: War
5. Semester credit hours: 03

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

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

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

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

10. Number of students per semester: 100 - 200

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

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

13. Submitted by: [Signature]
    Date: 2/26/13

14. Department Head
    Date: 2/18/13

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.

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

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

Core Objectives

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

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

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

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

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

Core Curriculum

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

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

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

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

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

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

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

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

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

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

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

Core Curriculum Objectives:

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

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

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

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

Evaluation of Core Objectives

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

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

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

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

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

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

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

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

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

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

**Attendance and Participation:** Attendance and participation will be based on constant attendance and fidelity to reading and other assignments; quizzes; in-class assignments; contribution to discussion. All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rules07](http://student-rules.tamu.edu/rules07).

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

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

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

1: **The Emergence of the American Self**
Week 1 MWF: **Puritan Influences**
Introduction to course. Overview of recurrent American themes and ideals.
Background essay: "Contexts for Early American Literature," 3-33.

Smith & Pocahontas continued.

Week 2: MWF  **Remembering King Philip's War**  

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

Week 3: MWF  **Sacred and Secular Traditions**  


Team research.

Week 4: MWF  **Nature and the Enlightenment**  


Team research.

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

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

Review for Exam 1.

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


Week 7: MWF  **Conscious Craftsmanship: Poe and Hawthorne**  
“Early American Short Narratives.” Read selections on eLearning.
Poe, 786-88; poetry, 788-93; "The Philosophy of Composition," 830-41.
Poe, eLearning: "How to Write a Blackwood Article" and "A Predicament."

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


Team research and Poe and Hawthorne.

Spring Break

Week 9: MWF Gothicized Slavery

Jacobs, Incidents, 914-52.

Team research.

Week 10: MWF Radical Individualism


Team research.

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

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

Team research.

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

Melville, "Benito Creon," 1205-1218.

Team research.

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

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

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

Team research. Review final.

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

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

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

Core Curriculum

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

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

2. Course prefix and number: ENGL 228

3. Texas Common Course Number: 2328

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

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] 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? every fall and spring semester

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

10. Number of students per semester: 460 - 700

11. Historic annual enrollment for the last three years: 733 576 460

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

12. Submitted by:

   Course Instructor

   Approvals:

13. Date: 2/25/2013

14. Department Head

15. College Dean/Designee

Date: 2/26/13

Date: 3/5/13

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

www.thecb.state.tx.us/corecurriculum2014

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

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

Core Objectives

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

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

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

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

*Communication Skills (CS)*: The course enhances communication skills through small and large group
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum
discussion of ideas, issues, questions, and themes central to course reading. The course will help
students learn how to develop a greater understanding of American Literature from the Civil War to the
present that may involve guided writing assignments in which they will receive feedback, exams in
which students will be expected to effectively convey key ideas from the course succinctly and clearly,
and classroom discussion in which students will learn how to express questions and thoughts about the
subtleties of each text under examination. Material from this course will include written texts and such
visual representations as photographs, illustrations, films, or theatrical performances.

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

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

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

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

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

Professor Bendixen
Office: XXX LAAH
Phone: 845-2775
Email: abendixen@tamu.edu

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

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

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

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

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

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

Core Curriculum Objectives:

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

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

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

**Evaluation of Core Objectives**

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

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

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

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

**Grading Scale**

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

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

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

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

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

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

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

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

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

- **Week I T**  Introduction
Bierce, “An Occurrence at Owl’s Creek Bridge,” 360-366. Daily-one minute paper. (DMP)

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

TH Twain continued.
Dunbar, “When Malindy Sings,” “An Antebellum Sermon,” “We Wear the Mask,” “Sympathy,” 1041-1044. DMP.

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


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

TH Chopin continued. DMP.

Week 5 T Sui Sin Far, “In the Land of the Free,” 880-886.
Du Bois, “The Forethought” and “Of Our Spiritual Strivings,” 894-901;
Crane, “The Open Boat,” 1000-1016. DMP.

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

Week 6 T First Exam (Realism and Naturalism)


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

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

March 15-19 Spring break


Cummings, “anyone lived in a pretty how town,”
Moore, “Poetry,” pp. 1532-1533. DMP.

Week 9 T Hemingway, In Our Time. DMP.
TH  Hemingway continued.
Fitzgerald, “Winter Dreams,”
Williams, “The Red Wheelbarrow,” 1469, and “This Is Just to Say,” 1472;
Millay, “I being born a woman,” 1805. DMP.

Week 10 T  Second exam (Modernism)

Cullen, poems, 2061-2065.
Hughes, poems, 2027-2037. DMP.

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

TH  Stevens, Poems on 1439-1455 in volume D: “The Snow Man,”
“Disillusionment of Ten O’Clock,” “The Emperor of Ice Cream,” “Sunday Morning,” “Anecdote of the Jar,” “Idea of Order at Key West.” DMP.

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

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

Week 13 T  Kingston, The Woman Warrior. DMP.

TH  Kingston, The Woman Warrior continued. DMP.

Week 14 T  LeGuin, Schroedinger’s Cat,” 2665-2670
Carver, “Cathedral,” 2828-2838. DMP.

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

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

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

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

2. Course prefix and number: HIST 101

3. Texas Common Course Number: HIST 2311

4. Complete course title: Western Civilization to 1660

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 100-120


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

13. Submitted by
   - [Signature]

14. Course Instructor
   - [Signature]

15. Department Head
   - [Signature]

16. College Dean/Designee
   - [Signature]

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

This course, HIST 101, is an undergraduate survey of the history of Western Civilization to 1660. It pays particular attention to how political, social and intellectual developments differently shaped ancient Greece and Rome, medieval western and eastern Europe and the British Isles. It provides a framework from which to understand the development of western Europe and world empires, their interconnection and their lasting legacy around the globe.

Core Objectives

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

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

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

This course will address the development of critical thinking skills by requiring students to evaluate and synthesize lecture, primary source materials and secondary source materials related to Greece and Rome, medieval Europe and the creation of the “British Isles.” Student learning will be evaluated through discussion, multiple-choice and short essay midterm and final exams, and three short analytical essays that ask students to incorporate material from lecture and primary documents.

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

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

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

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

Core Curriculum

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

participation that flourished in Ancient Greece and Rome, medieval Europe, and the Tudor/Stuart monarchies. Student learning will be evaluated through discussion, a multiple-choice/essay midterm and final exam and three short analytical essays.

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

This course will address personal responsibility by requiring students to identify (in lectures and reading materials) how political, economic and legal choices in the British Isles and Europe influenced how politics and social organizations developed differently in Greece and Rome, France, Spain, the Papal States and England. Students will be asked to reflect on whether or not the ethical decision making processes utilized in Ancient Greece and Rome, medieval Europe, and the Tudor/Stuart monarchies may or may not apply to their own contemporary contexts. Student learning will be evaluated through discussion, a multiple-choice/essay midterm and final exam and three short analytical essays.

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

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

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

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

Course Description

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

Core Objectives for Language, Philosophy and Culture Foundational Component Area

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

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

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

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

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

Prerequisites

None

Required Texts

Michael Burger, ed., *Sources for the History of Western Civilization, Vol. I*
Online Course Reader at Electronic Course Reserves <http://library.tamu.edu>

Course Requirements & Grading

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

Graded course work will include:

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

Each assignment will be evaluated using the following percentage scale:

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

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

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

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

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

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

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

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

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

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

**Week Two:** Ancient World

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

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

**Week Three:** Greek Civilization

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

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

**Week Four:** Roman Civilization

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

9/24 Roman Culture

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

FIRST PRIMARY SOURCE RESPONSE PAPER DUE BY TUESDAY

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

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

10/6 Byzantine Empire [T] 190-219

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

Week Seven: Mediterranean World II
10/13 Germanic Tribes

10/15 Midterm

Week Eight: Medieval Transformations

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

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

Week Nine: High Middle Ages

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

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

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

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

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

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

**Week Twelve:** Protestant Reformation

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

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

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

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

11/26 No class – Happy Thanksgiving!

**Week Fourteen:** Early Modern World

12/1 Early Modern Cultures

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

**Reassigned day:** Beginnings and Endings

12/8 What is Modern?

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

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

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

2. Course prefix and number: HIST 102
   Texas Common Course Number: HIST 2312

3. Complete course title: Western Civilization Since 1660
   Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 100-120


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

12. submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: John Doe, Course Instructor
    Date: 3/20/2013

14. Department Head
    Date: 3/18/13

15. College Dean/Designee
    Date: 3/20/13

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

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

Core Objectives

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

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

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

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

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

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

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

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

Core Curriculum

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

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

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

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

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

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

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

Prerequisites:
None

Core Objectives for Language, Philosophy and Culture Foundational Component Area

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

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

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

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)
Student Learning Outcomes:
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history of Western Civilization since 1660.

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

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

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

Required Readings:


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

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

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

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

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

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

Academic Integrity:

**Grading Scale (by percentage):**

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

**Topics and Assignments**

**Week #1:**

M, 8/31 \(\text{What is Western Civilization?} \)
Introduction/Hand out syllabus

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

**Week #2:**

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

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

**Week #3:**

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

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

**Week #4:**

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

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

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

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

Week #6:

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

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

Week #7:

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

W, 10/14 IN-CLASS MIDTERM EXAM

Week #8:

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

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

Week #9:

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

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

Week #10:

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

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

Week #11:

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

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

Week #12:

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

Groups C & D: Discussion Ch 27 Lualdi

Week #13:

Groups A & B: Discussion Ch. 28 Lualdi

W, 11/25  NO CLASS-THANKSGIVING BREAK

Week #14:

Groups C & D: Discussion Ch. 29 Lualdi

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

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

Core Curriculum

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

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

2. Course prefix and number: HIST 104

3. Texas Common Course Number: HIST 2322

4. Complete course title: World History Since 1500

5. Semester credit hours: 3

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

   Current Core: Yes
   Hum

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 100-120


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

13. Submitted by:
   
   Course Instructor
   
   Approvals:
   
   Date

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?

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

Core Objectives

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

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

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

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

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

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

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

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

Core Curriculum

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

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

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

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

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

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

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

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

Core Objectives for Language, Philosophy and Culture Foundational Component Area:

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

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

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

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

Student Learning Outcomes:

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

Readings:

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

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

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

**Attendance Policy:**

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

**Assignments and Grading Scale:**

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

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

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

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

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

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

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

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

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

Grading Scale:

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

ADA-Students with Disabilities:

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

Academic Integrity:


Course Schedule:

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

Week I
Jan. 14 Course Introduction (pp. 412-5)

Jan. 16 The World in 1400 (pp. 384-90)
Jan. 18 Trade and Global Exchange before 1400 (pp. 390-400)

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

Week III
Jan. 28 The Atlantic Slave Trade (pp.477-85)
Jan. 30 Discussion of Destruction of the Indies, Quiz #1
Feb. 1 Europe Transformed I: Reformation (pp.492-506)

Week IV
Feb. 4 Europe Transformed II: Rise of States
Feb. 6 Asia in the 17th and 18th centuries (pp.509-10)
Feb. 8 Review for Exam

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

Week V
Feb. 11 MIDTERM EXAM # 1
Feb. 13 An Intellectual Revolution in the West: Enlightenment (pp.512-22)
Feb. 15 The Age of Revolution, I (pp.541-6)

Week VI
Feb. 18 The Age of Revolution, II (pp.546-8)
Feb. 20 Industrialization (pp.567-81)
Feb. 22 Indian and Chinese Reaction to European Ascendancy

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

Week VII
Feb. 25 Think Different: Utopians, Socialists, and Radicals (pp.582-4)
Feb. 27 Territorial Reconfiguration of Europe: Italy
Mar. 1 Territorial Reconfiguration of Europe: Germany

Week VIII
Mar. 4 Japan and Russia: In their Pursuit of Modernization (pp.590 2; 655-63)
Mar. 6 The Age of Empire: Theory and Practice (pp.603-13)
Mar. 8 Asia and Africa in the Age of Empire (pp.640-9; 613-35)

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

Spring Break

Week IX
Mar. 18 Discussion of Heart of Darkness, Quiz #2
Mar. 20 The Great War (pp.675-
9) Mar. 22 Review for Exam

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

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

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

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

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

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

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

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

Final Exam on Tuesday, May 7, 8-10am in RICH 106
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: HIST 210

3. Texas Common Course Number:

4. Complete course title: Russian Civilization

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 100-120

11. Historic annual enrollment for the last three years:
    - 124 (Fall 2009)*
    - Faculty members on leave during other semesters

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

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

12. Submitted by: Jessica

13. Date: 3/20/2013

14. Approvals: David

15. Date: 3/18/13

16. Department Head

17. Date: 3/21/13

18. College Dean/Designee

Date

See form instructions for submission/approval process.

Associate Provost
for Undergraduate Studies

Texas A&M University
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum  
Foundational Component Area: Language, Philosophy and Culture  

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

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

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

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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 will address the development of critical thinking skills by requiring students to evaluate and synthesize lecture, primary source materials and secondary source materials on the political, economic, social and cultural dynamics of Russian history. Student learning will be evaluated through: in class discussion of assigned reading material; two mid-course essay exams and one final exam, and; a term paper that requires students to evaluate a Russian historical text (of fiction or not-fiction) for what it reveals about the political and social context of the period.  

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

This course will address the development of and application of communication skills by requiring students to participate in class discussions of assigned primary and secondary reading material; complete two mid-course essay exams and one final exam that synthesize lecture and readings, including images and maps discussed in class, and; complete an analytical term paper. Student learning will be evaluated through discussion, two mid-course exams, one final exam and a written term paper.  

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

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

Core Curriculum

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

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

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

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

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

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

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

Prerequisites:
None

Core Objectives for Language, Philosophy and Culture Foundational Component Area

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

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

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

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

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

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

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

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

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

Philip Longworth, *Russia: The Once and Future Empire* (St. Martin's Press)

Isabel de Madariaga, *Ivan the Terrible* (Yale UP)

Lindsey Hughes, *Peter the Great: A Biography* (Yale UP)

Barbara Alpern Engel, *Women in Russia, 1700-2000* (Cambridge UP)

Sheila Fitzpatrick, *The Russian Revolution* (Oxford UP)


Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich* (Signet Classics)


**Evaluative Measures/Grading Policy:**

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

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

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

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

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

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

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

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

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

Academic Integrity:

Course Schedule:

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

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

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

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

**Week 5:**
Tuesday: Discussion
Thursday: Exam #1

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

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

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

**Week 9:**
Tuesday: Discussion
Thursday: Exam #2

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

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

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

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

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

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

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

Read:

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

Write:

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

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

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

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

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

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

2. Course prefix and number: HIST 213

3. Texas Common Course Number: HIST 2313


5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 90-100
    0(2011-2012)*

    Faculty members on leave

11. Historic annual enrollment for the last three years:
    99 (2010-2011)  95 (2009-2010)

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

12. Submitted by:
    Course Instructor
    [Signature]

    Approvals:
    [Signature]

13. Date
    3/20/2013

14. Department Head
    [Signature]

    Date
    3/18/13

15. College Dean/Designee
    [Signature]

    Date
    4/20/13

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

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 213

Date: March 18, 2013

Please accept this memorandum in support of the history department’s request to certify HIST 213: History of England for the 2014 Core Curriculum.

Due to a series of events—including unexpected permanent faculty departures and an unusually large number of faculty members on-leave in the years under consideration—we believe the course’s historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in/enrollment in the course. For that reason, we have gathered the below data on HIST 213’s annual enrollment over the last five years.

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

As the above numbers indicate, the department does have a commitment to scheduling, and there is student interest in taking, HIST 213. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this five year annual enrollment data into consideration when making your decision.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

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

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

This course, HIST 213, provides a survey of English history from earliest times until 1689. Through lecture, primary and secondary source readings and discussion, it explores how changes in political, military, religious, intellectual, scientific, cultural and economic institutions shaped the peoples living in the region we come to know as England.

Core Objectives

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

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

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

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

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

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

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

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

Core Curriculum

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

of political participation and patriotism to England and its Empire.

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

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

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

HIST 213: HISTORY OF ENGLAND to 1689
Fall Semester 2009

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

Course Description:

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

Prerequisites:

None

Core Objectives for Language, Philosophy and Culture Foundational Component Area

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

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

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

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

Student Learning Outcomes:

Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history of England to 1689.
2) express their own ideas effectively in written and oral form.

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

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

**Required Texts:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title &amp; ISBN</th>
<th>Publisher &amp; Cover</th>
</tr>
</thead>
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**Attendance Policy:**

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

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

Exams & Grades:

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

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

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

Academic Integrity:

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


**Week Thirteen:** [Vol. II- 14] Charles II and the Restoration.


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**IMPORTANT DATES**

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

Core Curriculum

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

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

2. Course prefix and number: HIST 214

3. Texas Common Course Number: HIST 2314


5. Semester credit hours: 3

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

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

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 100-120

11. Historic annual enrollment for the last three years: 31 (2011-2012)
    Faculty members on leave 160 (2009-2010)

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

13. Submitted by:
    Course Instructor:
    David Vasquez
    Date: 3/20/2013

14. Department Head:
    Date: 3/20/2013

15. College Dean/Designee:
    Date: 3/20/2013

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

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 214

Date: March 18, 2013

Please accept this memorandum in support of the history department’s request to certify HIST 214: History of England for the 2014 Core Curriculum.

Due to a series of events—including unexpected permanent faculty departures and an unusually large number of faculty members on-leave in the years under consideration—we believe the course’s historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in/enrollment in the course. For that reason, we have gathered the below data on HIST 214’s annual enrollment over the last five years.

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

As the above numbers indicate, the department does have a commitment to scheduling, and there is student interest in taking, HIST 214. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this five year annual enrollment data into consideration when making your decision.
Texas A&M University

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

This course (HIST 214) provides a survey of English/British history from 1689 up until the present. It covers social history, political history, military history, religion, the world of ideas and thought, science and technology, culture, and economics in the area we come to know as the British Isles as well as the global British empire (colonies, territories and dominions).

Core Objectives

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

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

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

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

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

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

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

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

Core Curriculum

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Instructor: Dr. David Hudson</th>
<th>Office: HIST 102C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures: Mon Wed Fri 11:30 a.m. - 12:20 p.m.</td>
<td>Location: HECC 105</td>
</tr>
<tr>
<td>Office Hours: Mon Tues Wed 2:50- 4:20p.m. 0BA</td>
<td>Phone 979 845 7101</td>
</tr>
<tr>
<td>Graduate TA for HIST 214: Mr. Blake Whitaker</td>
<td><a href="mailto:blakwhit@neo.tamu.edu">blakwhit@neo.tamu.edu</a></td>
</tr>
<tr>
<td>Office Hours: M, W, F 8:30-10:30AM</td>
<td>Office: 007 Glasscock</td>
</tr>
</tbody>
</table>

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

**Prerequisites:**
None

**Core Objectives for Language, Philosophy and Culture Foundational Component Area**

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

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

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

- Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)
**Student Learning Outcomes:**
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history of England after 1689.

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

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

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

**Required Texts:**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Book Title</th>
<th>Publisher</th>
</tr>
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<tbody>
<tr>
<td>Thomas S. Ashton</td>
<td>The Industrial Revolution, 1760-1830 ISBN: 0192892894</td>
<td>OUP</td>
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</tbody>
</table>

**Attendance Policy:**
Regular attendance at lectures will be an essential component of success in this course. There is a high correlation between grade and attendance - student performance always suffers from a high number of absences. It is difficult to advise students on how much they should study (since this depends on all sorts of factors), but a good rule of thumb is that for every hour you spend in class, you should probably study for three hours outside class. Once a student falls behind in the reading assignments, it invariably proves very difficult to catch up.

A roll will be taken regularly by the instructor. A seating chart will also be used. If you arrive after roll has been taken, it is up to you to inform the instructor immediately that you were
present. No change will be made at a later time. It is, alas, inevitable that from time to time a few students will arrive after the lecture has begun. Certainly the instructor would prefer students to be late than not to attend at all - but excessive and persistent lateness will be treated as an absence. Similarly, anyone leaving class early (without the consent of the instructor) will be marked absent.

Persistent absence will adversely affect your final grade. More than five (5) un-excused absences will bring a whole letter grade reduction from your final grade, and more than ten (10) un-excused absences will earn (and richly deserve) a failing grade for the course. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**Exams & Grades:**
Examinations will be based on lectures (including visual images and maps) AND the assigned readings. There will be one mid-term (multiple-choice) exam, and one final (multiple-choice) exam. The mid-term exam is worth 30% of the final grade, and the final exam is worth 40% of the final grade. There will also be three (3) in-class reflective essays (each worth 10% of the final grade). These essays will ask you to synthesize lectures and primary and secondary source materials we have discussed in class. All will take place on the dates indicated below in the “Important Dates” table.

All grades in this class will be based upon the following percentage scale: 90+ = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F. Please note that all grades are non-negotiable.

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu

**Academic Integrity:**
*"An Aggie does not lie, cheat or steal, or tolerate those who do."* Students are expected to be aware of and adhere to the Aggie Honor Council Rules and Procedures, available at http://aggiehonor.tamu.edu.

**Course Outline (Instructional Weeks):**
Please Note: To get the most out of lecture, I encourage you to read the assigned readings for the week by Monday’s class.

**Week One.** England and English History. The British Isles - a shared archipelago. The Glorious Revolution and its background. The triumph of Liberty - but for whom? Losses and gains - the constitutional parameters. Ireland & Scotland. William III and Mary II (Mary died 1694), 1689-1702, Queen Anne, 1702-1714, the wars against Louis XIV of France. (Wasson, chapter 1)
**Week Two.** The First Hanoverians- George I (1714-1727) and George II (1727-1760). The Whig Ascendancy and Sir Robert Walpole. The Jacobite threat. The new calendar. George III (1760-1820) and his objectives. The ministers of George III during the early years of his reign- before his grand design for the monarchy started to unravel. Literature, Art, Music and Religion- John Wesley and the Evangelical movement.(Wasson, chapter 2)

**Week Three.** Britain as a world power. The foundations of the British Empire. Conflicts with the great powers. Great power rivalries in the eighteenth century, The War of the Austrian Succession, the diplomatic revolution, the Seven years' War. The American Revolution. The beginnings of Parliamentary reform- William Pitt the Younger. Slavery, Ireland, India.(Wasson, chapter 3)

**Week Four.** Great Britain, the French Revolution & Napoleon. Wars of the First and Second Coalitions against Napoleon. Ireland the United Irishmen, the Act of Union (1800). The Battle of Trafalgar, the Continental System, the Peninsula War. The War of 1812 with the United States. The fall of Napoleon and the Congress of Vienna.(Wasson, chapter 4)

**Week Five.** The Agricultural and Industrial Revolutions. The development of scientific agriculture, the enclosure movement. Machinery and the textile industry, the factory system, coal, iron and steel. The Transportation Revolution - canals and roads, railroads and steamships. The Communications Revolution - the telegraph and mail delivery. Banking, credit and business-population growth and distribution-the human cost of so much change. Was it all worth it? [Ashton] **In-class reflective essay on Friday**


**Week Eight.** The British Empire in the Imperial Century. The British Empire in the early nineteenth century- Canada, Africa, India and China, the opium wars. Mid-century and late-century expansion in Africa - conflict with the French - Egypt, South Africa, West Africa, East Africa, the Sudan. India - Afghanistan and conflict with the Russians, south-east Asia, China, Japan. **Midterm Exam on Wednesday**

**Week Ten.** Great Britain and the First World War. The European alliance system, British diplomacy at the turn of the century, the Anglo-French entente (1904), the first Moroccan crisis (1905). The Anglo-Russian entente (1907), Anglo-German naval rivalry, Anglo-French military conversations. Various international crises, 1908-1914. The Great War on the Western Front, 1914-1917. The Italian Front, 1915-1917. The Eastern Front, 1914-1918. Gallipoli and the Middle East, the war at sea, the end of the war. The politics of war on the British home front. (Parson) **In-class reflective essay on Friday**

**Week Eleven.** The Age of Baldwin and MacDonald. Post-War Britain - promises, needs and reforms. The Peace settlement and the mandate system. Post-war economic woes. Foreign affairs. End of the Lloyd-George coalition (1922), the Bonar-Law ministry (1922-1923), the first Baldwin administration (1923-1924), the first Labour government under Ramsay MacDonald (1924). The golden years of the second Baldwin administration (1924-1929). The second MacDonald government (1929-1931), the Great Depression, the formation of the National Government. Imperial Affairs - Ireland, India, Egypt and Palestine. (Wasson, chapter 8)

**Week Twelve.** Great Britain and the Second World War. The build up to war in Europe and elsewhere. The Spanish Civil War, formation of the Rome-Berlin-Tokyo Axis. The "anschluss," overtures towards Italy, appeasement. The crisis over Czechoslovakia, outbreak of war, the "Phony War." The Battle of Britain, the War in the Atlantic, the War in the Mediterranean, the Nazis invade Russia. The War in Europe from D-Day, the war against Japan. Wartime diplomacy. Domestic politics and the British Home Front. (Wasson, chapter 9 & 10)


<table>
<thead>
<tr>
<th><strong>Important Dates</strong></th>
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<tbody>
<tr>
<td>Wednesday, January 20th</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>Monday, January 25th</td>
<td>Last day to add or drop classes with no record</td>
</tr>
<tr>
<td>Friday, February 19 (Week 5)</td>
<td>In-class reflective essay on Ashton's <em>Industrial Revolution, 1760-1830</em> (10%)</td>
</tr>
<tr>
<td>Wednesday, March 13 (Week 8)</td>
<td>Mid-term multiple choice exam (30%)</td>
</tr>
<tr>
<td>Friday, March 26 (Week 10)</td>
<td>In-class reflective essay on Parsons’ <em>The British Imperial Century: A World History Perspective</em></td>
</tr>
<tr>
<td>Tuesday, April 6th</td>
<td>Last day to Q-drop</td>
</tr>
<tr>
<td>Friday, April 16 (Week 13)</td>
<td>In-class reflective essay on Adams’s <em>British Politics and Foreign Policy in the Age of Appeasement, 1935-1939</em> (10%)</td>
</tr>
<tr>
<td>Wednesday, May 12th</td>
<td>Final Multiple Choice Exam (40%) 10:30AM-12:30PM</td>
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</table>
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History

   HIST 220*

   with CLAS 220 and RELS 220

2. Course prefix and number: Course is cross-listed

   History of Christianity: Origins to the Reformation

3. Texas Common Course Number:

4. Complete course title:

   History of Christianity: Origins to the Reformation

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

   Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture

   Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences

   Current Core: Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   □ Yes

   □ No

8. How frequently will the course be offered? Every spring

9. Number of class sections per semester: 1 (cross-listed with RELS 220)

10. Number of students per semester: 120-150

11. Historic annual enrollment for the last three years: 122 (2011-2012) 142 (2010-2011) 0 (2009-2010)

   *Faculty members on-leave

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   Barbara Hamby (HUMS) 3/20/2013

   Course Instructor

   Approvals:

   David Vaughan

   3/18/13

   Date

14. Department Head

   3/20/13

   Date

15. College Dean/Designee

   See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 220

Date: March 18, 2013

Please accept this memorandum in support of the history department's request to certify HIST 220: History of Christianity for the 2014 Core Curriculum.

Due to a series of events— including unexpected permanent faculty departures and an unusually large number of faculty members on leave in the years under consideration— we believe the course's historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in enrollment in the course.

HIST 220 had a strong course enrollment in 2010/2011 (142) and in 2011/2012 (122) when it was last scheduled. We expect the same when it is next taught in Spring 2014.

Based on this data, we submit the course for certification for the 2014 Core Curriculum and ask that you take information into consideration when making your decision.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course (HIST 220) provides a survey of the history of Christianity from its inception until the beginnings of European colonial expansion in the first half of the sixteenth century. It traces the growth of Christianity as it spread throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia and considers how this expansion required Christians to negotiate diverse social, political, and geographical situations. It further considers how these negotiations contributed to differences in how the faith developed theologically, ritually, and morally around the globe.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course will address the development of critical thinking skills by requiring students to interpret and synthesize lecture, primary source materials and secondary source materials related to the growth of Christianity world-wide and the complicated negotiations people undertook to express and define Christianity in different social, political and geographical situations. Student learning will be evaluated through class discussion, a short primary source analysis, two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course will address the development of and application of communication skills by requiring students to participate in class discussions of assigned reading material, produce a short analytical essay, and complete two midterms and a final exam based on material related to the movements associated with the spread of Christianity throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia from its beginning until 1500. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, and two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

This course will address social responsibility by requiring students to identify and evaluate (in lectures and reading materials) how cultural differences shaped the definition and expression of Christianity throughout the Mediterranean basin, Mesopotamia, Africa, Northern Europe and central Asia. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, and two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to identify, analyze and synthesize (through lectures and reading materials) how choices made by adherents of Christianity, whether commoners or rulers, shaped the political, economic and ideological parameters of Christianity’s expression around the globe. Students also will be asked to determine whether or not they can apply the ethical decision-making processes discussed in class to their own contemporary lives. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 220: The History of Christianity
TR 9:35-10:50
Spring 2011
ANIN 215

Instructor: Dr. Daniel Schwartz
daniel.schwartz@tamu.edu
office: Glasscock 014
office hours: M 1-2:30; W 2:30-4

Teaching Assistant: Mr. Nathaniel Weber
webern1@neo.tamu.edu
office: Glasscock 003B
office hours: T 11-12:15; W 12-1:45

Course Description
This course surveys the history of Christianity from its inception until the beginnings of European colonial expansion in the first half of the sixteenth century. From the earliest period, the movements associated with the person of Jesus of Nazareth were oriented toward evangelism and expansion. This course begins in the first century and traces the growth of Christianity as it spread throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia. This expansion required Christians to negotiate diverse social, political, and geographical situations. As they did this, the faith developed differently, theologically, ritually, and morally. This course will investigate the variety of Christian expression in the history of global Christianity.

Prerequisites:
None

Core Objectives for Language, Philosophy and Culture Foundational Component Area
Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Course Aims
This course seeks to orient students to the world history of Christianity. Historical accounts of the history of Christianity often focus on the developments relevant to explaining Christianity
in Western Europe and North America. Traditions which developed outside of this trajectory are often ignored. Take, for example, the traditions which developed in Egypt and Persia following the Christological controversies of the fifth century. As western countries continue to receive increased immigration of Middle Eastern Christians and as African missionary activity in the United States begins to grow, traditional understandings of what is relevant to understanding Christianity in the West must change. Christianity is a global religion which took on a variety of expressions from its inception. Through close readings of primary sources and the course textbook you will come to understand how Christianity developed in various regions throughout the world and how the cultural forces it faced in these locations produced expressions of Christianity unique to each place.

**Student Learning Outcomes:**
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history of Christianity from its inception to the early sixteenth century.

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the development of Christianity Civilization and in present-day human cultures.

4) apply knowledge about the human condition—in the historical development of Christianity and in the present-to their personal lives and studies.

**Required Course Readings**


Various readings listed below as Online are available through online course reserves. Readings listed as Bible below you may read from any printed version or on-line at [http://www.ccel.org/wwsb/](http://www.ccel.org/wwsb/).

**Class Format**
The material covered in this class is most exciting when experienced through the primary sources, that is, through the literature produced in the period under consideration. As a result, we will split our time between lecture and class discussion of primary sources. Our Tuesday classes will be based on lecture, leaving our Thursday class free for the discussion of primary sources. Due to the large size of the class, facilitating this discussion will take a certain amount of creativity. Each student will choose a seat which s/he will use for the rest of the semester. On Tuesdays, we will all be together for lecture and the assigned seating will be used to take attendance (on which, see below). On Thursdays we will break into two groups (based on your seat assignment) and hold two separate discussion sections in opposite corners of the lecture hall,
one led by me and the other by the TA, Mr. Weber. While this is not ideal logistically, I am confident that any discussion is better than none!

Attendance
Attendance in class and participation in discussion are expected. On Thursday of the first week you will be assigned a seat for the entire term. Please choose carefully and sit in that same seat every day. If you have no unexcused absences for the semester, you will receive two percentage points added to your final grade. If you have only one unexcused absence, you will receive one percentage point added to your final grade. You are permitted two unexcused absences without an adverse impact on your final grade. However, unexcused absences beyond two will each earn a one percent drop in your final grade. Being late is the same thing as being absent! If you want to receive credit for attending class you must be in your seat when the TA takes attendance. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

Assignments

Participation (10 points):
We take attendance because we expect you to be present mentally as well as physically. When we have discussion I want all of you to participate and you will be rewarded when you do so. If you are physically present but chose to talk, text, or browse the web in a way that disturbs others this will harm your participation grade.

In order for you to be prepared for each of these class sessions, you will need to read all assigned sections listed as Secondary for our Tuesday class session and all the assigned readings listed as Primary for the Thursday session.

Questions to ask of readings:
1. What is the author’s main point in writing this text?
2. What part of the reading was most interesting to you? Why?
3. What part of the reading disturbed you? Why?
4. What part of the reading did you not understand? (Compose a question for class discussion which will help clarify a part of the text which was confusing for you.)
5. In what way does this reading address similar themes or questions to the texts we have previously read?

Map Quiz (10 points):
We will cover a great deal of geography in this course. It will help you tremendously to know where things are located. In order to facilitate this learning we will have a map quiz.

Short Paper (40 points):
We will spend a considerable amount of time reading primary sources in this course. As such, you will also be expected to write about primary sources. Each of you will write a short 2-3 page paper on prompts provided to you. They will ask you to think more deeply about primary sources we have read and discussed together. These assignments will be due on a rolling basis with individual discussion groups submitting papers on the dates set in the course schedule below.
Exams (140 points): You will take two midterms (40 points each) and a final exam (60 points). Due to the large size of the class, these will be multiple choice exams for which you must bring a long thin green scantron. These exams will require you to be familiar with primary and secondary readings as well as the class lectures.

**Course Grading (based on points)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tr>
<td>10</td>
<td>Participation</td>
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<td>10</td>
<td>Map Quiz</td>
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<td>40</td>
<td>Short Paper</td>
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<td>40</td>
<td>First Midterm Exam</td>
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<td>40</td>
<td>Second Midterm Exam</td>
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<td>60</td>
<td>Final Exam</td>
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200 Total Possible

**Grading Scale (by percentage):**

- 90-100: A
- 80-89: B
- 70-79: C
- 60-69: D
- 59 & below: F

All grades are final! We will not negotiate the grades you have earned on exams or papers.

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity:**
"An Aggie does not lie, cheat or steal, or tolerate those who do." Students are expected to be aware of and adhere to the Aggie Honor Council Rules and Procedures, available at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**Class Schedule [Schedule and specific readings subject to change as necessary]**

**Week 1 -- January 18-20:** Introduction to the Study of Christian History  
Secondary: HWCM, vii-21  
Primary: Matthew 5-7 (Bible)  
Didache (RWCH, 12)
Week 2 -- January 25-27: Christianity in the Roman World
Secondary HWCM, 22-74
Primary Acts of the Apostles, Chapters 1-2, 17 (Bible) Acts of Paul and Thecla (RWCH, 48) Correspondence of Pliny and Trajan (RWCH, 23)

Week 3 -- February 1-3: The Expansion of Christianity
Secondary HWCM, 74-115
R. D. Young, "Martyrdom as Exultation" (Online)
Primary Acts of Thomas (Online) Martyrs of Lyon (RWCH, 24)
Martyrdom of Perpetua and Felicity (RWCH, 30)
Map Quiz in class on Tuesday, 2/1

Week 4 -- February 8-10: Christian Diversity and the Idea of Orthodoxy
Secondary HWCM, 115-155
Primary Irenaeus, Against Heresies (RWCH, 58) The Muratorian Fragment (RWCH, 66)
Bardaisan, Book of the Laws of Countries (RWCH, 82) Ephrem the Syrian, Hymn 1 (RWCH, 113)

Week 5 -- February 15-17: Christianity and Empire
Secondary HWCM, 155-184
Primary Life of Constantine (RWCH, 87)
Augustine, City of God (RWCH, 195)
Rufinus, The Christianization of Ethiopia and Georgia (RWCH, 107) Agathangelos, The Christianization of Armenia (RWCH, 122)

Discussion Group A Short Paper Due in Class on Tuesday 2/15

Week 6 -- February 22-24: Christianity and the Desert
Secondary S. Griffith, "Asceticism in the Church of Syria" (Online) W. Harmless, "Desert Christians" (Online)
Primary Pallaedius, Lausiac History (RWCH, 155) Rule of St. Benedict (Online)
FIRST IN-CLASS MIDTERM ON THURSDAY 2/24

Week 7 -- March 1-3: Late Antique Christianity in the West
Secondary HWCM, 220-239
Primary Pelagius, To Demetrius (RWCH, 206) Augustine, On Nature and Grace (RWCH, 210)
Patrick, Confessor (RWCH, 221)

Week 8 -- March 8-10: Eastern Christianity before Islam
Secondary HWCM, 184-219, 240-256.
Primary John of Ephesus, The Evangelization of Nubia (RWCH, 188) Cosmas Indicopleustes, Christians in India (RWCH, 192)
Holy Women of the Syrian Orient (Online)

Discussion Group B Short Paper Due in Class on Tuesday 3/8
March 14-18: SPRING BREAK!

**Week 9** -- March 22-24: Islam and the Eastern Spread of Christianity
Secondary  
HWCM, 257-289, 305-323
Primary  
John of Damascus on Islam (Online)
Inscription of the Monument of the Church of the East (RWCH, 243) Chinese Christian Sutras (RWCH, 247)

**Week 10** -- March 29-31: The Rise of Western Christendom
Secondary  
HWCM, 289-305, 323-353
Primary  
Acts of the Third Council of Toledo (RWCH, 253)
Bede, Ecclesiastical History (RWCH, 258)
The Heiland (RWCH, 271)
**Discussion Group C Short Paper Due in Class on Tuesday 3/29**

**Week 11** -- April 5-7: Byzantine Christianity and Commonwealth
Secondary  
HWCM, 354-383
Primary  
Letters of Patriarch Photius and Pope Nicholas (RWCH, 297)
Life of Constantine (RWCH, 302)
Russian Primary Chronicle (RWCH, 310)
**SECOND IN-CLASS MIDTERM ON THURSDAY 4/7**

**Week 12** -- April 12-14: Jews, Christians, and Muslims: The Crusades
Secondary  
HWCM, 383-405
Primary  
Pope Urban II, Speech at the Council of Clermont (Online) Solomon bar Samson, The Crusaders in Mainz (Online)
Guibert of Nogent, The Deeds of God through the Franks (RWCH, 324) Ibn al-Athir on the Fall of Jerusalem, 1099 (RWCH, 334)
Nicetas Choniates on the Sack of Constantinople, 1204 (RWCH, 335) James I of Aragon on the Fall of Valencia, 1238 (RWCH, 336)

**Week 13** -- April 19-21: Christian Society in the Medieval West
Secondary  
HWCM, 406-439, 476-491
Primary  
Anselm of Canterbury, Cur Deus Homo (RWCH, 339) Bernard of Clairvaux, On Loving God (RWCH, 347)
Letters and Visions of Iacuwijch of Brabant (RWCH, 362)
**Discussion Group D Short Paper Due in Class on Tuesday 4/19**

**Week 14** -- April 26-28: World Christianity at the Dawn of Modernity
Secondary  
HWCM, 440-475, 492-506
Primary  
Mandeville on Prester John (Online)
The Lives of Mar Yahsh-Allah and Rabban Sawma (RWCH, 373)
Kebran Nagast (RWCH, 388)
The Council of Constance (RWCH, 414) The Council of Florence (RWCH, 415)
May 6, 12:30- 2:30: FINAL EXAM
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History
   HIST 221*

2. Course prefix and number: Course is cross-listed
   RELS 221

3. Texas Common Course Number: RELS 221

4. Complete course title: History of Islam

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   Current Core: Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Every fall

9. Number of class sections per semester: 1 (cross-listed with RELS 221)

10. Number of students per semester: 45-50

11. Historic annual enrollment for the last three years:
    - Faculty members on leave 49 (2010-2011)
    - Faculty members on leave 0 (2009-2010)*
    - Faculty members on leave 0 (2011-2012)*

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
   [Signature]
   Date 3/20/2013

14. Department Head
   [Signature]
   Date 3/18/13

15. College Dean/Designee
   [Signature]
   Date

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 221

Date: March 18, 2013

Please accept this memorandum in support of the history department’s request to certify HIST 221: History of Islam for the 2014 Core Curriculum.

Due to a series of events—including unexpected permanent faculty departures and an unusually large number of faculty members on-leave in the years under consideration—we believe the course’s historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in/enrollment in the course. For that reason, we have gathered the below data on HIST 221’s annual enrollment over the last six years.

2007/2008=47
2008/2009=0
2009/2010=0
2010/2011=49
2011/2012=0
2012/2013=37
*Also scheduled for Spring 2014

As the above data indicates, the department does have a commitment to scheduling, and there is student interest in taking, HIST 221. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this annual enrollment information into consideration when making your decision.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course (HIST 221) provides a survey of the main political, religious, social and cultural themes in Islamic history and civilization from the time of Prophet Muhammad (ca. 600 C.E.) to ca. 1500 C.E. It encourages students to observe, evaluate and think critically about the formation of the Islamic tradition as well as its transformation over time across different regions and cultures and its interaction with other traditions and world religions.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course will address the development of critical thinking skills by requiring students to interpret and synthesize lecture, primary source materials and secondary source materials related to the growth of Islam world-wide and the complicated negotiations people undertook to express and define Islam in different social, political and geographical situations from 600-1500 C.E. Student learning will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course will address the development of and application of communication skills by requiring students to participate in weekly class discussions of assigned primary source reading material related to the formation of Islamic tradition, its transformation across different regions and cultures and its interaction with other traditions and world religions between 600 and 1500 C.E. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and written essay questions that analyze written and visual sources (including maps, illuminated manuscripts and material objects).

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course will address social responsibility by requiring students to identify (in lectures and reading materials) how cultural differences shaped the definition and expression of Islamic tradition, as well as its transformation, over time and across different regions. It also asks students to reflect on how adherents of Islam interacted with adherents
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

of other traditions and world religions. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions that analyze written and visual sources (including maps, illuminated manuscripts and material objects).

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to identify and evaluate (in lectures and reading materials) how choices made by followers of Islam, whether commoners or rulers, shaped the political, economic and ideological parameters of Islam’s expression around the globe. Students will be asked to reflect on how the political, economic and social context of the period under discussion influenced the process of ethical decision making and whether or not they can use the same ethical decision making processes in their own lives. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions that analyze written and visual sources.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 221  
Texas A&M University  
Fall 2010

Instructor: Dr. Side Emre (sideemre@tamu.edu)  
Class Location: CHEN 106 / Class Hours: Tu-Th, 9:35-10:50AM  
Office: 13-GLAS / Office Hours: Th, 3:45-5:00PM and by appointment

TA: Sebastian Arandia (sarandia@tamu.edu)  
Office: GLAS-004/ Office Hours: T, 11:00AM-12:30PM and W, 1:00PM-2:30PM.

HISTORY OF ISLAM (ca. 600- ca. 1500 C.E.)

Course Description:  
The aim of this course is to introduce students to some of the main themes in Islamic history and civilization from the time of Prophet Muhammad (ca.600 C.E.) to ca. 1500 C.E. We will proceed chronologically and thematically with focus on political, religious, social and cultural events of significance. We will connect our analysis of significant historical events with important primary documents to grasp and question the first hand versions of what is established as historical fact. The goal here is to observe, evaluate and think critically about the formation of the Islamic tradition as well as its transformation over time across different regions and cultures, alongside its interaction with other traditions and world religions.

Prerequisites:  
None

Core Objectives for Language, Philosophy and Culture Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:  
Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings related to the history of Islamic civilization from 600 CE-1500CE.
2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in the past history of Islamic civilizations and in present-day human cultures.
4) apply knowledge about the human condition- in the Islamic World’s past and present- to their personal lives and studies.

**Course Aim and Objectives:**
Very broadly, this course is guided by two primary objectives: First, to introduce students with little or no prior knowledge of Islam, history of Islam and the Middle East to the main religious, political, social and cultural contours of the tradition and its diverse participants. Second, this course aims to guide students in thinking, speaking and writing analytically about Islam and Islamic history. One of our primary goals is to give students conceptual tools, historical information and analytical skills necessary to contextualize Islam in today’s world and make sure that they respond to the events and information they encounter and observe in a critical and knowledgeable manner. During the course of the semester you will watch several documentaries and movies. You will also participate in exercises to evaluate the historical content as well as the narrative qualities of some of controversial audio-visual and narrative sources on Islam and the Middle East.

**Required Readings:**

*Additional reading materials, such as newspaper articles and extensive selections from other primary or secondary sources, will be posted on the HIST 221 E-Learning site for you to prepare for our bi-weekly in-class discussion sessions.

**Recommended Readings:**

**Attendance Policy:**
Regular attendance is of paramount importance for this course. The TA will take attendance each class period based on a seating chart we will distribute and you will sign on the second day of class. Each lecture is designed to build on the information and analysis made in the previous session. Attending a class means that you did the
required readings before Tuesdays and Thursdays, and that you are ready to answer questions and discuss in class. I will handle all absences and any late work related to them according to Student Rule 7. Refer to [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)

Three unexcused absences are allowed for the duration of the semester. If you miss one class after that (and that absence is also unexcused), that will result in a two point reduction from your final grade. If you miss a fifth class (and that absence is unexcused), then two more points will be taken off your final grade for this class. More than five unexcused absences will result in an automatic F as the final grade.

**Helpful Reading Hints:**

1. Remember that this class is an ultra-marathon! This means you have to work doubly hard to prepare well, be patient, and not get intimidated with the hardships on the path.

2. This is a **READING INTENSIVE CLASS**: Before every class you have to read the assigned textbook pages, primary source materials and be prepared to answer the study questions when asked in class discussion. We will analyze and interpret some sections of the assigned primary materials after each lecture so be prepared.

3. Time management and attention are keys for success: Give ample time to complete readings. You are not familiar with the jargon, historical context, political dynamics and the protagonists. It will take time before you can begin to see the patterns and grasp the inner dynamics of the data. As weekly lectures will focus on both the information given in the textbook, primary materials, and other sources, if you rely solely on my presentation, you will be lost.

**Requirements and Grading:**

You are required to do all of the readings, watch all the assigned audio-visual materials, as well as read the articles posted on the E-Learning site. You will be evaluated based on **three exams** and **class participation**.

*Exams* are not comprehensive. They will include multiple-choice, primary source identification(s) and essays. Each will have approximately thirty **multiple-choice questions** and you will be using a #2 pencil and GREY scantrons to answer them. Data from the Egger book, the study questions on your primary reading materials as well as relevant information pertaining to these materials will be the basis of your multiple choice questions. Questions based on the audio-visual materials you will watch during the course of the semester will also be asked in the multiple choice section. You will also have one and/or two **primary source identification question(s)** which you will answer in one and/or two short paragraphs. Primary text identification questions will be asked from a variety of sources such as Egger’s book, materials covered in class lectures and discussions, and sources available on E-Learning. The last part of your exam will consist of an **essay question**. You will be given two essay options, and will choose one. Your essay will be written in ink in three to four bluebook pages. Data
from the Egger book, the study questions on your primary reading materials as well as relevant information pertaining to these materials will be the basis for the essay questions. Your essays/paragraphs will be graded on content, clarity, analytical substance, and interpretive ability.

*Class participation will count for 10% of your grade and will be based on your informed and consistent (at least once every class period) contributions to our Thursday class discussions. I have provided detailed study questions to help guide you in your reading of the primary sources we will discuss each session. I will collect your written answers/notes for those questions at the end of each discussion day and will consider them when calculating your class participation grade. Please note, however, that even detailed responses cannot take the place of your oral contributions in class.

Grading Scale:
89.5-100 = A
79.5-89.4 = B
69.5-79.4 = C
59.5-69.4 = D
59.4 & below = F

Grading Summary:
Participation: 10%
Midterm I: 25%
Midterm II: 30%
Final Examination: 35%

Extra Credit Option:
If you have perfect attendance, meaning you have no unexcused absences, then you get two extra credit points added to your final class average. There are no exceptions on this rule.

Classroom Behavior
Always remember that Aggies are respectful and well-behaving to their class mates and to their instructors. I will not tolerate any behavior that disrupts the flow of our class and goes against respectful rules of conduct. Please do not use your cell phones to talk or send messages during class sessions.

ADA- Students with Disabilities:
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)
Academic Integrity:

Course Schedule:

Important dates:
**MIDTERM I:** October, 14 Thursday
**MIDTERM II:** November, 18 Thursday
**THANKSGIVING HOLIDAY:** November, 25 Thursday = NO CLASS!
**LAST DAY OF CLASS:** December, 7 Tuesday
**FINAL EXAM:** December 10 Friday, 12:30-2:30PM

**WEEK 1**
August 31
General Introduction, organizational introduction for the course, discussion of the syllabus will be given. In the second half of the class we will be watching selections from PBS documentary Islam, Empire of Faith: Produced and directed by Robert Gardner; writers, Jonathan Grupper (series writer), Patrick Prentice (head writer), Richard Roughton (writer, episode one); a Gardner Films production in association with PBS and Devillier Donegan Enterprises. Publisher: [Alexandria, Vir.]: Distributed by PBS Home Video, [2004]

September 2
PBS documentary Islam, Empire of Faith, continued

**WEEK 2**
September 7:
Pre-Islamic World (500-610 C.E.) Lecture focus: Introduction of terms, protagonists, basic concepts, setting the stage and historical background to the Near East before advent of Islam. Topics: Origins and Arabia on the eve of Islam: Judaism, Christianity Zoroastrianism, Manichaeism and Paganism within the context of the Byzantine Empire, its rival the Persian Sasanian Empire, and Arabian Peninsula before Islam’s emergence.

September 9:
Primary Source Readings posted on E-Learning: Sources on the pre-Islamic world and its peoples
Study Questions:
1. Having done the assigned readings, how would you describe the main features of the social, cultural and religious and economic life of the majority of the inhabitants of the Arabian peninsula prior to the rise of Islam and its relationship to the wider Near East at that particular time? What are the hardships do you face in answering questions on the pre-Islamic Arabian Peninsula and what are the difficulties facing the historians of this period?
2. When reading the primary source selection titled "Theophanes, The Confessor (d. 818), Chronographia (or "Chronicles") covering the years 616-629" answer these questions: How can you describe the nature of the conflict between Byzantine Empire (the Romans), the Sassanid Persians and others? Who emerges victorious in this confrontation and why? What are the messages Theophanes intended for his audiences who had access to his account of the Byzantine victory?
3. When reading the primary source selection titled "The History of Ja'far al Tabari (d. 923 C.E.) on Persia and Yemen" answer these questions: What does Al-Tabari's History tell us about the relations between Arabs and civilizations that they interacted with during the pre-Islamic period? Considering that some of narratives were written approximately 400 years after the events transpired, how did the messages resonate with later audiences? What can these narratives tell or hide about the spread of Judaism and Christianity, as two major monotheistic predecessors to Islam, into Arabia during the time of and before the emergence of Islam?

WEEK 3
September 14:
The rise of Islam and the Mission of Prophet Muhammad in Mecca (610-622 C.E.): Topics: Muhammad's life, family; His early prophetic career with reference to primary sources; Meccan society, political, economic and spiritual life of the Arab tribes prior to the rise of Islam; introduction to the literature and culture that Muhammad inherited; Qur'an; biographies of Muhammad.

September 16:
Primary Source Readings posted on E-Learning: Pre-Islamic Arabia and the origins of Islam in Mecca
Study Questions:
1. What was the role of Mecca in the political, economic and spiritual life of the Arab tribes prior to the rise of Islam?
2. What did Muhammad change? How did he challenge the political and social authorities of the Meccan communities?
3. When reading the primary source selection titled "Pre-Islamic Arabia and the origins of Islam in Mecca: Selections of pre-Islamic and poetry from „Antara, Thabit, al-Khansa" (ca. early sixth/seventh century C.E and Ibn al-Kalbi (d.817)" answer these questions: What does the pre-Islamic literature say about the values and customs of the Arabian world? What do these folks practice? Do you see problems in interpreting these sources and why?
4. When reading the primary source selection titled "Pre-Islamic Arabia and the origins of Islam in Mecca: Al-Qur'an (the Recitation), verses from the Meccan period (ca. 610-622 C.E., including chapters 1, 19, 26, 53, 80, 81, 95, and 96)" answer these questions: What types of messages did these early verses convey? Who is the audience? Can you see references to other monotheistic traditions in these verses? How different and familiar is the Qur'an for you?
5. When reading the primary source selection titled "Pre-Islamic Arabia and the origins of Islam in Mecca: Selections from the Sirat Rasul Allah (Biography of the Messenger of God) compiled by Ibn Ishaq (d. 768) and edited by Ibn
Mecca from the *Tarikh al-rusul wa'l-muluk (History)* of al-Tabari (d. 924)" answer these questions: What can you say about the ways in which these narratives add to our knowledge on the pre-Islamic context? What were the characteristics of the populations in the Arabian Peninsula before Muhammad? How authentic are these sources? Who were Muhammad"s enemies during the early period of his career? Do these narratives help you to understand some ideas in the Qur"anic verses you read?

**WEEK 4**

**September 21:**
Second phase of Muhammad"s prophetic career:
The formation of the Islamic community in Medina and the death of a prophet (622-632 C.E.): Topics: Later prophetic career of Muhammad with reference to primary sources; biographies of Muhammad; The significance of *Hijra*; The death of Muhammad and the shock of the *ummah*.

**September 23:**
Primary Source Readings posted on E-Learning: The Prophet Muhammad"s career in Medina.
Study Questions:
1. When reading the primary source selection titled "The Prophet Muhammad"s career in Medina: *Al-Qur'an* (the Recitation), verses from the Medinan period (ca. 622-632 C.E., including chapters 2, 4 and 24" answer these questions: How does the selection from Chapter 2 (the Cow) provide commentary on the interactions between the various monotheistic communities of Arabia? What problems Chapter 24 (the Light) addresses for the early community?
2. When reading the primary source selection titled "The Prophet Muhammad"s career in Medina: Selections from the *Sirat Rasul Allah (Biography of the Messenger of God)* by Ibn Ishaq (d.768?) and Ibn Hisham (d.834)" answer these questions: What were some of the arrangements negotiated between the early Muslim community and the people of Medina? Was this damaging on the existing order? In what ways the discussion on the Qur"anic verses reflect on the tension between the *ummah* and Jewish communities of Medina? Was the peace of Hudaybiya in 628 C.E. discussed in Ibn Hisham as a source of victory for Muhammad?
3. Why/w hy not?
4. When reading the primary source selection titled "The Prophet Muhammad"s career in Medina: Selections on Muhammad"s activities as political and religious leader in Medina from the *Tarikh al-rusul wa'l-muluk (History)* of al-Tabari (d.923), History compiled in ca. early 900s" answer these questions: What are the political and religious problems that challenged Muhammad in Medina? Were there problems in his community? How were those addressed? How do these texts communicate with the issues raised in Chapter 24 (the Light) of the Qur"an? Why was the final pilgrimage of Muhammad important for al-Tabari? What are the main points of emphasis in al-Tabari"s narrative?
September 28
After Muhammad: Establishment of the Islamic Empire, The Rightly Guided Caliphs and Muslim expansion (632-661 C.E.) Topics: The expansion and conquest of the ummah during the rule of the first four Rightly Guided caliphs, 632-661 C.E.; introduction to the Umayyad dynasty
Readings: Egger v.1, pp. 33-44.

September 30
Primary Source Readings posted on E-Learning: The Rightly Guided Caliphate, 632-656 C.E.
Study Questions:
1. What were the main challenges which the ummah faced in the aftermath of 632 and what were the responses?
2. When reading the primary source selection titled “The Rightly Guided Caliphate, 632-656 C.E.: Selections from al-Tabari"s History on the activities of Abu Bakr (d.634); and „Umar b. al-Khattab (d.644) as successors to Prophet” answer these questions: Why was Muhammad’s death so traumatic an experience for the ummah? How was the problem of succession solved? What were the problems that the Muslim armies and leaders faced in the wake of their defeat by the Sassanid Persian army in Mesopotamia? Why was „Umar obliged to create pay systems, and military registers and what were the issues that arose from his executive decision-making process?
3. When reading the primary source selection titled “The Rightly Guided Caliphate, 632-656 C.E. Theophanes the Confessor"s (d. 818 C.E.) views on the history of the Arab conquests under the early caliphs; with texts of early peace treaties between Arabs and non-Muslims” answer these questions: How knowledgeable was Theophanes on Muhammad’s career? Do you find his data valuable or not? Why? How does Theophanes' narrative tackle with the mistakes done by the Byzantine leaders as they confronted the Arab invasions? What elements characterized the texts of various peace treaties drawn up among Arab leaders, towns and regions they captured?
4. When reading the primary source selection titled “The Rightly Guided Caliphate, 632-656 C.E.: Selections from al-Tabari"s History on the evolution of the Caliphate under Caliph „Uthman b. Affan (d.656)” answer these questions: Why did „Uthman come to be a controversial persona in the early Islamic History? How does the author present „Uthman as distinctive from his predecessor, „Umar, as the caliph of the ummah? What kind of developments and issues complicated „Uthman"s attempts to administer the early Islamic Empire?

WEEK 6
October 5
Umayyads and „Abbasids; the Establishment of Sectarianism (661-800 C.E.)
Topics: The rule of the Syrian Umayyad monarchy, 661-750 C.E.; development of sectarianism in the ummah; Ideological split between supporters of community consensus versus the partisans of „Ali; Interpretations of how the ummah should be ruled; Fitna wars; Problem of authority; Kharijites, Sunnis and Shi"is; Introduction to the Abbasid Revolution and its impact.
Readings: Egger v.1, pp. 44-84.
October 7
Primary Source Readings posted on E-Learning: The first civil war and the Umayyad Caliphate.
Study Questions:
1. When reading the source selection titled "The first civil war and the Umayyad Caliphate: Selections from al-Tabari"'s History on the origins of the First Civil War in 656-657 C.E., followed by various anecdotes and Umayyad-period correspondence" answer these questions: Why did "Ali"s position pose a challenge in 656 C.E. as he assumed power? How did the mission of Muhammad"s wife "A"ishah and her supporters demonstrate the conflicts rising within the ummah? What do these narratives hint with reference to the concerns of the Umayyad rulers at this time? What roles did non-Muslims or non-Arabs play in these concerns?
2. When reading the source selection titled "The first civil war and the Umayyad Caliphate: Non-Muslim historical reports on Umayyad administration, Theophanes the Confessor (d. 818), Dionysius of Tel-Mahre (d. 845) and Ibn al-Athir (d. 1234) on reflections of the Arab-Byzantine world in coinage and architecture" answer these questions: According to these sources why was there an increase of conflict during this period of Islamic history? Why was the coinage reform important to the Byzantines and the Umayyads? How would you characterize the coinage and architecture of the Umayyad period? Does it represent a continuum or departure with respect to earlier traditions?
3. When reading the source selection titled "The first civil war and the Umayyad Caliphate: Selections from al-Tabari"s History on the reign of Mu"awiyah b. Abu Sufyan (d. 680) and his followers" answer these questions: How did Mu"awiyah"s governors like Ziyad b. Abihi try to solve conflicts, such as rebellion and sedition in the cities of "Iraq? Why did the appointment of Yazid b. Mu"awiyah as direct heir to the Umayyad throne prove to be a controversial act? How can we define Mu"awiyah"s reign? What were his points of success, where did he fail?

WEEK 7
October 12:
Umayyads and Abbasids; the Establishment of Sectarianism (661-800 C.E.) -
Continued Topics: Problem of authority; Kharijites, Sunnis and Shi"is; The Abbassid Revolution, and its impact.
Readings: Egger v.1, pp. 44-84.
Primary Source Readings posted on E-Learning: The Abbassid Revolution and the Sunni-Shi"i split.
Study Questions:
1. When reading the source selection titled "The Abbassid Revolution and the Sunni-Shi"i split: Various sources on the rebellions against the Umayyad dynasty and its representatives" answer these questions: What do these anecdotes tell us about the problems faced by the later Umayyad dynasty? How did they face these challenges? What were the main problems that fuelled various rebellions in the later Umayyad period? How do you regard these sources?
2. When reading the source selection titled "The Abbassid Revolution and the Sunni-Shi"i split: The History of al-Tabari (d. 923) and the Chronographia of Theophanes the
Confessor (d. 818) on the origins of the „Abbasid revolution and its victory under Abu’l-„Abbas and his successors“ answer these questions: How did Abu Muslim (d. 755) rebel against the Umayyads? How did Abu’l-„Abbas al-Saffah (d. 754), the first „Abbasid caliph, justify the right of his partisans to seize the control of the Islamic empire? What does Theophanes’ narrative add to the existing knowledge of the „Abbasid revolution and why was he intensely interested in the revolution? In your opinion did the condition of the Byzantine Empire affect his perspective?

3. When reading the source selection titled “The Abbasid Revolution and the Sunni-Shi’i split: The History of al-Tabari on the killing of Abu Muslim and the revolt of the various early Shi’a partisans” answer these questions: Why did the second „Abbasid caliph Abu Ja’far al-Mansur (d. 775) view Abu Muslim as a rival and order his death and why did this order prove to be problematic for the „Abbasids? What were the major points of contention between Abu Ja’far and the „Abbasid ruling house from the partisans of the house of „Ali under Muhammad b. „Abdullah (d. 762)? How do these narratives interpret the problem of a final split between the Sunni and the Shi’a sects of Islam?

October 14: MIDTERM I

WEEK 8
October 19:
Introduction to the Political Fragmentation of the Abbasid Caliphate (800-1050 C.E.): Topics: The golden age of the Islamic authority under the „Abbasid Caliphate; The legacy of the „Abbasids for Islamic history and civilization; Sources on the „Abbasids; Introduction to the political decentralization and fragmentation in the Muslim world; Sunni-Shi’i Caliphates; Sources on Medieval Islamic Spain, Buyids and Fatimids. Readings: Egger v.1, pp.85-113, 139-144 and 154-171.

October 21:
Primary Source Readings posted on E-Learning: The Abbasid Caliphate at the height of its power.
Study Questions:
1. When reading the source selection titled “The Abbasid Caliphate at the height of its power: Arab geographer al-Ya’qubi (d. 897) on medieval Baghdad in his Kitab al-Buldan (Book of lands); recollections of „Abbasid times in Abu „Ali al-Tanukhi (d. 995) Nishwar al-Muhadara (Judge’s Table Talk)” answer these questions: Why did the Abbasid capital Baghdad attract such fame in medieval times and how does al-Ya’qubi’s description of the city provide insight on „Abbasid politics? What can the anecdotes such as al-Tanukhi reveal about the „Abbasid period? What are the themes that dominate al-Tanukhi’s stories?

2. When reading the source selection titled “The Abbasid Caliphate at the height of its power: The History of Abu Ja’far al-Tabari (d. 923) on the fall of the Persian Barmakid viziers and selections from Alf Layla wa Layla (One Thousand One Nights, late ninth century?)” answer these questions: Among the numerous narratives that depict the fall of the Barmakid vizier Ja’far b. Yahya and his family, which ones are most interesting? Why did Ja’far b. Yahya’s story important for Al-Tabari and to later generations? How does One Thousand and One Nights portray „Abbasid rulers
and their viziers? Can you connect Al-Tabari’s account and the One Thousand and One Nights?

3. When reading the source selection titled “The Abbasid Caliphate at the height of its power: Abu Ubayd al-Qasim b. Sallam (d.837) on Cyprus in the Kitab al-Amwal (The book of Taxation) and al-Tabari on policies of the Abbasid Caliphs Harun al-Rashid and Abdullah al-Munmun” answer these questions: What was the administrative decision made on the case of the island of Cyprus and what logical position was taken by the jurists to make that decision? Why did Harun al-Rashid come to his particular decision on the succession issue, why did it fail? Why were the theological debates about the Qur’an so important to caliph al-Munmun and why was his position controversial among his contemporaries?

**WEEK 9**

**October 26:**

Political Fragmentation of the Abbasid Caliphate (800-1050 C.E.): Topics: Political decentralization and fragmentation in the Muslim world; Sunni-Shi’i Caliphates; Sources on Medieval Islamic Spain, Buyids and Fatimids.

Readings: Same as last week, Egger v.1, pp.85-113, 139-144 and 154-171

**October 28:**

Primary Source Readings posted on E-Learning: Political fragmentation in the medieval Islamic world.

Study Questions:

1. When reading the source selection titled “Political fragmentation in the medieval Islamic world: A.-Tabari”s History on the rise of sectarian movements such as the Zan` and Qaramita revolts under the later Abbasids” answer these questions: What strategems did Isma’ili Shi’ite leader Ali b. Muhammad b. Ahmad use to challenge the Abbasid caliphate, and what does this tell us about ninth century Iran? Why was the Qarmatian movement hated and feared by the Abbasids? Can we consider al-Tabari a reliable source on the history of these anti-Abbasid movements?

2. When reading the source selection titled “Political fragmentation in the medieval Islamic world: Sunni theorists Ibn Batta (d.997), Abu’l-Hasan al-Mawardi (d.1057), and Fatimid Shi’ite missionary Abu”l-Fawaris Ahmad b. Ya”qub (d. ca. 1017) interpret theories of political authority in Islam and the Imamate” answer these questions: How did Sunni writers like Ibn Batta and al-Mawardi define the rights and duties of the Imam and his subjects? In what ways does Abu al-Fawaris” understanding of the Imamate, as a Shi’ite missionary, differ from that of Ibn Batta, al-Mawardi and the Sunni Muslim consensus? How do these writers back their assertions on the nature of the Imamate, which construction of authority was more compelling to the contemporary Muslims?

3. When reading the source selection titled “Political fragmentation in the medieval Islamic world: Various Muslim and Jewish sources on the history of the Spanish Umayyad caliphate from the eight to the eleventh century C.E.” answer these questions: Relying on the sources you have read, explain how Spain’s political and religious position is different, and in some ways, unique when compared to the rest of the Islamic world? What role did the prominent Jewish members of the community
play in the Umayyad caliphate in Spain and how can we define the Muslim relations with non-Muslim groups?

WEEK 10
November 2:
The Saljuq Turks (1000-1200 C.E.): non-Muslims in Islamic culture and civilization
Topics: Central Asian migrations into Islamicate lands, coming of the Turks; sources on Turkish incorporation into the Islamic world; non-Muslim participation in commercial and rural life and its sources.
Readings: Egger v.1, pp.145-154 and 229-256

November 4:
Primary Source Readings posted on E-Learning: The Great Turkish Migrations and the Saljuq Turks and Non-Muslims and daily life in the medieval Islamic world.
Study Questions:
1. When reading the source selection titled “The Great Turkish Migrations and the Saljuq Turks: The Arab essayist al-Jahiz (d.869) writes on the "Merits of the Turks" and Yusuf Khass Hajib (fl.ca. 1070) writes the Kutadgu Bilig (Wisdom of Royal Glory), a counsel manual for a Turkish speaking ruler” answer these questions: How does al-Jahiz justify the role of Turkish soldiers in Islamic society and why do you think he wrote this text towards the end of his life? According to Yusuf Khass, what are the factors that make a good army commander, secretary and treasurer? Are these qualities mutually compatible across the three positions? Do you think both of these works illustrate a synthesis between an ethnic-Turkish ruling class and their subjects by the end of the eleventh century? If so, how is that synthesis working?
2. When reading the source selection titled “The Great Turkish Migrations and the Saljuq Turks: Selection from the chronicle of Zahir al-Din al-Nishapuri (d. 1175), the Saljuq-nama (Story of the Saljuqs)” answer these questions: Why did the Saljuqs begin migrating from Central Asia and how did they establish themselves in Muslim lands? What were the reasons for the failure of the Ghaznavids, as rival ethnically Turkish dynasty, according to this text? What problems did the early Saljuq state face during the reign of Tughril Bey (d.1063) and how were those challenges met?
3. When reading the source selection titled “The Great Turkish Migrations and the Saljuq Turks: Selections from the universal history of „Izz al-Din ibn al-Athir (d.1233), al-Kamil fil-tarih (The Complete History) and selections from work of Saljuq vizier Nizam al-Mulk (d.1092) Siyasat-nama (Tract on Governance)” answer these questions: Why do you think Ibn al-Athir placed emphasis on policies of both the Saljuq Sultan Malik Shah and his grand vizier Nizam al-Mulk (both d. 1092) in his text? How did the deaths of Saljuq Sultan Malik Shah and his grand vizier Nizam al-Mulk impact the Saljuq state? Who do you think Ibn al-Athir favors and why? How can we characterize the Persian vizier Nizam al-Mulk’s political philosophy based on the readings from his Tract of Governance?
4. When reading the source selection titled “Non-Muslims and daily life in the medieval Islamic world: „Abbasid diplomat Ibn Fadlan (ca. 922) and the Arab geographer al-Mas"udi (d.956) report on the frontier zones of the Islamic world” answer these questions: What was Ibn Fadlan’s reaction to the peoples from the Rus and the northern frontier of the Islamic world and how did he communicate them?
How did the Khazar peoples differ from the Rus and how would you characterize these frontier communities? What does al-Mas'udi tell us about Arab-Byzantine relations during the medieval period of Islamic history and their frontiers?

5. When reading the source selection titled “Non-Muslims and daily life in the medieval Islamic world: The Arab essayist al-Jahiz (d. 869) and ruler Kaykaus b. Iskandar (d. after 1082) on medieval period slavery, Persian joke book (The Kulliyat) of „Ubayd-e Zakkani (d.1370)“ answer these questions: What is the general legal framework by which dhimmis (non-Muslim subjects) came to be administered in Muslim societies? In what ways the realities of everyday life differ from the depiction of these rules? What are the dynamics between medieval Jewish and Muslim communities and how did that differ from the relationship patterns from the time of Muhammad?

6. When reading the source selection titled “Non-Muslims and daily life in the medieval Islamic world: The Arab essayist al-Jahiz (d. 869) and ruler Kaykaus b. Iskandar (d. after 1082) on medieval period slavery, Persian joke book (The Kulliyat) of „Ubayd-e Zakkani (d.1370)“ answer these questions: In what ways do these depictions of slavery and slaves differ from what you had learnt in your American history classes? Do you think these narratives can tell us something different about medieval Islamic society that go beyond practices in regard to slavery? What do you think about the jokes of „Ubayd-e Zakkani? Do you think his tongue is sword-edged?

**WEEK 11**

**November 9:**
Islamic Law, Philosophy, Mysticism and Intellectual life Topics: Formation of Islamic law, sects, and schools of thought
Readings: Egger v.1, pp.114-138 and 199-228

**November 11:**
Primary Source Readings posted on E-Learning: The development of Islamic law and theology.
Study Questions:
1. When reading the source selection titled “The development of Islamic law and theology: Prophetic traditions collections (pl. Ahadith- hadith) of al-Bukhari (d.870), Shi‘ite traditions from Ibn Babawayh (d.991), and the Forty-Two Traditions of al-Nawawi (d.1277)“ answer these questions: How do the hadith traditions of al-Bukhari (d.870) differ from the content of the Qur’an that you read earlier in the semester and what topics do you see emerging in the hadith collections? How do the Shi‘ite hadith traditions differ from those of Sunni compilers like al-Bukhari? Why do you think the collection of traditions from al-Nawawi became popular in the Muslim world?

2. When reading the source selection titled “The development of Islamic law and theology: Early Muslim scholar and founder of a school of Islamic law al-Shafi‘i (d.820), Spanish Muslim scholar Ibn Hazm (d.1064) and the legal decisions (fatwas) of al-Nawawi (d. 1277)” answer these questions: According to al-Shafi‘i what are the sources of Islamic law, and how should they be ordered and ranked? What is the role of ijtihad and ijmā‘ in Islamic law? To what type of need do you think Ibn Hazm is responding when he discusses the formation of the Maliki School of law in the early
centuries of Islam? What is his main point? What kinds of questions was al-Nawawi asked by the public, what kind of strategies did he adopt to answer them and what can we gather about the formation of the Shari‘ah through his arguments?

3. When reading the source selection titled “The development of Islamic law and theology: Theological work of al-Ash“ari (d. 935), the political writings of al-Mawardi (d. 1057) on judges and various observers of the legal and theological tradition in everyday life” answer these questions: Why did al-Ash"ari dislike the theological arguments of groups like the Mu'tazila (rationalists) and the ahl-al qadar (advocates of predestination of souls) and how was the idea of bi-la kuyfu (without knowing how) employed to challenge them? Why are creeds, such as the ones al-Ash"ari gives, were considered an important thing to develop by the period of early 900s in Islamic history? What were some of the qualifications necessary for being a judge in an Islamic polity and how do you consider judges and theologians might have been regarded by the public?

WEEK 12
November 16:
Islamic Law, Philosophy, Mysticism and Intellectual life – Continued Topics: The role of philosophy, mysticism and institutions of learning in the development of Muslim intellectual life.
Readings: Same readings as last week, Egger v.1, pp.114-138 and 199-228
Primary Source Readings posted on E-Learning: Philosophy and Islamic Mysticism (Sufism) in Medieval Islam.
Study Questions:
1. When reading the source selection titled “Philosophy and Islamic Mysticism (Sufism) in Medieval Islam: Anonymous author of the famous mystic Mansur al-Hallaj (d.922), and Ibn al-,Arabi’s (d.1240) biographies of his mystical teachers in Spain” answer these questions: Why was al-Hallaj eventually put to death? What type of threat did the pose to the „Abbasid society? Why do you think al-Hallaj’s spirituality was received with curiosity and enthusiasm among Muslim peoples? What were some of the tensions that could emerge between mystics and the communities they lived in, why does Ibn al-„Arabi criticize many of the Islamic jurists and theologians of his time?

2. When reading the source selection titled “Philosophy and Islamic Mysticism (Sufism) in Medieval Islam: The political philosophy of al-Farabi (d.950) and the autobiography, career of Ibn Sina (Avicenna, d. 1037) with the continuation of his biographical notice by his pupil Abu „Ubayd al-Juzjani” answer these questions: What was al-Farabi's agenda? Do you think a Muslim intellectual could find his ideas controversial and his political philosophy challenging, if so why? How does Ibn Sina's self-perception differ than from the description of his student al-Juzjani, who actually completed his biography? What does his account tell us about the intellectual climate of the medieval Islamic civilization by the end of the 10th century C.E.? Do you consider Ibn Sina solely as a philosopher?

3. When reading the source selection titled “Philosophy and Islamic Mysticism (Sufism) in Medieval Islam: Debated points of view between the great Muslim philosophers al-Ghazali (Algazel, d. 1111) and Ibn Rush (Averroes, d. 1198)" answer these questions: Why does al-Ghazali ultimately reject logic and reason as guides to
ultimate truth and why do you think this vision proved so compelling for later
generations of Muslims? How do the politics of these men's worlds get reflected on
their intellectual productions? How do Ibn Rush's ideas on philosophy and religion
differ from those of al-Ghazali and which of the two positions do you find more
convincing? Why?

November 18: MIDTERM II

WEEK 13
November 23:
Crusaders and Mongol Invasions; the legacy of outside non-Muslim invasions Topics:
The Crusades of Latin Europe, Crusader Kingdoms, Muslim responses to the crusades;
Mongol invasions and the collapse of the medieval Islamic world.
Readings: Egger v.1, pp. 172-198
Primary Source Readings posted on E-Learning: The Crusades and their legacy for the
Muslim World.
Study Questions:
1. When reading the source selection titled "The Crusades and their legacy for the
Muslim World: Accounts of the Latin West: Life of Charlemagne by Einhard (d.840)
and various ecclesiastical activities and councils, two versions of Urban II's sermon
summoning the First Crusade and the Alexiad of Byzantine historian and princess
Anna Komnena (d.1153) and the Gesta Francorum (ca.1100)" answer these questions:
How does Einhard and Frederick's accounts of the career on Charles the Great
(d.814) shed light on the expansion of Christianity in early medieval Europe and what
were the perceptions on this later on? What do the arrangements characterizing the
"Peace of God" contribute to the situation surrounding the calling of the Crusades by
Pope Urban II? What were the responses of the Byzantine leadership to the coming of
the Latin Crusaders? What was Anna Komnena's reaction to the coming of the
Western Europeans? Based on these narratives how do you characterize the rifts
between the Byzantine and Latin understanding of the Crusades?
2. When reading the source selection titled "The Crusades and their legacy for the
Muslim World: Three accounts of the Crusades: Chronicler Ibn al-Athir (d.1234) on
the First Crusade; Arab chronicler and frontier warrior "Usama b. al-Munqidh
(d.1188); and "Imad al-Din al-Isfahani (d.1201) on the re-conquest of Jerusalem by
Salah al-Din al-Ayyubi in 1187" answer these questions: According to Ibn al-Athir,
what were the factors that resulted in the victory of the First Crusade and its
establishment of Crusader states in the region of Jerusalem? What are the main
characteristics of the social environment of the eastern Mediterranean in the era of
the Crusades according to "Usama b. al-Munqidh? What are "Usama"s ideas on the
culture of the newcomers and does he see all "Franks" and Crusaders under the same
light? If you examine the Muslim chronicler
"Imad al-Din al-Isfahani"s account on the victory of Salah al-Din"s (Saladin) over the
Franks at Jerusalem, how would you depict Salah al-Din?

November 25: THANKSGIVING HOLIDAY
WEEK 14
November 30
Mongol Invasions; the legacy of outside non-Muslim invasions – Continued Topics:
Mongol invasions and the collapse of the medieval Islamic world.
Readings: Egger v.1, pp. 172-198

December 2
Primary Source Readings posted on E-Learning: The Mongol Empire and the collapse of the Islamic East.
Study Questions:
1. When reading the source selection titled “The Mongol Empire and the collapse of the Islamic East: Anonymous Mongol author, the Secret History of the Mongols, written ca.1230s, both Chinese and Mongol versions” answer these questions: What does the conflict between Temujin (Chinggis Khan) and Jamugha reveal about the political and social context of Mongol life before their unification in 1206? How did Chinggis Khan's decision to attack eastern Islamic lands spark political controversy among his own people and what does this tell us about the political and social dimensions of the Mongol interests in history? Do you think that the author of the Secret History has a definitive perspective in his reporting on Chinggis Khan's life? If so, what is it and how does it affect the history?
2. When reading the source selection titled “The Mongol Empire and the collapse of the Islamic East: Muslim historians Rashid al-Din (d.1317) and Ala al-Din Ata Malik al-Juvayni (d.1283) write on Mongol conquests and their subsequent rule over the Near East and Eurasia” answer these questions: How do the Muslim historians present the Mongol conquests in their respective works? Do you see any tension? What intelligent insights can we gather on the nature of Mongol rule over the eastern regions of Islamic world during the late 13th and early 14th century? What are the main differences between the Muslim perspectives on the Mongol activities from those expressed in the Secret History?
3. When reading the source selection titled “The Mongol Empire and the collapse of the Islamic East: Various Russian chronicles on the Mongol conquests and their subsequent administration; the account of Roman Catholic emissary Willem van Ruysbroeck (d.1295) and his journey to the Mongol capital at Karakorum in his Itinerarium” answer these questions: What was the reaction of the conquered Russians to the Mongol conquests and do the sources reveal a change over time in the relationship between the two groups? What was Mongol society like in Karakorum during the 1250s and what was Friar Ruysbroeck's reaction to it? What subjects interested him most? How did the great Mongol Khan Mongke (referred to as Mangu, d. 1259) describe his beliefs and ideas to Ruysbroeck and are there problems in the interpretation of this narrative?

Reassigned Day:

December 7:
Post Mongol World and the disastrous 14th century
Topics: Contours of the post-Mongol world; Mamluk Egypt and Anatolia; The disastrous fourteenth century in world history and the end of the Pax Mongolica

Study Questions:
1. When reading the source selection titled "Contours of the post-Mongol World: Egypt and Asia Minor, Shams al-Din Ahmad-e Aflaki”s (d.1360) hagiography of Baha" al-Din-e Valad (d.1231), a refugee from the Mongol invasions in Asia Minor, from his Manager-e ‘Arifi" answer these questions: How does the author’s biography of Baha’ al-Din-e Valad reflect upon the experience of those displaced by the Mongol invasion, and how does he assign blame for the disaster? How does this biography reflect on the relationship between religious and political leadership in the post-Mongol world? What role does Baha” al-Din-e Valad”s son Jalal al-Din Rumi play in the narrative and why might this source pose challenges for the historian?

2. When reading the source selection titled “Contours of the post-Mongol World: Writings and Poetry of Mevlana Jalal al-Din Rumi (d.1273), famed Sufi mystic of Asia Minor under the later Rum Saljuqs” answer these questions: How did the historical context of the post-Mongol world influence Rumi”s poetry and why do you think he is still a very popular figure? What are the points in Rumi”s stories and how did they pose a challenge to the established wisdom and traditions of the Islamic world up to that time? What kinds of thinking or policies did Rumi advocate with regard to the Mongol Ilkhanid powers sweeping in from the east?

3. When reading the source selection titled “Contours of the post-Mongol World: Mamluk scholar Taqi al-Din b. Taymiyya”s (d.1328) and Ahmad b. „Ali al-Maqrizi”s (d.1442) work on the Mamluk economics, Ighathat al-ummah bi-kashf al-ghummah (Help for the Community by Examining its Distress)” answer these questions: What do you think the purpose and goal of Ibn Taymiyya”s letter to the King of Cyprus was and how would you characterize the tone of the letter? What does Ibn Taymiyya introduce the subject of the Mongols into the letter and what role do they play in his arguments? What kinds of economic and political problems did Egypt have under the Mamluk rulers from 1260 up to al-Maqrizi”s own time (ca. 1405)? How do you regard his assessment of the problems?

4. When reading the source selection titled “Collapse of the Islamic World: Fourteenth century disasters: Various sources on the impact of the Black Death in Egypt, North Africa and England; North African historian and sociologist Ibn Khaldun”s (d.1406) al-Muqaddima (the Introduction to History), written ca. 1370s” answer these questions: What kind of impact did the Black Death have on the psychologies of both elites and ordinary people in the region of Egypt and North Africa? What role do the Bedouin, or nomadic peoples play in Ibn Khaldun”s ideas about history and what role does the idea of “group feeling and solidarity” play in his thought processes? How is Ibn Khaldun”s work (he is regarded as the father of the discipline of sociology) a product of the fourteenth century in which he lived? What does the comparison of the charts of respective Black Death pandemics in England and Egypt reveal? How do you explain what you see?

5. When reading the source selection titled “Collapse of the Islamic World: Fourteenth century disasters: Selection from Persian chronicler Ahmad b. „Arabshah”s (d. 1450) biography of Timur-e Leng (Tamerlane, the lame)” answer these questions: How did Timur-e Leng establish himself as a regional power in the
area of Transoxiana (modern day Uzbekistan and Afghanistan)? How did he defeat the Golden Horde in Central Asia? How did Ibn „Arabshah view Timur-e Leng and why do you think he took the position he did?
6. When reading the source selection titled “Collapse of the Islamic World: Fourteenth century disasters: Various sources on Timur-e Leng’s reign and activities: Timur”s historian Nizam al-Din Shami (fl.ca. 1392); the historian Ibn Khaldun (d.1406) and the embassy of the Spanish diplomat Ruy Gonzales de Clavijo (d.1412)” answer these questions: How do Nizam al-Din Shami (writing around 1392) and Ibn Khaldun’s views on Timur-e Leng differ from those of Ibn „Arabshah and why? How did Ibn Khaldun fit Timur-e Leng into his theories of history? What was the Spanish emissary Clavijo’s impression of Timur”s court and capital city at Samarqand, and did his impression differ from that of his Muslim contemporaries?

December 10 Friday: FINAL EXAM, 12:30-2:30PM
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History

2. Course prefix and number: HIST 234

3. Texas Common Course Number:

4. Complete course title: European Military History, 1630-1900

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences
   Current Core - Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   □ Yes  □ No

8. How frequently will the class be offered? Every fall

9. Number of class sections per semester: 1

10. Number of students per semester: 100-110

11. Historic annual enrollment for the last three years: 0 (2011-2012)*
    Faculty members on leave
    114 (2010-2011)  96 (2009-2010)

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    DJ [Handwritten]
    Course Instructor

    Approvals:
    DW [Handwritten]

13. Date 3/18/13

14. Department Head
    [Handwritten]

15. College Dean/Designee
    [Handwritten]

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 234

Date: March 18, 2013

Please accept this memorandum in support of the history department’s request to certify HIST 234: European Military History, 1630-1900 for the 2014 Core Curriculum.

Due to a series of events—including unexpected permanent faculty departures and an unusually large number of faculty members on-leave in the years under consideration—we believe the course’s historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in/enrollment in the course. For that reason, we have gathered the below data on HIST 234’s annual enrollment over the last five years.

2007/2008=185
2008/2009=100
2009/2010=96
2010/2011=114
2011/2012=0

*Also scheduled for Fall 2013

As the above data indicates, the department does have a commitment to scheduling, and there is student interest in taking, HIST 234. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this annual enrollment information into consideration when making your decision.
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum  

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course (HIST 234) provides a survey of the relationship between war and social change in Europe from the end of the Middle Ages through the end of the twentieth century. It is based on the premise that the ways in which a society makes war reflect structures within that society and that we can only understand war by looking at the societies that engage in them. The course deals with armed conflict and the impact of war on groups that have not traditionally taken part in organized violence (women, children, and other non-combatants) to understand the evolving relationships between the front line and the home front, and the development of the modern European state system, which has in many ways been a product of the shifting military fortunes of dynasties, states, and nations over the past several centuries.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course will address the development of critical thinking skills by requiring students to interpret and synthesize lecture, primary source accounts written by participants in war, secondary source materials and a film. It does so to encourage students to consider how the ways in which a society makes war reflect structures within that society, and the impact of war on groups that have not traditionally taken part in organized violence (women, children, and other non-combatants). Student learning will be evaluated through quizzes, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course will address the development of and application of communication skills by requiring students to interpret and evaluate lecture, primary source accounts written by participants in war, secondary source materials and a film. Students will be asked to discuss and write about the relationship between war and social change in Europe from the end of the Middle Ages through the end of the twentieth century and also how shifting military fortunes influenced the development of the modern European state system states over the past several centuries.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Student learning will be evaluated through quizzes on the readings, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course will address social responsibility by requiring students to identify and synthesize (through lectures, reading materials and a film) how cultural differences shaped the definition and expression of war and its relationship to the development of the modern European state system and civilian and soldiers participation in it. Students will be asked to reflect on how the different ethical decision making processes discussed in class can or can not be applied to their own lives. Student learning will be evaluated through quizzes on the readings, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to identify and evaluate (through lectures and reading materials and a film) how choices made by individuals and societies at war (whether combatants or not) shaped the political, economic and ideological structures of European society between 1450 and the present. Students will be asked to reflect on how the different ethical decision-making processes discussed in class can or can not be applied to their own lives. Student learning will be evaluated through quizzes on the readings, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
SPRING 2010
HISTORY 234: WAR AND EUROPEAN SOCIETY, 1450-2000

Class Meeting Time: MWF 1:50-2:40
Meeting Place: HECC 105

TA: Marshall Yokell marshallyokell@tamu.edu
004 Glasscock Building
862-6818
Office Hours: Tuesday 1-2, Thursday 1-2

Professor: Dr. Adam Seipp
208 Melbom Glasscock Building
aseipp@tamu.edu
845-1737
Office Hours: Monday 3-4, Wednesday 3-4

Course Description and Overview
This course will provide a survey of the relationship between war and social change in Europe from the end of the Middle Ages through the end of the twentieth century. The outline of lectures is based on the premise that the ways in which a society makes war reflect structures within that society. We can only understand war by looking at the societies that engage in them just as we can only understand those societies by examining how they prepare for and make war.

This is not just a class about armed conflict, although that will feature prominently in what we discuss. We will also deal with the impact of war on groups that have not traditionally taken part in organized violence. The role of women, children, and other non-combatants has changed over the centuries. If we want to understand the unprecedented levels of violence in Europe during the first half of the twentieth century, we have to study the evolving relationships between the front line and the home front. We will also use the study of war to better understand the development of the modern European state system, which has in many ways been a product of the shifting military fortunes of dynasties, states, and nations over the past several centuries.

Prerequisites:
There are no prerequisites for this course.

Core Objectives for Language, Philosophy and Culture Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

**Student Learning Outcomes:**
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to war and European society from 1450-2000.

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity of experience in European societies shaped by war in the past and the present.

4) apply knowledge about the human condition- in the past and present- to their personal lives and studies.

**Required Book List**
The following paperback books will be used in the course. Each is available for purchase from a variety of vendors and each is also available on reserve at Evans Library:

Heinrich Boll, *A Soldier's Legacy*
Niccolo Machiavelli, *The Art of War* (be sure to buy the Christopher Lynch translation from University of Chicago Press)
JM Roberts, *The Penguin History of Europe*
Jakob Walter, *The Diary of a Napoleonic Foot Soldier*
Rand-McNally Historical Atlas of the World (Map terms for the midterm and final exams will be drawn from this text)

**Film**
Students in this course will be responsible for watching the film *Stalingrad*. Screenings will be scheduled in the Media Center in Evans Library Annex. Questions from the film will appear on the Final Exam. You also can view this film at any time at [http://mediamatrix.tamu.edu](http://mediamatrix.tamu.edu) (you will need Real Player to stream the film).

**Grading**
**Please Note:** I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07))

There will be a number of graded assignments for this course.
First, there will be **three** quizzes, one for each of the assigned readings. These quizzes, the dates for which are indicated below, are multiple-choice and are designed to encourage careful reading of the texts. Each is worth 5% of the total grade.

Second, students will be required to write **one 500-750 word (2-3 pages) reaction paper** on either *The Art of War*, *The Napoleonic Foot Soldier* or *Soldier's Legacy*. I will provide questions for each of the texts ahead of time to guide students in their written essays. Students may choose to which reading they wish to respond and papers are due on the day of the discussion for the book. This reaction paper is worth 15% of the total grade.

Any student who submits a paper on one of the first two assigned books (*The Art of War* or *The Napoleonic Foot Soldier*) will have the opportunity to submit a second paper on one of the remaining books. The AVERAGE of the two paper grades will be used. Please note that this may result in a higher or lower grade. All papers are to be submitted through www.turnitin.com. Students who have not already registered for this service will need to do so. The enrollment password for this class is: **wareuroso10**. Because we will discuss the books during class on those days, NO LATE PAPERS will be accepted without a university-approved excuse.

Grades for the paper will be awarded based on the following criteria for argument development:

- **A (90-100 %):** Evidence of a high level of engagement with the text. Clear, well-reasoned argument well supported by textual evidence.

- **B (80-89 %):** Good understanding of the text and course materials. Argument may be unclear or only partly supported by cited evidence.

- **C (70-79 %):** Scant or no argument present. Limited use of evidence and/or limited engagement with and understanding of the text.

Please be aware that any paper that fails to meet acceptable standards of grammar, spelling, or general editing, will have ten percentage points deducted from the grade.

Finally, there will be **three exams**: two midterms and one final examination. These will consist of maps, multiple choice, and short answer questions and will be based on material from lecture, the assigned readings, the film, and our discussion of all of them.

Final grades will be determined as follows:

- Quizzes: 3@5%=15%
- Reaction Paper: 15%
- Midterm Examinations: 2@20%=40%
- Final Examination: 30%

Total= 100%

**Grading Scale**
All graded components will be evaluated on a standard percentage scale

90-100%=A
80-89%=B
70-79%=C
60-69%=D
Below 60%=F

**Attendance**
There is no formal attendance requirement for this class. Students missing class on days indicated for quizzes/discussions will not be able to make up those assignments unless they have a university-excused absence. For more information about university attendance policies, please see TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**ADA - Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu

**Academic Integrity:**

**Schedule**

Week 1
20-Jan Introduction
22-Jan War and European Society in 1450 (Roberts [R], 183-204)

Week 2
25-Jan Burgundy and Italy (R 250-271)
27-Jan Europe's Reformations
29-Jan Spain and the Crisis of Empire (R 272-290)

Week 3
1-Feb The Challenge of Islam
3-Feb **Quiz and Discussion on - ART OF WAR**
5-Feb Wars and States in Reformation Europe

Week 4
8-Feb Wars and States in Reformation Europe II
10-Feb  The Age of Limited War (R 291-315)
12-Feb  Europe and the World, 1650-1800

Week 5
15-Feb  War and British Society (R 316-342)
17-Feb  EXAM #1
19-Feb  The Royal Navy and British Society

Week 6
22-Feb  Ancien Regime France
24-Feb  Prussia
26-Feb  Age of Revolutions I (R 343-364)

Week 7
1-Mar  Age of Revolutions II
3-Mar  Napoleonic Warfare
5-Mar  War in the Industrial Age (R 394-418)

Week 8
8-Mar  Quiz and Discussion on -NAPOLEONIC FOOT SOLDIER
10-Mar  The End of the Long Peace
12-Mar  Wars of Unification

15-Mar  SPRING BREAK
17-Mar  SPRING BREAK
19-Mar  SPRING BREAK

Week 9
22-Mar  War and Empire, 1850-1914
24-Mar  EXAM #2
26-Mar  The Coming of WWI (R 471-511), Part 1

Week 10
29-Mar  The Coming of WWI (R 471-511), Part 2
31-Mar  WWI: The Marne to the Somme
2-Apr  NO CLASS, READING DAY

Week 11
5-Apr  Russia in Revolution
7-Apr  WWI: Ending War and Making Peace
9-Apr  Interwar Europe (R 551-578)

Week 12
12-Apr  The Coming of WWII
14-Apr  World War II: From Poland to Stalingrad
16-Apr  World War II: Occupation, Holocaust, Collapse
Week 13
19-Apr  From World War to Cold War (R 579-598)
21-Apr  Cold War Europe; War and the End of Empire (R 599-626)
23-Apr  VIEW: STALINGRAD, EVANS ANNEX ROOM 410

Week 14
26-Apr  Discussion of STALINGRAD
28-Apr  Quiz and Discussion on - SOLDIER'S LEGACY
30-Apr  The End of the Cold War (R 627-643)

Reassigned Days:
3-May  The Collapse of Yugoslavia
4-May  War and Peace in Contemporary Europe (R 644-662)

11-May  FINAL EXAMINATION, 3:30-5:30
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: INTS 251

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Contemporary Issues in the Middle East

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? 1 semester/year (either Fall or Spring)

9. Number of class sections per semester: 1

10. Number of students per semester: 50

11. Historic annual enrollment for the last three years: n/a

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

   Course Instructor

   Approvals:

   Department Head

   College Dean/Designee

13. Date: 03/07/2013

14. Date: 3/8/2013

15. 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?

INTS 251 is a new course open to all majors that is being proposed for 2014-15. The course examines diverse aspects of the culture and society of the Middle East in order to provide students with a framework through which to comprehend critical contemporary issues. Through course readings, lecture, and discussion, students will gain an appreciation of the ideas, values, and beliefs of this region of the globe. This knowledge will facilitate analysis of different forms of cultural expression. Synthesis of the material will enable students to be participants in the ongoing dialogue concerning social and ethical issues among cultures in a rapidly globalizing world.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking through students’ multi-faceted, active engagement with course materials, lectures, and group discussions. Each student in the class must prepare a class presentation at least once during the semester, discussing the readings of the day with powerpoint slides and/or handouts; classmates’ participation grade is in part determined through discussion Q&A. Examination questions on the midterm test students’ comprehension of the material and require analysis through comparative questions. Students develop critical thinking skills through the production of a research paper constructed in the form of an analytical essay in which students present a thesis and support that thesis through argumentation and specific citation. Analytical skills also play a role in class discussions of current news items through which students develop lines of inquiry on the relationship between the region’s cultural and social history and the present.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The course enhances students skills in written, oral, and visual communication, through in-class discussions and presentations, a research project, and written examinations. All students will create class presentations during the semester, which include oral delivery of the presentation and visual communication through the creation of powerpoint slides and/or a class handout to accompany the presentation. In the research paper, students will engage skills of written communication, with attention to synthesis of the material and the logic and persuasiveness of the argument.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students' intercultural competence through sustained engagement with diverse materials from the cultures of the Middle East. A primary learning outcome of the course is the articulation of key concepts of Middle Eastern culture, history and politics. Synthesis of this material allows students to make comparisons between the cultures studied and their own, and will enable students to be participants in the ongoing dialogue concerning social and ethical issues among cultures in a rapidly globalizing world. Group/class discussions on course material and current events in the region, a research paper, written examination, and class presentation are used to assess students' development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Students will be exposed to cultural and social developments in the evolution of the modern Middle East. This material raises questions of personal and national identity, complex issues surrounding the events and the consequences of the Arab Spring, and the role of personal choice as a function of being a global citizen. Class discussions are venues in which students will reflect actively on these topics. The research projects are an opportunity for students to pursue these types of questions in more depth.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

INTS 251 – Contemporary Issues in the Middle East

Request for International and Cultural Diversity (ICD) Designation

The course examines diverse aspects of the culture and society of the Middle East in order to provide students with a framework through which to comprehend critical contemporary issues. The course equips students with the theoretical and empirical knowledge necessary to understand the region and its culture, society, and politics within a historical context. Further, the course facilitates analysis of different forms of cultural expression. The focus of the course is on the period after decolonization through the present. Synthesis of the material presented in the class will enable students to be participants in the ongoing dialogue concerning social and ethical issues among cultures in a rapidly globalizing world.
INTS 251-500 Contemporary Issues in the Middle East
Dr. Sena Karasipahi
Fall 2013

Office: ACAD 103
Office hours: Tuesday 2:00-4:00
E-mail: senokam@amu.edu
Phone: 845-2124 (INTS main office)

MWF 11:30-12:20
BLTN 003

COURSE DESCRIPTION
The purpose of this course is to equip students with the theoretical and empirical knowledge necessary to understand the Middle East and its culture, society, and politics within a historical context. It will address issues in Middle East international relations such as the Arab Spring, the evolving US role in the region, the Arab-Israeli conflict, the challenge of Iran, the war in Iraq, and political Islam.

LEARNING OUTCOMES
Upon completion of the course, students will be able to:
- Articulate key aspects of Middle Eastern culture, history and politics.
- Describe and explain contemporary events in the Middle East.
- Formulate a position on historical and political issues.

CORE CURRICULUM OBJECTIVES
Critical Thinking: The course enhances critical thinking skills through students’ multifaceted, active engagement with course materials, lectures, and course discussions. Student presentations, written examination, and the production of a research paper are all exercises through which students develop and demonstrate critical thinking skills.

Communication: The course enhances students' skills in written, oral, and visual communication through in-class discussions and presentations, a research project, and written examinations.

Social Responsibility: The course enhances students’ intercultural competence through sustained engagement with diverse materials from the cultures of the Middle East. Synthesis of this material allows students to make comparisons between the cultures studied and their own, and will enable students to be participants in the ongoing dialogue concerning social and ethical issues among cultures in a rapidly globalizing world.

Personal Responsibility: The course enhances personal responsibility through engagement with contemporary social issues in the Middle East, including questions of personal and national identity, complex issues surrounding the events and the consequences of the Arab Spring, and the role of personal choice as a function of being a global citizen.

PREREQUISITES
None
COURSE MATERIALS

EXPECTATIONS
Students are expected to read all of the assigned material in order to have a necessary understanding of the subject matter. Lecture material and reading assignments are complementary and should not be considered substitutes for each other. Students are highly encouraged to ask any and all questions, to join and to participate in discussions that will be fostered in the classroom, and to realize that this is an open forum for debate and discussion where the expression of all views and questions are highly encouraged. This is an open forum and this class should be viewed as a learning experience by all involved. This can be achieved only with full class participation as this contributes to overall understanding of the subject by students. Students who successfully complete this course will demonstrate their skills in social science.

ATTENDANCE
Attendance in this class is mandatory! We will take attendance at the beginning of each class. If you miss more than two unexcused classes, I will deduct one letter grade from your final grade unless you have a university-excused absence. For current University policy on excused absences and documentation see Rule #7 of the Student Rules at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Also, in light of the fact that my presentations will complement rather than reiterate the assigned readings, you will miss a great deal by not coming to class.

GRADING
<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>40%</td>
</tr>
<tr>
<td>Research paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

Grading Scale:
A: (90-100); B: (80-89); C: (70-79); D: (69-60); F: (59 and Below)

Oral Presentation: During the oral presentation, you are expected to present and discuss the readings of the day and use relevant handouts or power point. After the presentation, students are expected to comment on the presentation and raise either theoretical or empirical questions regarding the information that has been presented. Student participation is required and expected immediately following these oral presentations. Students will sign up for a presentation date during the first week of classes.

Research Paper: Final research paper should be maximum 10 pages and the topics must be approved in advance. You are expected to write an analytical essay on a particular topic of interest related to one of the historical or political issues or conflict in the region or a specific country-case study.
The paper should persuasively support and elaborate on the argument stated in your thesis section. As such, while you could present arguments that contradict your line of thought, you do not necessarily have to do so. Yet, if you decide to present arguments that oppose your claim, you need to show convincingly how your argumentation accommodates or refutes them. While doing so may constitute extra work for you, it may also improve the overall quality of your argument. In both instances, please keep in mind that this is a paper written for a political science not a history course. Therefore, you will need to use historical phenomena to support your arguments. Mere narration of events without showing any connection to your main thesis will not earn you much credit.

Grading Criteria for Final Research Paper:
1. Degree of synthesis, logic and persuasiveness of your argument;
2. Extent to which you have answered the question(s) posed;
3. Correct spelling and grammar.

The due date for the research paper is December 3, 2013. Late submissions will not be accepted, except in the case of university-approved absence.

USEFUL REFERENCES AND RESOURCES
Blogs are an increasingly useful source of information and commentary on Middle East international politics. One of the best is www.juancole.com. Cole’s blog also has a good list of other blogs on the region.

You are encouraged to read news sources, such as The New York Times, The Washington Post, The Independent, The Christian Science Monitor, The Economist, or the BBC on-line, and bring in current news items for discussion in the beginning of each class. This will be an important component of your participation grade.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
PLAGIARISM STATEMENT
As commonly defined, plagiarism consists of the passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please see the section on Academic Misconduct on the Aggie Honor System Office web site: http://aggiehonor.tamu.edu/Descriptions/.

ACADEMIC INTEGRITY
"An Aggie does no lie, cheat or steal or tolerate those who do."
Week 1: August 26-30

Introduction What/Where is the Middle East?
- Introduction to the class. Clarification of the course, including reading material, expectations, requirements.
- Video: “Islam: Empire of Faith.”

Week 2: September 2-6

The Long 19th Century Transformation
- Renewal and Reform of the Middle East; Cleveland, chs. 5, pp. 81-103.
- Forms of Modern Islamic Thought; Cleveland, ch. 7, pp.119-133.
- The Middle East through the experience of World War I; Cleveland, ch. 9, pp. 149-171

Week 3: September 9-13

The Interwar Era to the End of World War II and Decolonization & Post-Colonial Identity
- The End of Empires; Roger Owen, State, Power and Politics in the Making of the Modern Middle East, ch.1, pp. 5-23.
- Egypt and the British to World War II; Cleveland, ch. 11, pp.193-217.
- The Mandate System: Syria, Lebanon, Iraq; Cleveland, ch. 12, pp. 217-239.

Week 4: September 16-20

Decolonization & Post-Colonial Identity
- Democracy and Authoritarianism: Turkey; Cleveland; ch. 14, pp.275-288.
- Nasser and “Revolution” in Egypt; Cleveland; ch. 15, pp. 301-322.
- Radical Politics and Six-Day War; Cleveland, ch. 16, pp. 323-344; Charles Smith, Palestine and the Arab-Israeli Conflict, pp. 273-286.

Week 5: September 23-27

Introduction & Question of Orientalism and Islamic Threat: Clash of Civilizations?
- Samuel Huntington, “The Clash of Civilizations,” Foreign Affairs, Summer 1993
Week 6: September 30-October 4

**The Middle East State System: Origins and Evolution**
- State formation and international behavior; Hinnebusch, ch. 4, pp. 73-91.

Week 7: October 7-11

**International Politics of the Middle East**
- Introduction to Middle East International Relations; Raymond Hinnebusch, *The International Politics of the Middle East*, chs. 1-3, pp. 1-73.
- Nazih Ayubi, *Overstating the Arab State*, pp.224-240; and 296-320.

❖ Midterm: Friday, October 11

Week 8: October 14-18

**The Evolving US Role: New Imperialism?**
- Amin Tarzí, James Zogby, Leon Hadar, Jon Alterman, “The United States in Middle Eastern Eyes: A Reliable Security Partner or a ‘Problem to be Managed’?” *Middle East Policy Council*, 2010.
- America attempts to remake the Middle East; Owen, pp. 219-229.

Week 9: October 21-25

**The Arab-Israeli Conflict**
- Charles Smith, chs. 5,6.
- The Palestine mandate and the birth of the State of Israel; Cleveland, ch. 13, pp. 239-273.
- Israel and the Palestinians from 1948 to the 1970s; Cleveland, ch.17, pp. 345-367.
- 1973 War, Cleveland, ch. 18, pp. 374-382.
Week 10: October 28-November 1

**The Challenge of Iran**
- Centralization and westernization in Iran after WWI; Cleveland, ch. 10, pp. 185-191.
- Juan Cole, ch. 6.
- The Reestablishment of Royal Autocracy; Cleveland, ch. 14, pp. 288-299.
- The Iranian Revolution; Cleveland, ch.20, pp. 423-440; Hinnebusch, pp. 188-200.

Week 11: November 4-8

**The War in Iraq and Afghanistan**
- Background: The Era of Saddam Husayn and the Ba’th; Cleveland, ch. 19, pp. 408-420.
- Juan Cole, ch. 4.
- Mahmood Mamdani, *Good Muslim, Bad Muslim*, ch. 4.

Week 12: November 11-15

**Arab Spring**

Week 13: November 18-22

**Islamic Jihad**
- Cole, ch. 2.
**Week 14:** November 25-27, December 2

**Political Islam**
- Country studies; Nazih Ayubi, *Political Islam*, chs. 4-5.
- Socio-economic bases; Ayubi, ch. 7.

**RESEARCH PAPER DUE DECEMBER 3**
Dear Bob,

With regard to the proposed course, INTS 251, "Contemporary Issues in the Middle East," while there are some minor lingering issues that we can discuss offline, the Department of History supports this course moving forward.

Best regards,

David

David Vaught
Professor & Head
Department of History
Texas A&M University
College Station, Texas 77843-4236
(979) 845-7170
FAX (979) 862-4314
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of International Studies

2. Course prefix, number and complete title of course: INTS 251 Contemporary Issues in the Middle East

3. Catalog course description (not to exceed 50 words):
Exploration of current political and cultural issues in the Middle East.

4. Prerequisite(s):
None

5. Is this a variable credit course? □ Yes □ No □ No
If yes, from ______ to ______

6. Is this a repeatable course? □ Yes □ No
If yes, this course may be taken ______ times.

7. Will this course be repeated within the same semester?
No

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   undergraduate general academics; B.A. in International Studies

9. Prefix Course # Title (excluding punctuation)

   INTS 251 Contemporary Issues in the Middle East

   Lect. Lab. SCL CRP and Field Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 3 0 2 0 0 1 0 0 0 1 7 3 5 1 4 1 5 0 0 3 6 3 2

   Approval recommended by: Robert B. Shandles
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee
   Date

   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College
   Date

   Submitted to Coordinating Board by:
   Chair, GC or UCC
   Date

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845 8201 or sandra.williams@tamu.edu
Curricular Services – 3/10
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: ITAL 201

3. Texas Common Course Number: ITAL 2311

4. Complete course title: INTERMEDIATE ITALIAN I

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☒ Language, Philosophy and Culture
☐ Creative Arts
☐ American History
☐ Government/Political Science
☐ Social and Behavioral Sciences

Current Core - Yes
Current ICD - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☒ Yes
☐ No

8. How frequently will the class be offered? every Fall semester

9. Number of class sections per semester: F: 2

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 39 32 40

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

submitting request should be in attendance when considered by the Core Curriculum Council.

12.

13. Submitted by: [Signature]

Course Instructor

Date: 3/7/13

14. Department Head

[Signature]

Date: 3/18/2013

15. College Dean/Designee

[Signature]

Date: 3/20/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at

www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Associate Provost
for Undergraduate Studies

Mar 21

Texas A&M University
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (ITAL 201) is a first-semester intermediate class in Italian language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:
- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: gender and generational relationships, history, healthcare, migration, energy and the environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the production of short videos on key topics from the course material.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students' development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video skits) are used to assess students' development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary Italian history, the relationships of men and women, health care, energy and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the production of a video skit.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies
ITAL 201 – Intermediate Italian I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

(1) students can interact with diverse populations from different parts of the globe;
(2) students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions,
(3) students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
(4) students gain an understanding of how cultural identity is expressed through different traditions and media;
(5) students gain a better understanding of contemporary global issues through interaction with global communities.
COURSE REQUIREMENTS AND POLICIES

Course description: Italian 201 is aimed at developing the essential skills of communication in Italian in a variety of situations. Students will take on intermediate level reading, and will be expected to write increasingly competently Italian while employing more complex grammatical structures. We will take into consideration a range of written material, including literary excerpts and film reviews. This is a technology mediated course.

Prerequisites: ITAL 102, placement test, or instructor’s consent. NOTE: If you have already studied Italian in another institution or elsewhere (in Italy, in your family, etc.) notify your instructor or our academic advisor to make sure that section 201 is most suitable for you. Students without a placement recommendation or the instructor’s permission will not be admitted to the course.

Learning Outcomes:
Upon completion of the course students will be able to:
• express knowledge of Italian from both cultural and linguistic perspectives;
• communicate on a variety of topics comfortably in an Italian environment;
• utilize analytical tools necessary to compare and contrast Italian culture with the student’s own culture;
• demonstrate social, cultural and global competence.

Core Curriculum Objectives
a) Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs or multiple topics in the context of Italian culture. Group/class discussion, written work, and the production of audio and video recordings are all exercises in which students demonstrate critical thinking skills.
b) Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a video expounding on one of the topics addressed in the course.
c) Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.
d) Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Italy.

Methodology: This course focuses on a content-based language curriculum through the communicative approach. The class will be conducted in Italian and students will be expected:

a) to participate actively in small and large group activities. This course is not a teacher-centered lecture, but rather one in which lively participation in multiple tasks will help the student to forge his/her knowledge of Italian.
b) to be prepared to participate in all classroom activities and keep up with out-of-class assignments, such as group projects and online practice; students are asked to work steadily and responsibly, being engaged and creative at all times.
c) to engage into effective communication through linguistic accuracy.
d) to read, watch video clips, and listen to music online and in class in order to increase their familiarity of the Italian language and culture and to forge their own critical thinking.

Throughout the semester, assessment of progress will take place across all modalities – grammar, vocabulary, organization of texts is spoken and written form. Different learners have different learning strategies and styles. However one of the ways of studying a language is finding a partner or a small group of fellow learners to engage with them in those initial steps that are necessary in learning a new language. The classroom is a collaborative and supportive environment. Do not hesitate to come to the instructor’s office anytime you need clarifications, or when you experience difficulties on any matter.
Required Textbooks:

1. SENTIERI. Attraverso l’Italia contemporanea, by Julia M. Cozzarelli — the student’s edition package including the access code for the Supersite and the Websam. The textbook and the access code are available at the Texas A&M Bookstore or on line at www.vhicentral.com.

Participation and attendance are mandatory. Tardiness or early departure will affect your participation and attendance grade. Attendance at regular classes is mandatory and it is connected to participation — if you are not in class, you cannot participate. The university excused absences policy: see http://student-rules.tamu.edu/rule07 for current policy on university-excused absences. For illness- or injury-related absences of up to three meeting days, student must provide a “Texas A&M University Explanatory Statement of Absence from Class” (available at: http://attendance.tamu.edu). The student will initiate this process by completing the form either online or manually. The form must be printed and signed. Electronic copies will not be accepted. For absences of four meeting days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1). For each absence without a documented university excuse, your term grade will be lowered. Participation: oral and written class participation is an essential foundation in language learning; it needs to be constructive and consistent.

Quizzes, compositions & homework: In this semester we will study chapters 9 through 12 of SENTIERI.

a) Quizzes will be administered regularly: they will help you check your knowledge of the grammar structures vocabulary, and communicative situations studied in the units. The quizzes will be taken in class, unless otherwise noted. Make-up quizzes: The general policy is that there will be no make-up quizzes, except of university-approved excuse. However, I understand that unexpected events in life happen, so I will be happy to schedule a make-up quiz if the reason for missing the quiz fits into one of the ‘exception’ categories: TAMU related activity, religious holiday, health emergency, or family emergency.

b) At regular intervals a composition will be assigned based on the material covered. These compositions must be turned in on the due date.

c) On a daily basis your instructor will assign the exercises from the textbook, the Supersite, Elearning and other sources: all class material covered including the assignments will be posted on Elearning, as a reminder. This means that all workbook exercises and supplementary materials MUST be prepared accurately and carefully before class. It is the student’s responsibility to check the course website EVERYDAY at http://elearning.tamu.edu.

NOTE: Homework, labs. and other types of assignments will not be accepted after their due dates, except of university-approved excuse. If you are absent from class, you are responsible for making arrangements to have your work handed in on the due date, by the end of class, and for informing yourself of the material covered in class during the period of your absence.

Supersite policy: sustained and consistent level of preparation for all aspects of oral and written classroom work is essential in order to ensure adequate preparation for class. Homework assignments and other out-of-class activities reinforce accuracy of vocabulary and grammatical forms. Therefore I will not accept late Supersite submissions, except of university-approved excuse. Grades from the Supersite’s gradebook will be downloaded the first day of the midterm oral presentations (see calendar below) in order to calculate your midterm grade; and the first day of the final oral presentations (see calendar below) in order to calculate your final grade. Make-up quizzes: The general policy is that there will be no make-up quizzes, except of university-approved excuse. However, I understand that unexpected events in life happen, so I will be happy to schedule a make-up quiz if the reason for missing the quiz fits into one of the ‘exception’ categories: TAMU related activity, religious holiday, health emergency, or family emergency. You are responsible for informing me of your absence as soon as you can (preferably via email) and for providing the adequate documentation to me, if available. At which point we can schedule a day and time for the make-up quiz. Please be advised that I will not email you about any of the missed course work: If you miss a quiz or any other assignment and I will not hear anything from you, that quiz/assignment will be assigned a ‘0’ grade and will count toward your midterm or final average.

Midterm Presentation & Grade: Besides everyday in-class participation and conversation, students are required to prepare an online project (written and oral components) — details and guidelines will be discussed before the
people). The topic of the online project and presentation must be based on SIENTERI or on one or more subjects studied during the semester (films, handouts, etc). Students can select 1) a topic from the textbook or course material and 2) the online technological tool to create their project (a video story/soap-opera, comics, radio broadcast, etc.). However they must adhere to the following mandatory guidelines:

- students will need to work on the online project consistently and constantly and not just a few days before the midterm or final exam. In fact the midterm portion of the project will constitute the base for the final portion of the final project, the e-portfolio — guidelines and instructions will follow before the final presentations period.
- the project MUST use online tools, such as (but not limited to) chatrooms, discussion boards, voice recordings, and videos in order to complete the tasks. The work will be checked and graded by the instructor regularly: progress, each student’s contribution to the task, completion, personal and group’s commitment and creativity will be part of the regular assessment and grade;
- The project must have reading, writing, listening and speaking components that will demonstrate the students’ skills acquired throughout the semester(s). NB: remember that studying a language is not an overnight or a semester process: since the first semester of Italian, students start to build up language structures, vocabulary and general competence that will continue throughout the cycles at Texas A&M, and sometimes this can become a lifelong learning experience!
- Throughout the course the online material will provide students with additional opportunities to practice oral and written production in Italian. They will be used as a scaffold as part of their midterm and final project.
- The instructor will discuss the format and confirm the topics with the students at least fifteen days before the presentation date.

**The midterm grade** will be calculated on the oral presentation of the project (min. 5’ – max. 7’) plus the sum of all your tests, quizzes, compositions, participation and attendance up to the end of the midterm period. The midterm grade and report will help you to understand the level of your performance in Italian, and will help you identify the aspect(s) of the language to which you must dedicate greater effort and attention. **The midterm project will be presented in class — dates TBA**

**Final Exam: e-portfolio**, see above (min. 7’ – max. 10’). Your final grade will be calculated taking in consideration your midterm grade, all quizzes, homework, written assignments, compositions after the midterm period, the final oral presentation of your online project.

**Email policy:** Please use your TAMU email to correspond with me: the TAMU email address helps identify students, if necessary. **Do not** contact me using Vista’s or the Supersite’s internal email system since I am not keeping track of those messages. Plus, specify the object of your inquiry in the subject line and sign your email so that I can recognize who you are. Email communication must meet the spelling, grammar and punctuation standards of formal business communication: even if I do not mind a friendly attitude remember that you are still addressing a question/issue to your instructor.

**Academic Integrity:** *An Aggie does not lie, cheat, or steal, or tolerate those who do.* You are expected to be aware of the **Aggie Honor Code and the Honor Council Rules and Procedures**, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). All tests, take-home quizzes, compositions and homework of this course respect the provisions of the **Aggie Honor Code**. **NB:** In particular for this course, special attention will be given to the following principles:

- students MUST neither give nor receive any unauthorized help on take-home assignments;
- any form of plagiarism will be reported;
- proof-readings by third parties are not permitted: it is unacceptable to ask someone else to write, translate or edit any parts of your oral and/or written assignments; it is unacceptable to use any computer program that translates sentences from English into Italian;
- it may be acceptable to use: a) any ‘spelling check’ (Microsoft word, etc.); b) online dictionaries are allowed to look up ONLY individual words — all sources (bibliographical, internet or other) must be cited at the end of each oral/writing assignment.

Violations of these guidelines will be considered ‘cheating’: if your work raises any doubt concerning your academic integrity it will be submitted to the “Aggie Honor System Office” to be evaluated.

**Disabilities:** The American with Disabilities Act (ADA) is a federal anti-discrimination statute providing
that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Office of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

A general note on grades: In this course grades are not given, but they are earned. Your grade will be the result of your performance on your exams, quizzes, assignments, class participation and attendance. They are not based on how badly you feel or deserve a good grade, the fact that you did not miss a single class, or the fact that you need to maintain a certain GPA. I prefer not to round up grades, unless I see a real commitment and effort put in the course during the entire semester — by commitment and effort, besides good grades, I mean outstanding class attendance and participation, going to all the movie screenings and full participation to all the events related to Italian, in the semester. I have to discuss a case of grade round up, then ONLY final grades will be adjusted to the nearest point value: for example 89.2 = 89, 79.7 = 80. Since I return all quizzes and assignments, you are responsible to keep track of your own records so that you can approximately calculate your grade, any time. I am also happy to give an estimate of your performance during the semester (besides the midterm report), but NOT via email: I would prefer you to come to my office hours. Same thing for questions concerning course assignments, quizzes, etc: if the issue raised is complex and require a detailed explanation I encourage you to visit my office hours or to schedule an appointment to meet face-to-face.

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<th>ASSESSMENT CATEGORIES:</th>
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<td>Participation and attendance 20%</td>
<td>A = 100 - 90</td>
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<td>Quizzes and tests 15%</td>
<td>B = 89 - 80</td>
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<td>Written Assignments/Homeework (includes Supersite) 15%</td>
<td>C = 79 - 70</td>
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<td>Midterm online project – presentation 20%</td>
<td>D = 69 - 60</td>
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<td>Final online project – presentation 30%</td>
<td>F = 59 and below</td>
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Please note: The professor reserves the right to change the dates of the quizzes should she seem it necessary. Any changes will be announced in class and Vista’s calendar will be updated accordingly. Students are responsible for checking the calendar and for finding out about such changes.

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| Lunedi 3  | Martedì 4   | 5-6 Reading Days |
| Final pres | Last day of classes | |

**FINAL EXAM -- IN PETR.106**

**Tues DEC. 11, ITAL. 201.501**

15:30 - 17:30pm, both sections
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: ITAL 202

3. Texas Common Course Number: ITAL 2312

4. Complete course title: INTERMEDIATE ITALIAN II

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Poltical Science
   - [ ] Social and Behavioral Sciences

   Current Core - Yes
   Current ICD - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

8. How frequently will the class be offered? every Spring semester

9. Number of class sections per semester: 5: 1

10. Number of students per semester: 40

11. Historic annual enrollment for the last three years: 39 28 33

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department
submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by: [Signature]

   Date: 3/15/13

   Course Instructor

   Approvals: [Signature]

   Date: 3/19/2013

   Department Head

   Date: 3/20/13

   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?

The course (ITAL 202) is a second-semester intermediate class in Italian language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students' appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material (texts and films) in the foreign language. Materials include: whole film/s, poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: customs, gender, and generational relationships, history, dialectic of center and province, migration from and to Italy, art history and the urban environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze video and class materials. Students' cultural knowledge is reflected in their language use of Italian. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work and through testing. Students demonstrate creative and innovative use of language through the production of skits on key topics from the film/s.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in Italian. These skills include writing and speaking, as well as listening and reading. Students not only read written texts (from the accompanying booklet/s that accompany the film/s in question), listen to audio samples, and watch videos (of the film/s in question), they also must produce written material (which they regularly revise after instructor’s indications) and oral and visual materials (midterm and final presentations of skits, in small groups) which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of Italian. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Through the screening of (varying) films and the use of the accompanying textual material students gain an understanding of the relationship between the practices and the perspectives of the culture studied. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (oral skits integrated in film/s’ topics) are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary Italian history, cultural traditions, and family habits, the relationships of men and women, relationship between the South and the North, Mediterranean and Continental identities, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the production of a series of skits.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

ITAL 202 – Intermediate Italian II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
Texas A & M University  
Department of International Studies  
Spring 2013  
ITAL 202-500

Intermediate Italian II

Italian Through Film

TR 11:10-12:25 pm

PETR 106

Instructor: Dr. Manuela Marchesini  
office: 230 Academic Building E  
office hours: TT 2:00-3:00 and by app.  
email: mmarchesini@tamu.edu  
phone: 845-2107

Course Description:
In the fourth semester course, you begin moving toward fluency in Italian by focusing on communication and through an exposure to a non-stereotypical, more complex and up-to-date cultural picture of modern Italy and Italians. This is achieved through the pedagogical use of very recent Italian films and other shorter material (from *Sentieri*) that have been selected for their versatility and cultural significance and provide a systematic tool for reviewing, learning, and developing the Italian language at an intermediate level. In particular, this year’s course is based upon Marco Tullio Giordana’s celebrated long feature *The Best of Youth* (of 2003). It is a six and a half hour movie that optimistically ends with the line “tutto è veramente bello [everything is truly beautiful]”. It chronicles forty years in the life of the Carati family— liberal, middle-class Romans—as they navigate Italy’s turbulent ’60’s, ’70’s, and ’80’s up through the beginning of the new century. Missing the *Best of Youth* has been compared to missing a Dickens novel brought to film, or failing to appreciate the Italian equivalent of Marquez’s *One Hundred Years of Solitude* for Colombia, and Rushdie’s *Midnight Children* for India.

The course has its own Vista website on [http://elearning.tamu.edu](http://elearning.tamu.edu).

Learning Outcomes:
Upon completion of the course students will be able to:
• express knowledge of Italian from both cultural and linguistic perspectives;
• communicate on a variety of topics comfortably in an Italian environment;
• utilize analytical tools necessary to compare and contrast Italian culture with the student’s own culture;
• demonstrate social, cultural and global competence.

Curriculum Objectives:

*Critical Thinking*: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Italian culture. Group/class discussion, written work, and the production of skits are all exercises in which students demonstrate critical thinking skills.

*Communication*: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a skit expounding on one of the topics addressed in the course.

*Social responsibility*: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the
relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Italy.

Prerequisites: ITAL 201, placement exam, or instructor’s consent.

Texts required:
- Cozzarelli, Sentieri, Vista Higher Learning, 2011 + the premium access to the Sentieri’s Supersite at sentieri.vhlcentral.com
- Buonanno, Elda La Meglio Gioventù (The Best of Youth) Farinelli Edizioni –the book is on sale at http://www.edizionifarinelli.com/titles.php?title=EF+Film+Study%3A+La_meglio+gioventu%26ugrave%3B&tid=84.
- The Best of Youth course pack you will find on elearning.

Please note: Students must have the book within 10 days since the beginning of classes or else they will be dropped from the course.

The DVDs of the film (3 streams of the same film: original with no subtitles; with Italian subtitles only; with only English subtitles) are available
a) on mediamatrix https://mediamatrix.tamu.edu/ (accessible through our elearning course page);
b) on reserve at Educational Media, in the Evans Annex 4th floor;
c) for purchase at the Farinelli publisher web site.

Requirements:
1. Attendance at regular classes is mandatory.
2. All compositions must be WORD or PDF files, 12 pt. Times New Roman, double-spaced.
3. It is the student’s responsibility to check our course site at http://elearning.tamu.edu, at least 2 times per week each.
4. Homework, labs, and other types of assignments will not be accepted after their due dates, except in the case of university-excused absence.
5. The material for each day’s lesson must be studied/screened before coming to class. You can find out what points will be covered on a given day by consulting the copy of your syllabus, either printed or on elearning or Howdy.

Term grade:
Quizzes 15%
Written Assignments/Homework 15%
Midterm (oral presentation) 20%
Final (final exam+ final oral presentation) 20% + 20%
Participation/attendance 10%

Written Assignments/Homework:
As per syllabus, plus what will be assigned daily and/or weekly (usually on Th. Afternoon) in accordance with the activities held/to be held in class that coming week. Homework will be posted on the calendar of our elearning page. All compositions will be checked for plagiarism.

All compositions assigned at home are to be turned in in class; a word processor must be used, then printed, point 12 and space 2. (Other shapes and forms will not be accepted.)
Orderly collect date, and keep all your homework (drafts and final versions + the assigned exercises not on the supersite, and all other written activities) in a binder that will be turned in for instructor’s evaluation at the end of the semester.

Midterm Presentation:

Besides everyday in-class participation and conversation, students are required to prepare two oral presentations based on La Meglio Gioventù: one for the midterm grade and the second one for the final. These presentations have to be organized as a group skit (min. 3 / max. 4 students) and will be presented in class (min. 7’ – max. 10’ for the midterm oral presentation).

The instructor will discuss the format and confirm the topics with the students at least one week before the presentation date. For a sense of what is evaluated, see a sample of Oral Report file uploaded to the Vista page of our course at http://elearning.tamu.edu/.

Final Exam:

The final exam grade consists of 2 components:

1) the second oral in class presentation, same as above but of min. 10’ – max. 15’;
2) the final exam on the assigned day.

Participation:

Means attendance at regular classes; offering active contributions to class discussion, asking questions, and displaying a clear familiarity with the assigned material of the day. The student actively, consistently, and assertively tries to respond in Italian by preparing her/himself before class by memorizing or repetition in order to utilize basic and essential vocabulary for making basic statements and asking basic questions; and by consciously building and expanding upon that core foundation.

Attendance:

Attendance at regular classes is obligatory. Students should arrive for class on time and stay in class for its full duration. Tardy arrivals and early departures are disruptive and will be noted. University excused absences: please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of up to two days, student must provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu). The student will initiate this process by completing the form either online or manually. The form must be printed and signed. Electronic copies will not be accepted. For absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). For each absence without a documented University excuse, your term grade will be lowered by 1/3 letter grade. No penalty will apply to homework submitted late due to a University-excused absence. Make-up exams and late submission of assignments (or a satisfactory alternative) is permitted for University-excused absences within 30 calendar days from the last day of the absence, in accordance with Student Rule 1.7.3.

Academic Integrity:

"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at <http://www.tamu.edu/aggiehonor>.

Disabilities:

The American with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protections for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

Grading scale:
A = 100 - 90 %  B = 89 - 80 %  C = 79 - 70 %  D = 69 - 60 %
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<td>No use of electronic devices in class.</td>
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### A casa
(Must be done by that day.)

Collect, date, and keep all your homework/language activities and notes (drafts and final versions + the assigned exercises not on the supersite, and all other written activities) in a binder. You will turn it in to your instructor for evaluation at the end of the semester.

Students must bring book/s and binder to each class.

**Guarda:** watch (on mediamatrix or on DVD) the same indicated film sequence for 3 times, using the 3 different streams:
- 1 with English subtitles,
- one with Italian subtitles,
- and one without subtitles.

**Leggi:** gain a full comprehension of the assigned short passage.

*How?*
1- Underline the word/expression you do not understand;
2- look it up on a hard copy Italian/English or Italian/Italian dictionary;
3- write down the expression in question, and only that one. Do not write down the full English translation of the sentence. It is for your personal use, keep it to the minimum—for you (not for me) to understand what it means.

The purpose of the exercise is for you to acquire the Italian vocabulary to discuss the topic orally or in writing.

**Leggi/Scrivi:** We will use the *Best of youth coursepack* you will find on elearning.

Student will be asked to answer to the assigned questions, orally and/or in writing, for the class of that day.

It is the student’s responsibility to regularly check elearning and the supersite to find out the week assignments.

Please note: when your answers are in writing, they must be typed with a word processor (point 2, space 2 or 3) and they must be turned to instructor in class, on the assigned day.

**Write in full sentences:** subject, verb and modifiers.

On occasion students will be asked, following appropriate indications, to edit their written homework, and turn the final version in again along with the first draft.

**Esercizi & Grammatica:** we will use Sentieri and its Supersite for studying and reviewing/practicing grammar points.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>Jan. 15</td>
<td>Presentazione del corso</td>
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</table>
| Jan. 17 | **Attività orale:** | *Guarda* la prima sequenza (3+)  
*Leggi/Scrivi*: Trama p. 9  
Rispondi oralmente e/o per iscritto alle domande assegnate dal BoY coursepack od altro (check elearning/supersite)  
*Esercizi e grammatica*: 3 p. 11 (check elearning/supersite) |
|         | *Grammatica*: ripasso |                                                                     |
| Jan. 22 | Prima e seconda sequenza | *Guarda* la prima e la seconda sequenza  
*Leggi/Scrivi*: prima sequenza p. 9-10 + seconda sequenza p. 17  
Rispondi oralmente e/o per iscritto alle domande assegnate dal BoY coursepack od altro (check elearning/supersite)  
*Esercizi e grammatica*: tba (check elearning/supersite) |
| Jan. 24 | Seconda sequenza  | *Guarda*: la seconda sequenza  
*Leggi/Scrivi*: seconda sequenza p. 17  
Rispondi per iscritto alle domande assegnate dal BoY coursepack od altro (check elearning/supersite)  
*Esercizi e grammatica*: tba (check elearning/supersite) |
|         | **Attività orale:** |                                                                     |
|         | *Grammatica*: capitolo 12 di Sentieri |                                                                       |
| 3 | Jan. 29 | Terza sequenza 25  
*Grammatica:* capitolo 12 di Sentieri | Guarda la terza sequenza  
*Leggi/Scrivi:* terza sequenza p. 25  
Rispondi oralmente alle domande assegnate dal BoY coursepack od altro (check elearning/ supersite)  
*Esercizi e grammatica:* tba (check elearning/ supersite) |
|---|---|---|---|
| Jan. 31 | Quarta Sequenza 31  
*Grammatica:* capitolo 12 di Sentieri | Guarda: la quarta sequenza  
*Leggi/Scrivi:* quarta sequenza p. 31  
Rispondi oralmente alle domande assegnate dal BoY coursepack od altro (check elearning/ supersite)  
*Esercizi e grammatica:* tba (check elearning/ supersite) |
<p>| 4 | Feb. 5 | Quinta sequenza 3 | HOMEWORK for the week will be assigned on the Elearning’s Calendar (usually on Th. afternoon) in accordance with the activities to be held in class the following week. |
| Feb. 7 | Sesta sequenza 47 | HOMEWORK for the week will be assigned on the Elearning’s Calendar (usually on Th. afternoon) in accordance with the activities to be held in class the following week. |</p>
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<td>Feb. 12</td>
<td>Settima sequenza 53</td>
<td>BY TODAY CONFIRM WITH ME YOUR GROUP COMPOSITION AND THE TOPIC OF YOUR MIDTERM PRESENTATION:</td>
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<td>Examples:</td>
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<td>Feb. 14</td>
<td>Ottava sequenza 59</td>
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<td>Feb. 19</td>
<td>QUIZ #1</td>
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**SPRING BREAK**

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<td>March 26</td>
<td>Tredicesima sequenza 93</td>
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*Individual Mid-semester Progress Reports distributed*

*Ripasso coniugazione dei verbi*
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LANGUAGE,
PHILOSOPHY,
AND CULTURE
#3
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: JAPN 201

3. Texas Common Course Number: JAPN 2311

4. Complete course title: INTERMEDIATE JAPANESE I

5. Semester credit hours: 4

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Current Core - Yes
   - Current ICD - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? every Fall semester

9. Number of class sections per semester: Fall: 2; Spring: 0

10. Number of students per semester: 56

11. Historic annual enrollment for the last three years: 51 53 38

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: 

   Course Instructor

   Approval:

   Date: 3/6/13

14. Department Head

   Date: 3/20/13

15. College Dean/Designee

   Date: 3/20/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (JAPN 201) is a fourth semester course in Japanese language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students' appreciation and understanding of Japanese culture, society, and social relationships. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: songs, interviews, structured and free conversations, listening activities, and both intensive and extensive readings. Students must understand and interpret written and spoken language on a wide variety of topics and in different levels of politeness. Whole class and small group activities allow students to negotiate for meaning and synthesize new information in different levels of speech. Conversations with native speaker guests allow students to inquire about, compare, analyze, and evaluate Japanese and American cultural and social values. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the production of short videos.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students' development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities. They demonstrate their intercultural competence by learning to respect, appreciate, and engage effectively with Japanese people. They demonstrate social responsibility by learning appropriate levels of speech and when to use them. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video skits) are used to assess students' development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course activities provide opportunity for intercultural communication which enhances students' awareness of the importance of personal responsibility for individuals' choices and actions when dealing with people from different cultures. This awareness enhances their ability to make ethical decisions in unfamiliar situations. Students demonstrate their thoughtfulness on these topics through discussions, writing assignments, and the production of video skits.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

JAPN 201 – Intermediate Japanese I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1) students can interact with diverse populations from different parts of the globe;
2) students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3) students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4) students gain an understanding of how cultural identity is expressed through different traditions and media;
5) students gain a better understanding of contemporary global issues through interaction with global communities.
JAPN 201 Course Description and Schedule

日本語 201・二千十二年秋の学期・JAPN 201 Fall 2012

Course Description

Instructor
George Adams
Office
Academic 103
Department Telephone
979-845-2124

Email: georgeadams@tamu.edu
Office hours: M/W 3:00-4:00 or by appointment.
Webpage: http://internationalstudies.tamu.edu/html/moderr-languages.html
eLearning: http://elearning.tamu.edu/

Meeting times & Location
JAPN 201-501: 1:50-2:40, MTWTh, HRBB 115

Required texts
- Workbook for Genki 2: ISBN4-7890-1444-1
- Online materials at eLearning

General description
This is the third in a cycle of Japanese language courses. Japanese 201 (Intermediate Japanese) continues to establish the foundation for mastery of the language.

At the end of this course, students will be able to:
- Participate in a variety of everyday conversations;
- Read Japanese texts at an intermediate level;
- Write short texts in Japanese using approximately 224 kanji;
- Comprehend narrations and short explanations in Japanese.

In addition, students will continue to acquire a general knowledge of Japanese people and their culture. For a more specific inventory of skills that students will be expected to acquire, see the grammar objectives on pages 6-7 in your text for Units 13-17, and the kanji on pages 276-302 of your text. Vocabulary for each unit will be found on eLearning.

Core Curriculum Objectives

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Japanese culture. Group/class discussion, written work, and the production of video recording are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, intensive and extensive readings, and through collaborative work in the production of a video.

Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through awareness of the social uses of language. Students become aware of the kinds of language choices they make and how these choices affect how they engage Japanese persons of different age, status, gender, and occupations.

Prerequisites for this course
JAPN 101 and 102 or the equivalent.

Grading
Grades will be determined by the following formula.
JAPN 201 Course Description and Schedule

Unit Tests: 50%
Daily Quizzes: 50%

Test Grading Scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below.

Quiz Grading Scale: Quizzes are graded on a scale of 1 to 5. Absence is counted as a 0 on your quiz average. You receive a 1 for turning in a quiz with your name and nothing else to indicate attendance. 5 is excellent.

Listening Practices, Reading Practices, and Conversation Worksheets will count as one quiz. They will be graded using the formula Done = 5; Not done = 0. You will not receive credit for the Conversation Worksheet unless you participate in the next day’s conversation.

At the end of the semester, you will make a video with a partner. The Rough Draft and the Revised Draft will of the script count as one quiz each, and the Video itself will count as two quizzes. They will be graded using the formula Done = 5 (or, in the case of the Video, 10); Not done = 0.

There will be six unit tests and one final exam. They will all be cumulative (that is, they will evaluate students’ retention of older material as well as an understanding of new material). They will be weighted the same in grading.

Attendance is mandatory. You are not directly penalized for being absent, but failure to turn in a daily quiz will lower your average. The daily quizzes may not be made up. University excused absences will not be counted in the quiz average. See http://student-rules.tamu.edu/rule07.

Daily class participation does not count as part of your grade. However, if you are unprepared (for whatever reason) to participate in class, I reserve the right to penalize you by not recording your daily quiz. Learning a language involves doing the speaking and listening activities in class, and that means working with other students. You have the right to expect support from your classmates and they have the right to expect the same from you. All students should come prepared to participate fully. Good citizenship is an essential part of learning languages in the classroom.

Please remember: to a teacher, individuals do not learn; classes learn. Everyone in a class—not just the teacher—is responsible for maintaining a supportive learning environment.

Prerequisite Information

A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language, MUST take a placement test to determine the appropriate course for her/his level of ability. Contact the Measurement and Research Services at 845-0532 (A-314 Cain Hall) to arrange a placement test. (The Arabic and Asian Languages Office will conduct an audit to verify students’ eligibility in all language classes.)

University Excused Absences

Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

A&M Policies

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil right protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

Common Sense Classroom Management Policies

Turn off your cell phones and other communication devices before class starts. No text messaging!
JAPN 201 Course Description and Schedule

Don’t put anything in your mouth that interferes with speaking. Don’t put anything in your ears that interferes with listening. You may bring a covered drink (such as bottled water) into the classroom, but do not bring in food. Throw away your trash.

Do not fall behind. If you do, I suggest you arrange a meeting with me.

Do not throw away graded material. My records are not perfect, but they will tell me your final grade unless you have kept the graded material I have handed back to you. I suggest you keep track of your grades so there are no surprises and periodically compare your records with mine.

If you took first year Japanese during the fall and spring semesters at A&M, you may remember that I allowed you attend the other section of the same course. Unfortunately, we cannot allow that this semester.

No special arrangements are final unless they are confirmed by email. So, if you ask to reschedule a test or do special extra credit, a conversation in class should not be taken as a final confirmation or this arrangement. You should follow up the conversation with an email reminder to me, and I will email you a confirmation.

FAQs (Frequently Ought-to-be-asked Questions)

If I come after the quiz is over, can I take it at the end of class?
If I think tardiness is a sign of not taking the class seriously, or even a strategy for doing better on the quizzes, of course I will refuse. If you think you are going to be late, the best thing to do is to call or email me.

Can I take a quiz and then leave?
Absolutely not.

Can I email you my Conversation Practice Worksheet, and then skip the Conversation Practice itself?
Absolutely not.

Sensei, can I borrow a pencil?
No! Do not be お世話。Always bring course materials to class.

Is there a minor in Japanese?

Are there Japanese courses in the summer?
Summer 2007 was the first time A&M offered Japanese in the summer. We will continue to expand course offerings in the summer. However, we are not yet sure what will be offered in 2013.

What about faculty-led study abroad in the summer?
Yes, we have a program and it is excellent. Dr. Martin Regan, in the Department of Performance Studies, and Dr. Yuki Waugh of the Japanese program jointly lead it. Dr. Regan guides students through various activities related to traditional Japanese performing arts, such as kabuki, folk music, dance, etc.; Dr. Waugh teaches students functional Japanese they can use on the street and in the program’s homestays.
This is a unique program. There are other “cultural” programs, but nothing like this. For more information, contact Dr. Regan at reganm@tamu.edu or Dr. Waugh at ywaugh@tamu.edu.

Is there any independent study in Japanese?
There is no independent study in Japanese.

I will need a recommendation letter. Can you help?
If you anticipate needing a recommendation in the future, use your common sense about what constitutes good participation in this class.

Does A&M have a study abroad program in Japan?
A&M has a reciprocal exchange programs with Osaka University, Tohoku University, and Kwansei Gakuin University. Students can (1) study Japanese and take content courses in English, or can (2) enroll in intensive Japanese language programs. Some
JAPN 201 Course Description and Schedule

students who are studying Japanese have made private arrangements through companies that place students in Japanese universities, home stays, etc.

The Study Abroad office has information about Osaka University and Tohoku University, and about scholarships. Please talk to the teachers in A&M's Japanese program if you are interested in Kwansei Gakuin University.

I want more conversation practice. Where can I get it?
The Japan Club's Facebook page is: http://www.facebook.com/group.php?gid=23356381281&ref=ts. They have conversation tables during the semester. In previous semesters, the Language Learning Institute (LLI) offered conversation classes for close to no-cost. Its current status with Student Activities is Not Recognized, but it may be re-organized in the future.

In addition, teachers in the Japanese program have information about native speakers of Japanese who offer conversation practice.

What about tutoring?
The Japanese program offers free tutoring. Please ask your teacher for more information.  

Test schedule

This schedule is subject to change with one week's notice.

Review Test: September 10 (Monday)
Unit 13: September 24(Monday)
Unit 14: October 8 (Monday)
Unit 15: October 22 (Monday)
Unit 16: November 5 (Monday)
Unit 17: November 19 (Monday)

Final Examination
JAPN 201-501 (1:50-2:40 class): Tuesday, December 11, 3:30-5:50
JAPN 201-502 (8:00-8:50 class): Friday, December 7, 10:00-12:00
<table>
<thead>
<tr>
<th>8/27 Course Introduction</th>
<th>8/28 第1の小テスト ～なければいけません</th>
<th>8/29 第2の小テスト ～てもいいですか・～てはいけません</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://genki.japantimes.co.jp/self/verbadjective-conjugation-practice">http://genki.japantimes.co.jp/self/verbadjective-conjugation-practice</a></td>
<td>Handout</td>
<td>Handout</td>
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<tr>
<td>Do the following 5 activities:</td>
<td></td>
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<tr>
<td>Lesson 8: (a) Present Negative (Verbs); (b) “Short Form Verbs” (but actually adjectives?) Present Negative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 9: (a) Short Form Verbs Past Affirmative; (b) Short Form Adjective Past Affirmative; (c) Short Form Verb Past Negative.</td>
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<tr>
<td>Your computer must be able to write in Japanese. See the last page of this schedule for instructions.</td>
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<tr>
<td>When you enter a word, press 'Enter' twice to see the result.</td>
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<tr>
<td>Don’t worry if a word is unfamiliar. Follow the transformation rules. Note that there are ‘Meaning’ and ‘Rule’ buttons.</td>
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<tr>
<td>When you finish, select ‘See Summary’ and print the results or email them to your teacher.</td>
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<thead>
<tr>
<th>8/30 第3の小テスト ～なる Handout</th>
<th>Online review homework due today</th>
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<tbody>
<tr>
<td><a href="http://genki.japantimes.co.jp/self/verbadjective-conjugation-practice">http://genki.japantimes.co.jp/self/verbadjective-conjugation-practice</a></td>
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<tr>
<td>Do the following 5 activities:</td>
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<tr>
<td>Lesson 3: Verb Masu-form;</td>
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<tr>
<td>Lesson 5: (a) Adjective Present Tense; (b) Adjective Past Affirmative; (c) Adjective Past Negative.</td>
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<tr>
<td>Lesson 6: Verb Te Form</td>
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<tr>
<td>Don’t worry if a word is unfamiliar. Follow the transformation rules. Note that there are ‘Meaning’ and ‘Rule’ buttons.</td>
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<tr>
<th>9/3 第4の小テスト Verb行く Handout</th>
<th>Online review homework due today</th>
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</thead>
<tbody>
<tr>
<td>9/4 第5の小テスト ～すぎる Handout</td>
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<tr>
<td>9/5 第6の小テスト (だ)から Handout</td>
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<tr>
<td>9/6 第7の小テスト Adjective て Adjective Handout</td>
<td>Online</td>
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<tr>
<td>9/10</td>
<td>ふくしゅうの試験</td>
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<td>9/11</td>
<td>第8の小テスト</td>
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<td>9/13</td>
<td>第10の小テスト</td>
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<td>第11の小テスト</td>
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<td>9/19</td>
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<td>9/20</td>
<td>第14の小テスト</td>
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<tr>
<td>9/24</td>
<td>第13課試験</td>
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<td>9/25</td>
<td>第15の小テスト</td>
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<td>9/26</td>
<td>第16の小テスト</td>
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<td>9/27</td>
<td>第17の小テスト</td>
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<td>授業の内容</td>
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<tr>
<td>6 10/1</td>
<td>第18の小テスト</td>
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<td>10/2</td>
<td>第19の小テスト</td>
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<td>10/4</td>
<td>第21の小テスト</td>
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<td>10/6</td>
<td>第22の小テスト</td>
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<td>62-3, III</td>
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<td>10/9</td>
<td>第23の小テスト</td>
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<td>62-3, III</td>
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<td>10/10</td>
<td>第24の小テスト</td>
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<td>62-3, III</td>
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<td>62-3, III</td>
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<td>10/15</td>
<td>第25の小テスト</td>
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<td>10/16</td>
<td>第26の小テスト</td>
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<td>10/17</td>
<td>第27の小テスト</td>
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<tr>
<td>62-3, III</td>
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<tr>
<td>10/18</td>
<td>第28の小テスト</td>
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<td>62-3, III</td>
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(1) Click ‘Login’ in the lower right. (2) Username: genki2wbk; Password: genki. (3) Select “Publish to my NetID/Guest user” (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson.
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>10/22</td>
<td>15th Test of Unit 1</td>
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Go to https://mediamatrix.tamu.edu/

(1) Click ‘Login’ in the lower right. (2) Username: genki2wkbb; Password: genki. (3) Select “Publish to my NetID/Guest user” (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson

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<tr>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>10/23</td>
<td>Readings and Handouts</td>
</tr>
<tr>
<td>10/24</td>
<td>30th Test of Unit 2</td>
</tr>
</tbody>
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Go to https://mediamatrix.tamu.edu/

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<tr>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>10/25</td>
<td>Reading Practice</td>
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Choose a Reading from e.learning and submit a Summary on Monday.

<table>
<thead>
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<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>10/29</td>
<td>32nd Test of Unit 2</td>
</tr>
<tr>
<td>10/30</td>
<td>33rd Test of Unit 3</td>
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</tbody>
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Go to https://mediamatrix.tamu.edu/

(1) Click ‘Login’ in the lower right. (2) Username: genki2wkbb; Password: genki. (3) Select “Publish to my NetID/Guest user” (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson

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<th>Date</th>
<th>Task</th>
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<tr>
<td>10/31</td>
<td>Reading Practice</td>
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Choose a Reading from e.learning and submit a Summary on Monday.

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<tr>
<th>Date</th>
<th>Task</th>
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<tr>
<td>11/1</td>
<td>Conversation Worksheet</td>
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Complete and bring to class tomorrow.

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<th>Date</th>
<th>Task</th>
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<tr>
<td>11/5</td>
<td>16th Test of Unit 3</td>
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Go to https://mediamatrix.tamu.edu/

(1) Click ‘Login’ in the lower right. (2) Username: genki2wkbb; Password: genki. (3) Select “Publish to my NetID/Guest user” (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson

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<th>Date</th>
<th>Task</th>
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<td>11/6</td>
<td>Reading Practice</td>
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Choose a Reading from e.learning and submit a Summary on Monday.

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<th>Date</th>
<th>Task</th>
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<tr>
<td>11/7</td>
<td>Reading Practice</td>
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Choose a Reading from e.learning and submit a Summary on Monday.

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<tr>
<th>Date</th>
<th>Task</th>
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<tr>
<td>11/8</td>
<td>Reading Practice</td>
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</table>

Choose a Reading from e.learning and submit a Summary on Monday.
目にち 授業の内容

文法：教科書のページ

11/12 第39の小テスト
～なくてもいいです：125; 132-133

11/13 第40の小テスト
～みたい：126; 134-136

11/14 第41の小テスト
～前に・てから：127; 136-137

会話ワークシート Online

Complete and bring to class tomorrow

11/15 第42の小テスト

会話

会話ワークシート - Did you do it?
練習試験 (れんしゅうしぜん) Online

11/19 第17課試験

月

(1) Click ‘Login’ in the lower right. (2) Username: genki2wkbk; Password: genki. (3) Select “Publish to my NetID/Guest user” (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson

11/20 第43の小テスト
火

Reading and Video Unit

11/21 第44の小テスト
水

Reading and Video Unit

Video Scripts due today

11月22−23日・木 / 金曜日 感謝祭・Thanksgiving Holiday

11/26 第45の小テスト
月

Reading and Video Unit

11/27 第46の小テスト
火

Reading and Video Unit

11/28 第47の小テスト
水

Reading and Video Unit

今日は：For Thursday’s quiz: Go to http://web.mit.edu/jpnet/holidays/Jan/syogatsu.shtml and be prepared to fill in the blanks: Many Japanese go for a first visit to a _ _ _ _ _ _ _ _ at _ _ _ _ : one traditional activity is to pound and eat _ _ _ _ _ _ , especially with a red bean soup.

11/29 第48の小テスト
木

Reading and Video Unit

All videos due today
**Grading**

Grading is determined by the following formula:

- **Tests:** 50%
- **Quizzes:** 50%

- 試験 (Tests) count for half your grade. They are weighted the same, including the Final Exam (期末試験).
- 小テスト (Quizzes) count for half your grade. The items are taken directly from the homework assignments. They cannot be made up if you are absent. 聞く練習 (Listening Practice) and 会話のワークシート - Did you do it? (Conversation Worksheets) and bi-weekly 読む練習 (Reading Practice) each count as one quiz. However, the ワークシート itself will count for nothing if you do not participate in the 会話.

**Online Practice**

1. [http://www.davidhallgren.se/nihon/genki.asp](http://www.davidhallgren.se/nihon/genki.asp). Go to "げんき Genki" in the “Japanese” window on the left; Click “Vocabulary Test” under the appropriate unit; do the activity and click “Check Answer” when you have finished.
2. [http://kanji.asianmideast.duke.edu/](http://kanji.asianmideast.duke.edu/). Choose one of the quizzes from Genki II. Choose the “Quiz type.” Copy and paste the “Your results” page. You may submit more than one of the quizzes for each unit, but not the same kind twice.
4. [http://quizlet.com/](http://quizlet.com/). Search: Genki. Then choose one of the “Sets” and do the Test. You must do all Question Types in each test. Many of the sets for Genki II were written by current and former students of Japanese at A&M.
Texas A&M University
Core Curriculum

Initial Request for a Lower Division Course Included in the Current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: JAPN 202

3. Texas Common Course Number: JAPN 2312

4. Complete course title: INTERMEDIATE JAPANESE II

5. Semester credit hours: 4

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [X] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

   Current Core - Yes
   Current ICD - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [X] Yes
   - [ ] No

8. How frequently will the class be offered? every Spring semester

9. Number of class sections per semester: Fall: 0; Spring: 2

10. Number of students per semester: 56

11. Historic annual enrollment for the last three years: 44 52 30

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    Course Instructor

    Approvals:

    Department Head

    College Dean/Designee

    Date: 03/06/2013

    Date: 03/20/2013

    Date: 3/25/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (JAPN 202) is a fourth semester course in Japanese language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation and understanding of Japanese culture, society, and social relationships. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: songs, interviews, structured and free conversations, listening activities, and both intensive and extensive readings. Students must understand and interpret written and spoken language on a wide variety of topics and in different levels of politeness, including very respectful and humble language. Whole class and small group activities allow students to negotiate for meaning and synthesize new information in different levels of speech. Conversations with native speaker guests allow students to inquire about, compare, analyze, and evaluate Japanese and American cultural and social values. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the production of short videos.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities. They demonstrate their intercultural competence by learning to respect, appreciate, and engage effectively with Japanese people. They demonstrate social responsibility by learning appropriate levels of speech and when to use them. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video skits) are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course activities provide opportunity for intercultural communication which enhances students’ awareness of the importance of personal responsibility for individuals’ choices and actions when dealing with people from different cultures. This awareness enhances their ability to make ethical decisions in unfamiliar situations. Students demonstrate their thoughtfulness on these topics through discussions, writing assignments, and the production of video skits.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

JAPN 202 – Intermediate Japanese II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

(1) students can interact with diverse populations from different parts of the globe;
(2) students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
(3) students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film, and video, journalism, and more;
(4) students gain an understanding of how cultural identity is expressed through different traditions and media;
(5) students gain a better understanding of contemporary global issues through interaction with global communities.
JAPN 202 Course Description

日本語２０２春の学期2013年・JAPN 202 Spring 2013

Course Description

Instructor
George Adams (ジョージ・アダムス)

Office
Academic 103C

Office hours
T/Th 4:00-5:00 or by appt.

Email
georgeadams@tamu.edu

Classroom
ACAD 227

Class time
MTWT 11:30-12:20

Department phone
845-2124

Required texts
• Workbook for Genki 2, second edition. ISBN978-4-7890-1444-1
• Other materials online at eLearning. Conversation Worksheets must be brought to class on the dates indicated.

General description
This is the fourth in a cycle of Japanese language courses. Japanese 202 (Intermediate Japanese) continues to lay the foundation for mastery of the language. At the end of this course, students will be able to:
• Participate in a variety of everyday conversations;
• Be able to use both respectful and humble language in conversations;
• Comprehend extended utterances in Japanese;
• Continue to develop basic literacy skills.

In addition, students will continue to acquire a general knowledge of Japanese people and their culture.

Learning outcomes
The state of Texas has mandated that course descriptions describe the outcomes of a course of study, or what you will be able to do after you finish this course. You should not take this literally. Remember that real-life language performance, both receptive and productive, is negotiated and mediated.

In addition to the objectives students have achieved in JAPN 101, 102, and 201, students in JAPN 202 will be able to:
• Sustain understanding over long stretches of discourse in a number of situations.
• Successfully handle various communicative tasks and social situations.
• Initiate, sustain, and close a general conversation about different topics with a number of strategies.
• Accomplish the above while comprehending and using sociolinguistically appropriate language.
• Comprehend extensive and intensive readings in various genres.
• Write and comprehend 300 or more kanji.

The above will include:
• Transitive and intransitive verbs; respectful language; humble language, conditional voice; passive voice; simultaneous events and activities; grammar expressing regret and frustration; causative voice; giving orders; describing similarities; various ways of making decisions; describing processes; expressing speculation and probability; giving orders. (Students will be able to comprehend, but not use, the passive-causative voice.)

Core Curriculum Objectives

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Japanese culture. Group/class discussion, written work, and the production of video recording are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, intensive and extensive readings, and through collaborative work with a team in the production of a video.

Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through awareness of the social uses of language. Students become aware of the kinds of language choices they make and how these choices affect how they engage Japanese persons of different age, status, gender, and occupations.
JAPN 202 Course Description

Grading

Tests: 50%  Tests are equally weighted, including the final examination.

Grading Scale:  A = 90-100,  B = 80-89,  C = 70-79,  D = 60-69

Quizzes: 50%  Quizzes are graded on a scale of 1 to 5.

In addition, students will be required to do the following assignments.

1. Listening practice. After each unit test, there will be listening homework due the next class. Each listening practice will be worth one quiz.
2. Reading practice. There will be readings online. Each reading will be worth one quiz.
3. Conversation practice. Preparation homework will be worth one quiz; follow-up homework will be worth one quiz.
4. Homework. The writing practice on the daily homework will not be graded. However, students must show that they have at least attempted every sentence, even if this means simply writing the vocabulary. Failure to do so will lower your quiz grade.

At the end of the semester, students will have the opportunity to make a video for extra credit.

Student Responsibilities

Attendance is mandatory. You are not directly penalized for being absent, but failure to turn in a daily quiz will lower your average. Each class begins with a daily quiz that is taken directly from the homework. If you come a little late, you may take the quiz after class. If you come very late, the teacher reserves the right not to allow you to take the quiz.

Class participation does not count as part of your grade. However, if you are unprepared (for whatever reason) to participate in class, I reserve the right to penalize you by not recording your daily quiz. Learning a language involves doing the speaking and listening activities in class, and that means working with other students; you have the right to expect support from your classmates and they have the right to expect the same from you. All students should come prepared to participate fully.

Remember: to a teacher, individuals do not learn; classes learn. Everyone in a class—not just the teacher—is responsible for maintaining a supportive learning environment. If a student shows “poor citizenship”—that is, behaving in a way that makes learning more difficult for other students—the teacher reserves the right to penalize the offending student.

University Excused Absences

Students will not be penalized in case of a University excused absence. The following documentation is acceptable.

a) Student must provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu).

b) Student must provide confirmation of visit to a health care professional affirming date and time of visit.

c) Either (a) or (b)

Late Work Policy

Make-up exams and late submission of assignments are permitted for University-excused absences within 30 calendar days from the last day of the absence, in accordance with Student Rule I.7.3.

Prerequisite Information

JAPN 201 or the equivalent is a prerequisite for this course. A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language, MUST take a placement test to determine the appropriate course for her/his level of ability. Contact the Data and Research Services at 845-0532 (A-314 Cain Hall) to arrange a placement test.

(The Department of International Studies will conduct an audit to verify students’ eligibility in all language classes.)

A&M Policies

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil right protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed accommodation
JAPN 202 Course Description

of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

Common Sense Classroom Policies

Turn off your cell phones and other communication devices before class starts. No texting! Use of apps for kanji and e-dictionaries are allowed, except with quizzes and tests.

Don’t put anything in your mouth that interferes with speaking. Don’t put anything in your ears that interferes with listening.

Please check your TAMU email account regularly.

Do not fall behind. If you do, I suggest you arrange a meeting with me.

As the semester is ending, do not tell the teacher what grade you need.

Do not throw away graded material. The teacher’s records are not perfect, but they will determine your final grade unless you have kept the graded material that will be handed back to you.

FAQs (Frequently Ought-to-be-asked Questions)

If I come after the quiz is over, can I take it at the end of class?

If tardiness is a sign of not taking the class seriously, or even a strategy for doing better on the quizzes, of course the answer is No. If you think you are going to be late, the best thing to do is to call or email the teacher.

Can I take a quiz and then leave?

Absolutely not.

Is there a minor in Japanese?

Yes. To minor in Japanese, a student must complete JAPN 302, take one elective, and do a 1-credit Capstone course.

Is there any independent study in Japanese?

Independent study in place of JAPN 101 through JAPN 302 is not allowed.

I will need a recommendation letter. Can you help?

If you anticipate needing a recommendation in the future, use your common sense about what constitutes good participation in this class.

Does A&M have a study abroad program in Japan?

A&M has a unique study abroad program in the summer. Students spend 5 weeks in Japan learning about and experiencing Japanese performing arts. At the same time, students will study functional Japanese. The application deadline for next summer’s program has been extended to February 21. For more information, contact Dr. Martin Regan (reganm@tamu.edu) or Dr. Yuki Waugh (ywaugh@tamu.edu).

A&M currently has a reciprocal exchange program with Osaka University, Kwansei Gakuen University, and Tokoku University. Students can arrange for study in Japan through many private providers.

I want more conversation practice. Where can I get it?

The Japan Club has conversation tables. Their Facebook page is http://www.facebook.com/lil/group.php?gid=23356381281.

Test Dates

Unit 18 Test: 1月 28日
Unit 19 Test: 2月 11日
Unit 20 Test: 2月 25日
Unit 21 Test: 3月 7日
Unit 22 Test: 4月 1日
JAPN 202 Course Description

Unit 23 Test: 4月15日

Final Exam Times

JAPN 202-501 (11:30-12:20 class): 5月8日 (水曜日), 10時半〜12時半
JAPN 202-502: (10:20-11:10 class): 5月7日 (火曜日), 8時〜10時
Assignments:
Hot Pink writing indicates information about Japanese holidays that you will find online. This information will be on the next quiz.
Yellow Highlights indicate homework that will be submitted or checked the next class. Failure to submit a mandatory assignment will delete on quiz grade.

日本語202・2013年の春の学期のスケジュール

Lesson objectives (due next class unless noted)

1

1/14 Course Introduction

1/15 第1のテスト

1/16 第2のテスト

1/17 第3のテスト
文法(ぶんぽう): Grammar: 〜てしまう(part 2); New edition: 154; old edition 126, I-C

1/21 休み: キング牧師の日

1/22 第4のテスト

1/23 第5のテスト

1/24 第6のテスト

2

1/28 第18課・しけん

Unit 18 Listening. New edition: Use the CD that comes w/ Workbook.
Do all sections and bring a copy to class on Monday or email.

3

1/29 第7のテスト
文法(ぶんぽう): 〜てゆくって(or くださって)ありがとう; New edition: 177, III-A; old edition: 147, III-A
Review: Transitive – Intransitive; New edition: 152, I-C &/or D; old edition: 124, I-C &/or D
JAPN 202 Course Description

1/30 第8の小テスト

1/31 第9の小テスト
木 文法 (ぶんぽう): はずす; New edition: 179, V-A; old edition: 149, V-A

Online Reading
Choose a reading from the “Reading” Folder.

- 祭りの日 (celebrated 2/3 or 2/4) See [http://web.mit.edu/ipnet/holidays/Feb/setsubun.shtml](http://web.mit.edu/ipnet/holidays/Feb/setsubun.shtml) and answer these questions for
2/7 Quiz: (1) These days, people throw 〜〜 at 〜〜 (Japanese words); (2) and shout 〜〜〜〜〜 (Japanese words).

2/4 第10の小テスト

2/5 第11の小テスト
火 Grammar: Honorific Verbs (cont.); New edition: 175, I-C (Do not do #13 or 18.): old edition 145, I-C (Do not do #13 or 18.)

2/6 第12の小テスト
水 文法：Giving Respectful Advice; p. 176, II (or p. 146, II)

Online Conversation Worksheet
Bring to class tomorrow

2/7 第13の小テスト
木 会話

会話のワークシート Conversation Worksheet
Write Sentences based on the 会話

2/11 第19課・しきけん
月 Unit 19 Listening. New edition: Use the CD that comes w/ Workbook.
Old edition: Go to [http://mediamatrix.tamu.edu](http://mediamatrix.tamu.edu),
Click “Login” in the bottom right. In “Local Account,” input:
Username: genki2wkbb; Password: genki. Click: “Publish to my Net ID/Guest User” and then “Adams, George.”
Do all sections and bring a copy to class on Monday or email.

2/12 第14の小テスト

2/13 第15の小テスト
水 文法：Questions within larger sentences, Part 1: Yes/No Q&A;
New edition: 200-201. IV A & B But only 1-5 in A and only 1-3 in B;
old edition: 170-171, IV A & B But only 1-5 in A and only 1-3 in B.
- バレンタインデー Go to [http://web.mit.edu/ipnet/holidays/Feb/valentine.shtml](http://web.mit.edu/ipnet/holidays/Feb/valentine.shtml) and answer these
questions for tomorrow’s quiz: (1) Who gives what to whom? And (2) one of the gifts is given for social and professional
obligations; what is it called?

2/14 第16の小テスト
木 文法：Questions within larger sentences, Part 2: Yes/No Q&A;

Online Reading
### JAPN 202 Course Description

*But only 6-12 in I-A, and only 4-8 in I-B.*

Choose a reading from the "Reading" Folder.

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/18</td>
<td>第16の小テスト&lt;br&gt;文法：～やすい～にくい; New edition: 203, VI-A; old edition: 173-174, VI-A</td>
</tr>
<tr>
<td>2/20</td>
<td>第18の小テスト&lt;br&gt;文法：Name という Item; New edition: 202, V-A &amp; B; old edition: 172, V-A &amp; B</td>
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<tr>
<td>2/21</td>
<td>会話のワークシート&lt;br&gt;Write Sentences based on the 会話</td>
</tr>
<tr>
<td>2/28</td>
<td>第22の小テスト&lt;br&gt;文法：～ている間に; New edition: 223, III-A; old edition: 192, III-A</td>
</tr>
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<td></td>
<td>Online Reading&lt;br&gt;Choose a reading from the &quot;Reading&quot; Folder&lt;br&gt;ひな祭り (celebrated 3/3). Go to <a href="http://web.mit.edu/jpmnet/holidays/Mar/hinamaturi.shtml">http://web.mit.edu/jpmnet/holidays/Mar/hinamaturi.shtml</a> and answer these questions for Monday’s quiz: (1) This holiday is considered a day for ___ ___; (2) families display ___ ___ (Japanese).</td>
</tr>
<tr>
<td>3/4</td>
<td>第23の小テスト&lt;br&gt;文法：(く・に)します; p.193, IV-A</td>
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<tr>
<td>3/5</td>
<td>第24の小テスト&lt;br&gt;文法：Passive Voice (cont’d); p.190, I-C &amp; D</td>
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<td>3/6</td>
<td>第25の小テスト&lt;br&gt;会話&lt;br&gt;Bring to class tomorrow</td>
</tr>
<tr>
<td>3/7-8</td>
<td>第21課・しつけん&lt;br&gt;Unit 21 Listening. <em>New edition</em> Use the CD that comes w/ Workbook.</td>
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</tbody>
</table>
3月11日（月）〜3月15日（金）：春休み

3/18 2 6の小テスト

3/19 2 5の小テスト
火
・ホワイトデー（celebrated 3/14）。Go to [http://web.mit.edu/jpnet/holidays/Mar/whiteday.shtml](http://web.mit.edu/jpnet/holidays/Mar/whiteday.shtml) and answer this question for next Monday’s quiz: Who gives what to whom?

3/20 2 8の小テスト
木
・春分の日（Vernal Equinox Day）。Go to [http://www.asij.ac.jp/elementary/japan/jp_holi.html#mar20](http://www.asij.ac.jp/elementary/japan/jp_holi.html#mar20) and answer this question for Wednesday’s quiz: What do people commonly do on this day?

3/21 2 9の小テスト
文法：Causative (Continued)；New edition: 240-1, I-B (b)；old edition: 209, I-B (b)

3/25 3 0の小テスト
月
文法：Causative + くれます；New edition: 243, II-A；old edition: 211, II-A

3/26 3 1の小テスト
火

3/27 3 2の小テスト
水

3/28 3 3の小テスト
木
会話

4/1 第2 2課・しゅくだい
月
会話

4/2 第3 4の小テスト

Do all sections and bring a copy to class on Monday or email.

Unit 22 Listening. New edition: Use the CD that comes w/ Workbook.
Do all sections and bring a copy to class on Monday or email.

・花見（Blossom Viewing, end of March through early April）。Go to [http://web.mit.edu/jpnet/holidays/Apr/hanami.shtml](http://web.mit.edu/jpnet/holidays/Apr/hanami.shtml) and answer this question for tomorrow’s quiz: What do people do during Hanami?
JAPN 202 Course Description


水 第35のテスト
文法：～でも; New edition: 264-5, II-A; old edition: 323, II-A

4/4 第36のテスト
木 文法：～ことになる (part 1); New edition: 266, III-A; old edition: 234, III-A

Online Reading
Choose a reading from the “Reading” folder

4/8 第37のテスト
月 文法：～ことにする (part 2); New edition: 267, IV-A; old edition: 235, IV-A

4/9 第38のテスト
火 文法：～まで; New edition: 268, V-A; old edition: 236, V-A

会話のワークシート
Bring to class tomorrow

4/10 第39のテスト
水 文法：(使)う方; New edition: 269, VI-A; old edition: 238, VI-A

4/11 第40のテスト
木 会話
Write Sentences based on the 会話

12

4/15 第23課・しけん
月

Unit 23 Listening. New edition: Use the CD that comes w/ Workbook.
Old edition: Go to http://mediamatrix.tamu.edu,
Click "Login" in the bottom right. In "Local Account," input:
Username: genki2wkbk; Password: genki. Click: "Publish to
my Net ID/Guest User" and then "Adams, George."
Do all sections and bring a copy to class tomorrow or email.

4/16 第41のテスト第42のテスト

4/17 第43のテスト
水 読むれんしゅう・ビデオ

4/18 第44のテスト
木 読むれんしゅう・ビデオ

13

4/23 第47のテスト
水 読むれんしゅう・ビデオ
4/24 第４８のテスト
木 読むれんしゅう・ビデオ
子供の日 (May 5). Go to http://web.mit.edu/jpnet/holidays/May/kodomonohi.shtml and answer these questions for tomorrow's quiz: (1) It's called "Children's Day", but actually it celebrates ___; (2) Families with boys hoist ___ from balconies and flagpoles.

4/29 第４９のテスト
月 読むれんしゅう・ビデオ
憲法記念日 (Constitution Day, 5/3). Go to http://www.japanhouse.ru/eng/full_news.php?id=34&PHPSESSID=f651fc2b46525014aacc882f6e9bd749 and answer these questions for Monday's quiz: (1) Who wrote the current constitution? (2) What is Article 9?

4/30 パーティー
火

期末試験 (Final Examination)
Section 501 (11:30-12:20): 5月8日（水曜日）午前10時半～12時半
Section 502 (10:20-11:10): 5月7日（火曜日）午前8時～10時
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: ENGL/MODL 221

3. Texas Common Course Number: 2332

4. Complete course title: World Literature

5. Semester credit hours: 03 SCH

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? every fall and spring semester

9. Number of class sections per semester: 1 - 2

10. Number of students per semester: 100
    11. Historic annual enrollment for the last three years:
        2011-2012 = 127
        2010-2011 = 82
        2009-2010 = 204

11. 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

12. submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
    Apostolos Vasilekis
    Course Instructor
    Date: 02/12/2013

14. Approvals:
    Department Head
    Date: 2/13/2013

15. College Dean/Designee
    Date: 2/14/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

How does the proposed course specifically address the Foundational Component Area definition above?

The course addresses the Foundational Component Area in the following ways.

This course (ENGL/MODL221) will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely different societies and eras can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of written and visual texts from Greek antiquity to the 12th century, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the relationships between men and women, the evils of power and greed, quest for self knowledge and virtue, the politics of loyalty and revenge, and issues surrounding war and violence. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Catalog Course Description: 221. World Literature. (3-0). Credit 3. Representative works in translation of major authors and texts from various cultures to A.D. 1500, including such authors as Homer, biblical writers, Greek dramatists, Sappho, Virgil, Marie de France, Dante, Lao Tzu, and works like Gilgamesh and The Bhagavad Gita. Cross-listed with MODL 221.

Prerequisite: None

Course Description: This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be.

Learning Outcomes:
At the end of the semester, students will be able to do the following:
- Articulate key concepts and identify major authors and works in the literary tradition from antiquity to the 12th century
- Demonstrate critical thinking about principal themes and ideas in world literature.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.
Assessment of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

CS: The course will help students learn how to develop a greater understanding of written and visual texts from Greek antiquity to the 12th century, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the relationships between men and women, the evils of power and greed, the quest for self-knowledge and virtue, the politics of loyalty and revenge, and issues surrounding war and violence. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Grading: The two papers will constitute 40% of your grade; the midterm examination, 20%; the final examination 30%; and 10% for class participation.

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
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Requirements:

- For absentee policy see: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
- You are expected to keep up with the course readings. Your **participation grade** (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor's questions, and engaging in debate with classmates).
• Students will submit two papers (20% each). The papers should focus on one or more of the texts we read in the course and offer a close reading and analysis of the text. This could mean: an analysis of a specific character; an analysis of a specific incident; an analysis of the author’s use of language; an analysis of a particular theme (for example: love, the relationship between fate and free will, etc); or a comparison of two different texts based on a specific concept. Each time we start reading a new book I will provide you with specific suggestions that you can use as a topic for your papers. The process of writing the papers includes: a) a one page proposal or introduction in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, and appropriate use of grammar/spelling/syntax.

• There will also be a midterm (20%) and a final examination (30%) based on the readings and lectures. The midterm and final examinations will be made of short and or long answer questions that cover reading and lecture material. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination.

**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat or steal or tolerate those who do.”

**Disabilities:** The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Required books (available in the University Bookstore):**
Homer: *The Odyssey*
Sophocles: *Philoctetes*
Aeschylus: *The Persians*
Aristophanes: *Lysistrata*
Virgil: *The Aeneid*
Dante: *The Inferno*
Boccaccio: *The Decameron*

Additional required material:
*Old Testament: Selections from Genesis* (Xerox)
CALENDAR

Week 1 TH  Introduction

   *The Odyssey* (read books 1-4).
   *The Odyssey* (books 5, 9-15).

Week 2 TH  *The Odyssey* (books 18-20).
   *The Odyssey* (books 21-24).

   *The Odyssey*.

Week 3 TH  *Philoctetes*  (read entire play).
   *Philoctetes*.

   *Philoctetes*. [First Paper Proposal Due].

Week 4 TH  *The Persians*  (read entire play).

   *The Persian*.

Week 5 TH  *Gerestis* (read 1:1, 1:2, 1:3).

   *Gerestis* (read 1:4).

Week 6 TH  *Lysistrata* (read entire play)  [First Paper Due].

   *Lysistrata*.

Week 7 TH  *Lysistrata*.

MIDTERM EXAMINATION

Week 8 TH  *The Aeneid* (read books 1-6).

   *The Aeneid* (read books 7-8, 12).

Week 9 TH  *The Aeneid*.

   *The Aeneid* Continued.

Week 10 TH  *The Inferno* (read cantos I-VI, X-XIII).

   *The Inferno* (cantos XV, XVII, XIX, XXI)  [Second Paper Proposal Due].

Week 11 TH  *The Inferno* (cantos XXIII-XXVI, XXVII).
The Inferno (cantos XXXI-XXXIV).

Week 12 TH The Inferno.

Thanksgiving Holiday

Week 13 TH The Decameron (read Preface and Introduction).

The Decameron (read First Day/First Story--First Day Conclusion)  [Second Paper Due].

Week 14 TH The Decameron (read Second Day/Introduction-Second Day/Sixth Story).

FINAL EXAMINATION. On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): English
2. Course prefix and number: ENGL/MODL 222
3. Texas Common Course Number: 2333
4. Complete course title: World Literature
5. Semester credit hours: 03
6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No
8. How frequently will the class be offered? every fall and spring semester & occasional summer terms
9. Number of class sections per semester: 1-2
10. Number of students per semester: 60 - 200
11. Historic annual enrollment for the last three years: (11-12) 127 (10-11) 82 (09-10) 204

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature]
   Date: 4/9/2013
   Course Instructor

14. Department Head
   Date: 4/9/13

15. College Dean/Designee
   Date: 4/9/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

How does the proposed course specifically address the Foundational Component Area definition above?

The course addresses the Foundational Component Area in the following four ways.

This course (ENGL/MODL 222) will examine some of the major texts of world literature from the 1st century through the 20th centuries. We will direct our attention around a core group of central ideas as they are developed in the texts, and we will investigate the evolution and transitions in the literary tradition. Some of the issues and questions we will examine in particular detail include: the relationship between reality and fiction; the question of the human condition and its relationship to history or a catastrophic event; the question of good and evil; and what constitutes human experience. Furthermore, we will take up these topics and themes in their own right, and as a basis for living in the contemporary world. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely different societies and eras can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking Skills (CTS): This course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (CS): The course will enhance communication skills through small and large group discussion and may include writing about ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of texts from 17th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Personal Responsibility (PR): The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the acceptance of the other, religious difference, questions of good and evil, duty to family, and the values of justice and freedom. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL/MODL 222-500 World Literature
Texas A&M University
Spring 2012
Lectures: MWF 9:10-10:00 am, (HEEC 2XX)
Instructor: Apostolcs Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: 2XX LAAE
Office Hours: MWF 10:05-11:05 pm

ENGL/MODL 222 World Literature. Survey of world literature from the seventeenth century to the present in relation to its historical and cultural contexts; texts selected from a diverse group of authors, traditions and genres.

Course Description
This course will examine some of the major texts of world literature from the 17th through the 20th centuries. We will direct our attention around a core group of central ideas as they are developed in the texts, and we will investigate the evolution and transitions in the literary tradition. Some of the issues and questions we will examine in particular detail include: the relationship between reality and fiction; the question of the human condition and its relationship to history or a catastrophic event; the question of good and evil; and what constitutes human experience. Furthermore, we will take up these topics and themes in their own right, and as a basis for living in the contemporary world.

Learning Outcomes
At the end of the semester the students will be able to do the following:

1. Students will be able to articulate key concepts and identify major authors and works in the literary tradition from the 17th century to the present.

2. Students will also be able to identify principal themes and ideas in world literature.

3. The course will also allow us to better understand other cultures and broaden our historical and intercultural experience.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

CS: The course will help students learn how to develop a greater understanding of written and visual texts from the 17th century to the present, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the acceptance of the other, religious difference, questions of good and evil, duty to family, and the values of justice and freedom. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Grading: The midterm examination will constitute 30% of your grade; the final examination 50%; and 20% for the quizzes.

A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  0-59%

Requirements:
- You are expected to attend class regularly and keep up with reading assignments. For absentee policy see: http://student-rules.tamu.edu/rule07. There will be tea pop
(unannounced) quizzes (10 points each) based on the assigned reading for the day and lectures.

- There will also be a midterm (30%), and a final examination (50%) based on the readings and lectures. The midterm and final examinations will be made up of short and long answer questions that cover reading and material covered in class. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination. On the final exam students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.

**Grading:** The midterm examination will constitute 30% of your grade; the final examination 50%; and 20% for the quizzes.

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**Academic Integrity:** "An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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**Book List**

Cervantes: *Don Quixote* (electronically reserved by the library)

Moliere: *Tartuffe*

Voltaire: *Candide*

Shelley: *Frankenstein*

Tolstoy: *The Death of Ivan Ilyich*

Camus: *The Plague*

Marquez: *Chronicle of a Death Foretold*

Achebe: *Things Fall Apart*

Borges: *The Garden of Forking Paths* (photocopy)
CALENDAR

Week 1  
Introduction
Don Quixote (Read Chapters 1-10)
Don Quixote (Chapters 11-13)

Week 2  
Don Quixote
Tartuffe (Read entire play).
Tartuffe

Week 3  
Tartuffe
Tartuffe

Week 4  
Candide (Read Chapters 1-20)
Candide
Candide (Chapters 21-30)

Week 5  
Candide
Candide
Candide

Week 6  
Frankenstein (Read Introduction-Chapter 11)
Frankenstein
Frankenstein (Chapters 12-16)

Week 7  
Frankenstein (Chapters 17-24)
Frankenstein
MIDTERM EXAMINATION

Week 8  
The Death of Ivan Ylyich (Read entire story)
The Death of Ivan Ylyich
The Death of Ivan Ylyich

Week 9  
SPRING BREAK

Week 10  
The Plague (Read Part I-II)
The Plague
The Plague (Part III-IV)

Week 11  
The Plague (Part V)
The Plague
The Plague

Week 12  
Things Fall Apart (Read Chapters 1-13)
Things Fall Apart (Chapters 13-25)
Things Fall Apart
Week 13  
*Chronicle of a Death Foretold* (Read Chapters 1-4)  
*Chronicle of a Death Foretold* (Read Chapters 5)  
*Chronicle of a Death Foretold*

Week 14  
*The Garden of Forking Paths* (Read entire story)  
*The Garden of Forking Paths*  
Conclusion

**FINAL EXAMINATION TBA.** On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Religious Studies

2. Course prefix and number: RELS/HIST/CLAS 220
   HISTORY OF CHRISTIANITY: ORIGINS TO THE REFORMATION

3. Texas Common Course Number: N/A

4. Semester credit hours: 3

5. Course is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

   (Current Core - No (but HIST 220 is yes))

6. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

7. How frequently will the class be offered?
   - Each Spring semester

8. Number of class sections per semester:
   - 1 section cross-listed with RELS/HIST/CLAS

9. Number of students per semester:
   - 120-150

10. Historic annual enrollment for the last three years:
    - 145 (all x-listings)
    - 182 (all x-listings)
    - Faculty on leave

11. This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    - Course Instructor
    - Department Head
    - College Dean/Designee

13. Date
    - 3/22/13

14. Approvals:
    - Date
    - 3/25/13

15. Date
    - 3/26/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

3/20/13

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 220

Date: March 18, 2013

Please accept this memorandum in support of the history department's request to certify HIST 220: History of Christianity for the 2014 Core Curriculum.

Due to a series of events—including unexpected permanent faculty departures and an unusually large number of faculty members on-leave in the years under consideration—we believe the course's historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in/enrollment in the course.

HIST 220 had a strong course enrollment in 2010/2011 (142) and in 2011/2012 (122) when it was last scheduled. We expect the same when it is next taught in Spring 2014.

Based on this data, we submit the course for certification for the 2014 Core Curriculum and ask that you take information into consideration when making your decision.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course (HIST 220) provides a survey of the history of Christianity from its inception until the beginnings of European colonial expansion in the first half of the sixteenth century. It traces the growth of Christianity as it spread throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia and considers how this expansion required Christians to negotiate diverse social, political, and geographical situations. It further considers how these negotiations contributed to differences in how the faith developed theologically, ritually, and morally around the globe.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course will address the development of critical thinking skills by requiring students to interpret and synthesize lecture, primary source materials and secondary source materials related to the growth of Christianity world-wide and the complicated negotiations people undertook to express and define Christianity in different social, political and geographical situations. Student learning will be evaluated through class discussion, a short primary source analysis, two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course will address the development of and application of communication skills by requiring students to participate in class discussions of assigned readings material, produce a short analytical essay, and complete two midterms and a final exam based on material related to the movements associated with the spread of Christianity throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia from its beginning until 1500. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, and two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

This course will address social responsibility by requiring students to identify and evaluate (in lectures and reading materials) how cultural differences shaped the definition and expression of Christianity throughout the Mediterranean basin, Mesopotamia, Africa, Northern Europe and central Asia. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, and two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to identify, analyze and synthesize (through lectures and reading materials) how choices made by adherents of Christianity, whether commoners or rulers, shaped the political, economic and ideological parameters of Christianity’s expression around the globe. Students also will be asked to determine whether or not they can apply the ethical decision-making processes discussed in class to their own contemporary lives. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST/CLAS/RELS 220: The History of Christianity
TR 9:35-10:50
Spring 2011
ANIN 215

Instructor: Dr. Daniel Schwartz
daniel.schwartz@tamu.edu
office: Glasscock 014
office hours: M 1-2:30; W 2:30-4

Teaching Assistant: Mr. Nathaniel Weber
webernrl@neo.tamu.edu
office: Glasscock 003B
office hours: T 11-12:15; W 12-1:45

Course Description
This course surveys the history of Christianity from its inception until the beginnings of European colonial expansion in the first half of the sixteenth century. From the earliest period, the movements associated with the person of Jesus of Nazareth were oriented toward evangelism and expansion. This course begins in the first century and traces the growth of Christianity as it spread throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia. This expansion required Christians to negotiate diverse social, political, and geographical situations. As they did this, the faith developed differently theologically, ritually, and morally. This course will investigate the variety of Christian expression in the history of global Christianity.

Prerequisites:
None

Core Objectives for Language, Philosophy and Culture Foundational Component Area
Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Course Aims
This course seeks to orient students to the world history of Christianity. Historical accounts of the history of Christianity often focus on the developments relevant to explaining Christianity
in Western Europe and North America. Traditions which developed outside of this trajectory are often ignored. Take, for example, the traditions which developed in Egypt and Persia following the Christological controversies of the fifth century. As western countries continue to receive increased immigration of Middle Eastern Christians and as African missionary activity in the United States begins to grow, traditional understandings of what is relevant to understanding Christianity in the West must change. Christianity is a global religion which took on a variety of expressions from its inception. Through close readings of primary sources and the course textbook you will come to understand how Christianity developed in various regions throughout the world and how the cultural forces it faced in these locations produced expressions of Christianity unique to each place.

**Student Learning Outcomes:**
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history of Christianity from its inception to the early sixteenth century.

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the development of Christianity Civilization and in present-day human cultures.

4) apply knowledge about the human condition—in the historical development of Christianity and in the present—to their personal lives and studies.

**Required Course Readings**


Various readings listed below as Online are available through online course reserves. Readings listed as Bible below you may read from any printed version or on-line at http://www.ccei.org/wwsb/.

**Class Format**
The material covered in this class is most exciting when experienced through the primary sources, that is, through the literature produced in the period under consideration. As a result, we will split our time between lecture and class discussion of primary sources. Our Tuesday classes will be based on lecture, leaving our Thursday class free for the discussion of primary sources. Due to the large size of the class, facilitating this discussion will take a certain amount of creativity. Each student will choose a seat which s/he will use for the rest of the semester. On Tuesdays, we will all be together for lecture and the assigned seating will be used to take attendance (on which, see below). On Thursdays we will break into two groups (based on your seat assignment) and hold two separate discussion sections in opposite corners of the lecture hall,
one led by me and the other by the TA, Mr. Weber. While this is not ideal logistically, I am confident that any discussion is better than none!

**Attendance**

Attendance in class and participation in discussion are expected. On Thursday of the first week you will be assigned a seat for the entire term. Please choose carefully and sit in that same seat every day. If you have no unexcused absences for the semester, you will receive two percentage points added to your final grade. If you have only one unexcused absence, you will receive one percentage point added to your final grade. You are permitted two unexcused absences without an adverse impact on your final grade. However, unexcused absences beyond two will each earn a one percent drop in your final grade. Being late is the same thing as being absent! If you want to receive credit for attending class you must be in your seat when the TA takes attendance.

I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**Assignments**

**Participation (10 points):**

We take attendance because we expect you to be present mentally as well as physically. When we have discussion I want all of you to participate and you will be rewarded when you do so. If you are physically present but chose to talk, text, or browse the web in a way that disturbs others this will harm your participation grade.

In order for you to be prepared for each of these class sessions, you will need to read all assigned sections listed as Secondary for our Tuesday class session and all the assigned readings listed as Primary for the Thursday session.

Questions to ask of readings:
1. What is the author's main point in writing this text?
2. What part of the reading was most interesting to you? Why?
3. What part of the reading disturbed you? Why?
4. What part of the reading did you not understand? (Compose a question for class discussion which will help clarify a part of the text which was confusing for you.)
5. In what way does this reading address similar themes or questions to the texts we have previously read?

**Map Quiz (10 points):**

We will cover a great deal of geography in this course. It will help you tremendously to know where things are located. In order to facilitate this learning we will have a map quiz.

**Short Paper (40 points):**

We will spend a considerable amount of time reading primary sources in this course. As such, you will also be expected to write about primary sources. Each of you will write a short 2-3 page paper on prompts provided to you. They will ask you to think more deeply about primary sources we have read and discussed together. These assignments will be due on a rolling basis with individual discussion groups submitting papers on the dates set in the course schedule below.
Exams (140 points): You will take two midterms (40 points each) and a final exam (60 points). Due to the large size of the class, these will be multiple choice exams for which you must bring a long thin green scantron. These exams will require you to be familiar with primary and secondary readings as well as the class lectures.

Course Grading (based on points)

10 Participation
10 Map Quiz
40 Short Paper
40 First Midterm Exam
40 Second Midterm Exam
60 Final Exam

200 Total Possible

Grading Scale (by percentage):

90-100 A
80-89 B
70-79 C
60-69 D
59 & below F

All grades are final! We will not negotiate the grades you have earned on exams or papers.

ADA- Students with Disabilities:
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu

Academic Integrity:

Class Schedule [Schedule and specific readings subject to change as necessary]

Week 1 -- January 18-20: Introduction to the Study of Christian History
Secondary HWCM, vii-21
Primary Matthew 5-7 (Bible)
Didache (RWCH, 12)
**Week 2** -- January 25-27: Christianity in the Roman World  
Secondary  HWCM, 22-74  
Primary  Acts of the Apostles, Chapters 1-2, 17 (Bible) Acts of Paul and Thecla (RWCH, 48) Correspondence of Pliny and Trajan (RWCH, 23)

**Week 3** -- February 1-3: The Expansion of Christianity  
Secondary  HWCM, 74-115  
R. D. Young, "Martyrdom as Exultation" (Online)  
Primary  Acts of Thomas (Online) Martyrs of Lyon (RWCH, 24) Martyrdom of Perpetua and Felicity (RWCH, 30)  
Map Quiz in class on Tuesday, 2/1

**Week 4** -- February 8-10: Christian Diversity and the Idea of Orthodoxy  
Secondary  HWCM, 115-155  
Primary  Irenaeus, Against Heresies (RWCH, 58) The Muratorian Fragment (RWCH, 66) Bardaisan, Book of the Laws of Countries (RWCH, 82) Ephrem the Syrian, Hymn 1 (RWCH, 113)

**Week 5** -- February 15-17: Christianity and Empire  
Secondary  HWCM, 155-184  
Primary  Life of Constantine (RWCH, 87)  
Augustine, City of God (RWCH, 195)  
Rufinus, The Christianization of Ethiopia and Georgia (RWCH, 107) Agathangelos, The Christianization of Armenia (RWCH, 122)  
**Discussion Group A Short Paper Due in class on Tuesday 2/15**

**Week 6** -- February 22-24: Christianity and the Desert  
Secondary  S. Griffith, "Asceticism in the Church of Syria" (Online) W. Harmless, "Desert Christians" (Online)  
Primary  Palladius, Lausiac History (RWCH, 155) Rule of St. Benedict (Online)  
**FIRST IN-CLASS MIDTERM ON THURSDAY 2/24**

**Week 7** -- March 1-3: Late Antique Christianity in the West  
Secondary  HWCM, 220-239  
Primary  Pelagius, To Demetrius (RWCH, 206) Augustine, On Nature and Grace (RWCH, 210)  
Patrick, Confession (RWCH, 221)

**Week 8** -- March 8-10: Eastern Christianity before Islam  
Secondary  HWCM, 184-219, 240-256  
Primary  John of Ephesus, The Evangelization of Nubia (RWCH, 188) Cosmas Indicopleustes, Christians in India (RWCH, 192) Holy Women of the Syrian Orient (Online)  
**Discussion Group B Short Paper Due in Class on Tuesday 3/8**
March 14-18: SPRING BREAK!

Week 9 -- March 22-24: Islam and the Eastern Spread of Christianity
Secondary HWCM, 257-289, 305-323
Primary John of Damascus on Islam (Online)
Inscription of the Monument of the Church of the East (RWCH, 243) Chinese Christian Sutras (RWCH, 247)

Week 10 -- March 29-31: The Rise of Western Christendom
Secondary HWCM, 289-305, 323-353
Primary Acts of the Third Council of Toledo (RWCH, 253)
Bede, Ecclesiastical History (RWCH, 258)
The Heiland (RWCH, 271)
Discussion Group C Short Paper Due in Class on Tuesday 3/29

Week 11 -- April 5-7: Byzantine Christianity and Commonwealth
Secondary HWCM, 354-383
Primary Letters of Patriarch Photius and Pope Nicholas (RWCH, 297)
Life of Constantine (RWCH, 302)
Russian Primary Chronicle (RWCH, 310)
SECOND IN-CLASS MIDTERM ON THURSDAY 4/7

Week 12 -- April 12-14: Jews, Christians, and Muslims: The Crusades
Secondary HWCM, 383-405
Primary Pope Urban II, Speech at the Council of Clermont (Online) Solomon bar Samson, The Crusaders in Mainz (Online)
Guibert of Nogent, The Deeds of God through the Franks (RWCH, 324) Ibn al-Athir on the Fall of Jerusalem, 1099 (RWCH, 334)
Nicetas Choniates on the Sack of Constantinople, 1204 (RWCH, 335) James I of Aragon on the Fall of Valencia, 1238 (RWCH, 336)

Week 13 -- April 19-21: Christian Society in the Medieval West
Secondary HWCM, 406-439, 476-491
Primary Anselm of Canterbury, Cur Deus Homo (RWCH, 339) Bernard of Clairvaux, On Loving God (RWCH, 347)
Letters and Visions of Hadewijch of Brabant (RWCH, 362)
Discussion Group D Short Paper Due in Class on Tuesday 4/19

Week 14 -- April 26-28: World Christianity at the Dawn of Modernity
Secondary HWCM, 440-475, 492-506
Primary Mandeville on Prester John (Online)
The Lives of Mar Yahbh-Allaha and Rabban Sawma (RWCH, 373)
Kebra Nagast (RWCH, 388)
The Council of Constance (RWCH, 414) The Council of Florence (RWCH, 415)
May 6, 12:30- 2:30: FINAL EXAM
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Religious Studies Program
   RELS 221*

2. Course prefix and number: Course is cross-listed
   History of Islam
   W1 HIST 221

3. Texas Common Course Number:

4. Semester credit hours:
   3

5. Complete course title:

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 fall

9. Number of class sections per semester:
   1 (cross-listed with HIST 221)

10. Number of students per semester:
    10 RELS; 45-HIST

11. Historic annual enrollment for the last three years:
    0 (2011-2012)*
    10 RELS; 49-HIST (2010-2011)
    0 (2009-2010)*

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    [Signature]
    Course Instructor

    [Signature]
    Approvals:

    [Signature]
    Department Head

    [Signature]
    College Dean/Designee

13. Date
    3/25/13

14. Date
    3/25/13

15. Date
    3/24/13

See form instructions for submission/approval process.
MEMORANDUM

DATE: March 25, 2013
TO: Members of the Core Curriculum Committee
FROM: Donnalee Dox, Director Religious Studies
RE: RELS 221/HIST 221

Please accept this memorandum in support of the Religious Studies Program's request to certify RELS 221/HIST 221: History of Islam for the 2014 Core Curriculum.

Due to a series of events—including unexpected permanent faculty departures and an unusually large number of faculty members on leave in the years under consideration—we believe the course’s historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in/enrollment in the course. For that reason, we have gathered the below data on RELS 221’s annual enrollment over the last six years.

2007/2008=47
2008/2009=0
2009/2010=0
2010/2011=10 RELS; 49 HIST
2011/2012=0
2012/2013=10 RELS; 37 HIST
*Also scheduled for Spring 2014

As the above data indicates, the department does have a commitment to scheduling, and there is student interest in taking, RELS 221/HIST 221. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this annual enrollment information into consideration when making your decision.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course (HIST 221) provides a survey of the main political, religious, social and cultural themes in Islamic history and civilization from the time of Prophet Muhammad (ca.600CE) to ca. 1500 CE. It encourages students to observe, evaluate and think critically about the formation of the Islamic tradition as well as it's transformation over time across different regions and cultures and its interaction with other traditions and world religions.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course will address the development of critical thinking skills by requiring students to interpret and synthesize lecture, primary source materials and secondary source materials related to the growth of Islam world-wide and the complicated negotiations people undertook to express and define Islam in different social, political and geographical situations from 600-1500CE. Student learning will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course will address the development of application of communication skills by requiring students to participate in weekly class discussions of assigned primary source reading material related to the formation of Islamic tradition, its transformation across different regions and cultures and its interaction with other traditions and world religions between 600 and 1500CE. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and written essay questions that analyze written and visual sources (including maps, illuminated manuscripts and material objects).

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course will address social responsibility by requiring students to identify (in lectures and reading materials) how cultural differences shaped the definition and expression of Islamic tradition, as well as its transformation, over time and across different regions. It also asks students to reflect on how adherents of Islam interacted with adherents...
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

of other traditions and world religions. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions that analyze written and visual sources (including maps, illuminated manuscripts and material objects).

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to identify and evaluate (in lectures and reading materials) how choices made by followers of Islam, whether commoners or rulers, shaped the political, economic and ideological parameters of Islam's expression around the globe. Students will be asked to reflect on how the political, economic and social context of the period under discussion influenced the process of ethical decision making and whether or not they can use the same ethical decision making processes in their own lives. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions that analyze written and visual sources.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
RELS 221/HIST 221  
Texas A&M University  
Fall 2010

Instructor: Dr. Side Emre (sideemre@tamu.edu)  
Class Location: CHEN 106 / Class Hours: Tu-Th, 9:35-10:50AM  
Office: 13-GLAS / Office Hours: Th, 3:45-5:00PM and by appointment

TA: Sebastian Arandia (saraandia@tamu.edu)  
Office: GLAS-004/ Office Hours: T, 11:00AM-12:30PM and W, 1:00PM-2:30PM.

HISTORY OF ISLAM (ca. 600- ca. 1500 C.E.)

Course Description:
The aim of this course is to introduce students to some of the main themes in Islamic history and civilization from the time of Prophet Muhammad (ca. 600 C.E.) to ca. 1500 C.E. We will proceed chronologically and thematically with focus on political, religious, social and cultural events of significance. We will connect our analysis of significant historical events with important primary documents to grasp and question the first hand versions of what is established as historical fact. The goal here is to observe, evaluate and think critically about the formation of the Islamic tradition as well as its transformation over time across different regions and cultures alongside its interaction with other traditions and world religions.

Prerequisites:
None

Core Objectives for Language, Philosophy and Culture Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:
Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings related to the history of Islamic civilization from 600 CE-1500CE.
2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in the past history of Islamic civilizations and in present-day human cultures.
4) apply knowledge about the human condition- in the Islamic World's past and present- to their personal lives and studies.

Course Aim and Objectives:
Very broadly, this course is guided by two primary objectives: First, to introduce students with little or no prior knowledge of Islam, history of Islam and the Middle East to the main religious, political, social and cultural contours of the tradition and its diverse participants. Second, this course aims to guide students in thinking, speaking and writing analytically about Islam and Islamic history. One of our primary goals is to give students conceptual tools, historical information and analytical skills necessary to contextualize Islam in today's world and make sure that they respond to the events and information they encounter and observe in a critical and knowledgeable manner. During the course of the semester you will watch several documentaries and movies. You will also participate in exercises to evaluate the historical content as well as the narrative qualities of some of controversial audio-visual and narrative sources on Islam and the Middle East.

Required Readings:

*Additional reading materials, such as newspaper articles and extensive selections from other primary or secondary sources, will be posted on the HIST 221 E-Learning site for you to prepare for our bi-weekly in-class discussion sessions.

Recommended Readings:

Attendance Policy:
Regular attendance is of paramount importance for this course. The TA will take attendance each class period based on a seating chart we will distribute and you will sign on the second day of class. Each lecture is designed to build on the information and analysis made in the previous session. Attending a class means that you did the
required readings before Tuesdays and Thursdays, and that you are ready to answer questions and discuss in class. I will handle all absences and any late work related to them according to Student Rule 7. Refer to http://student-rules.tamu.edu/rule7.htm

Three unexcused absences are allowed for the duration of the semester. If you miss one class after that (and that absence is also unexcused), that will result in a two point reduction from your final grade. If you miss a fifth class (and that absence is unexcused), then two more points will be taken off your final grade for this class. More than five unexcused absences will result in an automatic F as the final grade.

**Helpful Reading Hints:**

1. Remember that this class is an ultra-marathon! This means you have to work doubly hard to prepare well, be patient, and not get intimidated with the hardships on the path.
2. This is a **READING INTENSIVE CLASS**: Before every class you have to read the assigned textbook pages, primary source materials and be prepared to answer the study questions when asked in class discussion. We will analyze and interpret some sections of the assigned primary materials after each lecture so be prepared.
3. Time management and attention are keys for success: Give ample time to complete readings. You are not familiar with the jargon, historical context, political dynamics and the protagonists. It will take time before you can begin to see the patterns and grasp the inner dynamics of the data. As weekly lectures will focus on both the information given in the textbook, primary materials, and other sources, if you rely solely on my presentation, you will be lost.

**Requirements and Grading:**

You are required to do all of the readings, watch all the assigned audio-visual materials, as well as read the articles posted on the E-Learning site. You will be evaluated based on three exams and class participation.

*Exams* are not comprehensive. They will include multiple-choice, primary source identification(s) and essays. Each will have approximately thirty **multiple-choice questions** and you will be using a #2 pencil and GREY scantrons to answer them. Data from the Egger book, the study questions on your primary reading materials as well as relevant information pertaining to these materials will be the basis of your multiple choice questions. Questions based on the audio-visual materials you will watch during the course of the semester will also be asked in the multiple choice section. You will also have one and/or two **primary source identification question(s)** which you will answer in one and/or two short paragraphs. Primary text identification questions will be asked from a variety of sources such as Egger’s book, materials covered in class lectures and discussions, and sources available on E-Learning. The last part of your exam will consist of an **essay question**. You will be given two essay options, and will choose one. Your essay will be written in ink in three to four bluebook pages. Data
from the Egger book, the study questions on your primary reading materials as well as relevant information pertaining to these materials will be the basis for the essay questions. Your essays/paragraphs will be graded on content, clarity, analytical substance, and interpretive ability.

*Class participation* will count for 10% of your grade and will be based on your informed and consistent (at least once every class period) contributions to our Thursday class discussions. I have provided detailed study questions to help guide you in your reading of the primary sources we will discuss each session. I will collect your written answers/notes for those questions at the end of each discussion day and will consider them when calculating your class participation grade. Please note, however, that even detailed responses cannot take the place of your oral contributions in class.

**Grading Scale:**
89.5-100 = A  
79.5-89.4 = B  
69.5-79.4 = C  
59.5-69.4 = D  
59.4 & below = F

**Grading Summary:**
Participation: 10%  
Midterm I: 25%  
Midterm II: 30%  
Final Examination: 35%

**Extra Credit Option:**
If you have perfect attendance, meaning you have no unexcused absences, then you get two extra credit points added to your final class average. There are no exceptions on this rule.

**Classroom Behavior**
Always remember that Aggies are respectful and well-behaving to their class mates and to their instructors. I will not tolerate any behavior that disrupts the flow of our class and goes against respectful rules of conduct. Please do not use your cell phones to talk or send messages during class sessions.

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)
Academic Integrity:

Course Schedule:

Important dates:
MIDTERM I: October, 14 Thursday
MIDTERM II: November, 18 Thursday
THANKSGIVING HOLIDAY: November, 25 Thursday = NO CLASS!
LAST DAY OF CLASS: December, 7 Tuesday
FINAL EXAM: December 10 Friday, 12:30-2:30PM

WEEK 1
August 31
General Introduction, organizational introduction for the course, discussion of the syllabus will be given. In the second half of the class we will be watching selections from PBS documentary Islam, Empire of Faith: Produced and directed by Robert Gardner; writers, Jonathan Grupper (series writer), Patrick Prentice (head writer), Richard Roughton (writer, episode one); a Gardner Films production in association with PBS and Devillier Donegan Enterprises. Publisher: [Alexandria, Vir.]: Distributed by PBS Home Video, [2004]

September 2
PBS documentary Islam, Empire of Faith, continued

WEEK 2
September 7:
Pre-Islamic World (500-610 C.E.) Lecture focus: Introduction of terms, protagonists, basic concepts, setting the stage and historical background to the Near East before advent of Islam. Topics: Origins and Arabia on the eve of Islam: Judaism, Christianity Zoroastrianism, Manichaeism and Paganism within the context of the Byzantine Empire, its rival the Persian Sasanian Empire, and Arabian Peninsula before Islam’s emergence.

September 9:
Primary Source Readings posted on E-Learning: Sources on the pre-Islamic world and its peoples
Study Questions:
1. Having done the assigned readings, how would you describe the main features of the social, cultural and religious and economic life of the majority of the inhabitants of the Arabian peninsula prior to the rise of Islam and its relationship to the wider Near East at that particular time? What are the hardships do you face in answering questions on the pre-Islamic Arabian Peninsula and what are the difficulties facing the historians of this period?
2. When reading the primary source selection titled “Theophanes, The Confessor (d. 818), Chronographia (or “Chronicles“) covering the years 616-629” answer these questions: How can you describe the nature of the conflict between Byzantine Empire (the Romans), the Sassanid Persians and others? Who emerges victorious in this confrontation and why? What are the messages Theophanes intended for his audiences who had access to his account of the Byzantine victory?

3. When reading the primary source selection titled "The History of Ja"far al Tabari (d. 923 C.E.) on Persia and Yemen” answer these questions: What does Al-Tabari’s History tell us about the relations between Arabs and civilizations that they interacted with during the pre Islamic period? Considering that some of narratives were written approximately 400 years after the events transpired, how did the messages resonate with later audiences? What can these narratives tell or hide about the spread of Judaism and Christianity, as two major monotheistic predecessors to Islam, into Arabia during the time of and before the emergence of Islam?

WEEK 3

September 14:
The rise of Islam and the Mission of Prophet Muhammad in Mecca (610-622 C.E.):
Topics: Muhammad’s life, family; His early prophetic career with reference to primary sources; Meccan society, political, economic and spiritual life of the Arab tribes prior to the rise of Islam; introduction to the literature and culture that Muhammad inherited; Qur’an; biographies of Muhammad.

September 16:
Primary Source Readings posted on E-Learning: Pre-Islamic Arabia and the origins of Islam in Mecca
Study Questions:
1. What was the role of Mecca in the political, economic and spiritual life of the Arab tribes prior to the rise of Islam?
2. What did Muhammad change? How did he challenge the political and social authorities of the Meccan communities?
3. When reading the primary source selection titled "Pre-Islamic Arabia and the origins of Islam in Mecca: Selections of pre-Islamic and poetry from „Antara, Thabit, al-Khansa“ (ca. early sixth/seventh century C.E. and Ibn al-Kalbi (d.817)” answer these questions: What does the pre-Islamic literature say about the values and customs of the Arabian world? What do these folks practice? Do you see problems in interpreting these sources and why?
4. When reading the primary source selection titled “Pre-Islamic Arabia and the origins of Islam in Mecca: Al-Qur’an (the Recitation), verses from the Meccan period (ca. 610-622 C.E., including chapters 1, 19, 26, 53, 80, 81, 95, and 96)” answer these questions: What types of messages did these early verses convey? Who is the audience? Can you see references to other monotheistic traditions in these verses? How different and/familiar is the Qur’an for you?
5. When reading the primary source selection titled “Pre-Islamic Arabia and the origins of Islam in Mecca: Selections from the Sirat Rasul Allah (Biography of the Messenger of God) compiled by Ibn Ishaq (d. 768) and edited by Ibn
Mecca from the Tarikh al-rusul wa'l-muluk (History) of al-Tabari (d. 924)" answer these questions: What can you say about the ways in which these narratives add to our knowledge on the pre-Islamic context? What were the characteristics of the populations in the Arabian Peninsula before Muhammad? How authentic are these sources? Who were Muhammad’s enemies during the early period of his career? Do these narratives help you to understand some ideas in the Qur’anic verses you read?

**WEEK 4**

**September 21:**
Second phase of Muhammad’s prophetic career:
The formation of the Islamic community in Medina and the death of a prophet (622-632 C.E.): Topics: Later prophetic career of Muhammad with reference to primary sources; biographies of Muhammad; The significance of Hijra; The death of Muhammad and the shock of the ummah.

**September 23:**
Primary Source Readings posted on E-Learning: The Prophet Muhammad’s career in Medina.
Study Questions:
1. When reading the primary source selection titled “The Prophet Muhammad’s career in Medina: Al-Qur’an (the Recitation), verses from the Medinan period (ca. 622-632 C.E., including chapters 2, 4 and 24” answer these questions: How does the selection from Chapter 2 (the Cow) provide commentary on the interactions between the various monotheistic communities of Arabia? What problems Chapter 24 (the Light) addresses for the early community?
2. When reading the primary source selection titled “The Prophet Muhammad’s career in Medina: Selections from the Sirat Rasul Allah (Biography of the Messenger of God) by Ibn Ishaq (d.768?) and Ibn Hisham (d.834)” answer these questions: What were some of the arrangements negotiated between the early Muslim community and the people of Medina? Was this damaging on the existing order? In what ways the discussion on the Qur’anic verses reflect on the tension between the ummah and Jewish communities of Medina? Was the peace of Hudaybiya in 628 C.E. discussed in Ibn Hisham as a source of victory for Muhammad?
3. Why/w hy not?
4. When reading the primary source selection titled “The Prophet Muhammad’s career in Medina: Selections on Muhammad’s activities as political and religious leader in Medina from the Tarikh al-rusul wa’l-muluk (History) of al-Tabari (d.923), History compiled in ca. early 900s” answer these questions: What are the political and religious problems that challenged Muhammad in Medina? Were there problems in his community? How were those addressed? How do these texts communicate with the issues raised in Chapter 24 (the Light) of the Qur’an? Why was the final pilgrimage of Muhammad important for al-Tabari? What are the main points of emphasis in al-Tabari’s narrative?

**WEEK 5**
September 28
After Muhammad: Establishment of the Islamic Empire, The Rightly Guided Caliphs and Muslim expansion (632-661 C.E.) Topics: The expansion and conquest of the ummah during the rule of the first four Rightly Guided caliphs, 632-661 C.E.; introduction to the Umayyad dynasty
Readings: Egger v.1, pp. 33-44.

September 30
Primary Source Readings posted on E-learning: The Rightly Guided Caliphate, 632-656 C.E.
Study Questions:
1. What were the main challenges which the ummah faced in the aftermath of 632 and what were the responses?
2. When reading the primary source selection titled “The Rightly Guided Caliphate, 632-656 C.E.: Selections from al-Tabari’s History on the activities of Abu Bakr (d.634) and „Umar b. al-Khattab (d.644) as successors to Prophet” answer these questions: Why was Muhammad’s death so traumatic an experience for the ummah? How was the problem of succession solved? What were the problems that the Muslim armies and leaders faced in the wake of their defeat by the Sassanid Persian army in Mesopotamia? Why was „Umar obligated to create pay systems, and military registers and what were the issues that arose from his executive decision-making process?
3. When reading the primary source selection titled “The Rightly Guided Caliphate, 632-656 C.E.: Theophanes the Confessor’s (d. 818 C.E.) views on the history of the Arab conquests under the early caliphs; with texts of early peace treaties between Arabs and non-Muslims” answer these questions: How knowledgeable was Theophanes on Muhammad’s career? Do you find his data valuable or not? Why? How does Theophanes’ narrative tackle with the mistakes done by the Byzantine leaders as they confronted the Arab invasions? What elements characterized the texts of various peace treaties drawn up among Arab leaders, towns and regions they captured?
4. When reading the primary source selection titled “The Rightly Guided Caliphate, 632-656 C.E.: Selections from al-Tabari’s History on the evolution of the Caliphate under Caliph „Uthman b. Affan (d.656)” answer these questions: Why did „Uthman come to be a controversial persona in the early Islamic History? How does the author present „Uthman as distinctive from his predecessor, „Umar, as the caliph of the ummah? What kind of developments and issues complicated „Uthman‟s attempts to administer the early Islamic Empire?

WEEK 6
October 5
Umayyads and „Abbasids; the Establishment of Sectarianism (661-800 C.E.)
Topics: The rule of the Syrian Umayyad monarchy, 661-750 C.E.; development of sectarianism in the ummah; Ideological split between supporters of community consensus versus the partisans of „Ali; Interpretations of how the ummah should be ruled; Fita‘a wars; Problem of authority; Kharijites, Sunnis and Shi‘is; Introduction to the Abbasid Revolution and its impact.
Readings: Egger v.1, pp. 44-84.
October 7
Primary Source Readings posted on E-Learning: The first civil war and the Umayyad Caliphate.
Study Questions:
1. When reading the source selection titled “The first civil war and the Umayyad Caliphate: Selections from al-Tabari’s History on the origins of the First Civil War in 656-657 C.E., followed by various anecdotes and Umayyad-period correspondence” answer these questions: Why did „Ali‟s position pose a challenge in 656 C.E. as he assumed power? How did the mission of Muhammad’s wife „A”ishah and her supporters demonstrate the conflicts rising within the ummah? What do these narratives hint with reference to the concerns of the Umayyad rulers at this time? What roles did non-Muslims or non-Arabs play in these concerns?
2. When reading the source selection titled “The first civil war and the Umayyad Caliphate: Non-Muslim historical reports on Umayyad administration, Theophanes the Confessor (d. 818), Dionysius of Tel-Mahre (d. 845) and Ibn al-Athir (d. 1234) on reflections of the Arab-Byzantine world in coinage and architecture” answer these questions: According to these sources why was there an increase of conflict during this period of Islamic history? Why was the coinage reform important to the Byzantines and the Umayyads? How would you characterize the coinage and architecture of the Umayyad period? Does it represent a continuum or departure with respect to earlier traditions?
3. When reading the source selection titled “The first civil war and the Umayyad Caliphate: Selections from al-Tabari’s History on the reign of Mu‟awiya b. Abu Sufyan (d. 680) and his followers” answer these questions: How did Mu‟awiya’s governors like Ziyad b. Abihi try to solve conflicts, such as rebellion and sedition in the cities of „Iraq? Why did the appointment of Yazid b. Mu‟awiya as direct heir to the Umayyad throne prove to be a controversial act? How can we define Mu‟awiya’s reign? What were his points of success, where did he fail?

WEEK 7
October 12:
Umayyads and Abbasids; the Establishment of Sectarianism (661-800 C.E.) – Continued Topics: Problem of authority; Kharijites, Sunnis and Shi‟is; The Abbasid Revolution, and its impact.
Readings: Egger v.1, pp. 44-84.
Primary Source Readings posted on E-Learning: The Abbasid Revolution and the Sunni Shi‟i split.
Study Questions:
1. When reading the source selection titled “The Abbasid Revolution and the Sunni-Shi‟i split: Various sources on the rebellions against the Umayyad dynasty and its representatives” answer these questions: What do these anecdotes tell us about the problems faced by the later Umayyad dynasty? How did they face these challenges? What were the main problems that fuelled various rebellions in the later Umayyad period? How do you regard these sources?
2. When reading the source selection titled “The Abbasid Revolution and the Sunni-Shi‟i split: The History of al-Tabari (d. 923) and the Chronographia of Theophanes the
Confessor (d. 818) on the origins of the „Abbasid revolution and its victory under Abu”l-„Abbas and his successors” answer these questions: How did Abu Muslim (d. 755) rebel against the Umayyads? How did Abu”l-„Abbas al-Saffah (d.754), the first „Abbasid caliph, justify the right of his partisans to seize the control of the Islamic empire? What does Theophanes’ narrative add to the existing knowledge of the „Abbasid revolution and why was he intensely interested in the revolution? In your opinion did the condition of the Byzantine Empire affect his perspective?

3. When reading the source section titled “The Abbasid Revolution and the Sunni-Shi”i split: The History of al-Tabari on the killing of Abu Muslim and the revolt of the various early Shi”a partisans” answer these questions: Why did the second „Abbasid caliph Abu Ja”far al-Mansur (d.775) view Abu Muslim as a rival and order his death and why did this order prove to be problematic for the „Abbasids? What were the major points of contention between Abu Ja”far and the „Abbasid ruling house from the partisans of the house of „Ali under Muhammad b. „Abdullah (d. 762)? How do these narratives interpret the problem of a final split between the Sunni and the Shi”a sects of Islam?

October 14: MIDTERM I

WEEK 8
October 19:
Introduction to the Political Fragmentation of the Abbasid Caliphate (800-1050 C.E.):
Topics: The golden age of the Islamic authority under the „Abbasid Caliphate; The legacy of the „Abbasids for Islamic history and civilization; Sources on the „Abbasids; Introduction to the political decentralization and fragmentation in the Muslim world; Sunni-Shi”i Caliphates; Sources on Medieval Islamic Spain, Buyids and Fatimids.

October 21:
Primary Source Readings posted on E-Learning: The Abbasid Caliphate at the height of its power.
Study Questions:
1. When reading the source selection titled “The Abbasid Caliphate at the height of its power: Arab geographer al-Ya”qubi (d.897) on medieval Baghdad in his Kitab al-Buldan (Book of lands); recollections of „Abbasid times in Abu „Ali al-Tanukhi (d.995) Nishwar al-Muhadara (Judge’s Table Talk)” answer these questions: Why did the Abbasid capital Baghdad attract such fame in medieval times and how does al-Ya”qubi’s description of the city provide insight on „Abbasid politics? What can the anecdotes such as al-Tanukhi reveal about the „Abbasid period? What are the themes that dominate al-Tanukhi’s stories?
2. When reading the source selection titled “The Abbasid Caliphate at the height of its power: The History of Abu Ja”far al-Tabari (d. 923) on the fall of the Persian Barmakid viziers and selections from Alf Layla wa Layla (One Thousand One Nights, late ninth century?)” answer these questions: Among the numerous narratives that depict the fall of the Barmakid vizier Ja”far b. Yahya and his family, which ones are most interesting? Why did Ja”far b. Yahya’s story important for Al-Tabari and to later generations? How does One Thousand and One Nights portray „Abbasid rulers
and their viziers? Can you connect Al-Tabari’s account and the One Thousand and One Nights?

3. When reading the source selection titled “The Abbasid Caliphate at the height of its power: Abu Ubeyd al-Qasim b. Sallam (d.837) on Cyprus in the Kitab al-Amwal (The book of Taxation) and al-Tabari on policies of the Abbasid Caliphs Harun al-Rashid and Abdullah al-Ma’mun” answer these questions: What was the administrative decision made on the case of the island of Cyprus and what logical position was taken by the jurists to make that decision? Why did Harun al-Rashid come to his particular decision on the succession issue, why did it fail? Why were the theological debates about the Qur’an so important to caliph al-Ma’mun and why was his position controversial among his contemporaries?

WEEK 9
October 26:
Political Fragmentation of the Abbasid Caliphate (800-1050 C.E.): Topics: Political decentralization and fragmentation in the Muslim world; Sunni-Shi’i Caliphates; Sources on Medieval Islamic Spain, Buyids and Fatimids.
Readings: Same as last week, Egger v.1, pp.85-113, 139-144 and 154-171

October 28:
Primary Source Readings posted on E-Learning: Political fragmentation in the medieval Islamic world.
Study Questions:
1. When reading the source selection titled “Political fragmentation in the medieval Islamic world: Al-Tabari’s History on the rise of sectarian movements such as the Zanj and Qaramita revolts under the later ‘Abbasids” answer these questions: What strategems did Isma’il Shi’ite leader Ali b. Muhammad b. Ahmad use to challenge the ‘Abbasid caliphate, and what does this tell us about ninth century ‘Iraq? Why was the Qarmatian movement hated and feared by the ‘Abbasids? Can we consider al-Tabari a reliable source on the history of these anti-‘Abbasid movements?
2. When reading the source selection titled “Political fragmentation in the medieval Islamic world: Sunni theorists Ibn Batta (d.997), Abu’l-Hasan al-Mawardi (d.1057), and Fatimid Shi’ite missionary Abu’l-Fawaris Ahmad b. Ya’qub (d. ca. 1071) interpret theories of political authority in Islam and the Imamate” answer these questions: How did Sunni writers like Ibn Batta and al-Mawardi define the rights and duties of the Imam and his subjects? In what ways does Abu al-Fawaris’ understanding of the Imamate, as a Shi’ite missionary, differ from that of Ibn Batta, al-Mawardi and the Sunni Muslim consensus? How do these writers back their assertions on the nature of the Imamate, which construction of authority was more compelling to the contemporary Muslims?
3. When reading the source selection titled “Political fragmentation in the medieval Islamic world: Various Muslim and Jewish sources on the history of the Spanish Umayyad caliphate from the eight to the eleventh century C.E.” answer these questions: Relying on the sources you have read, explain how Spain’s political and religious position is different, and in some ways, unique when compared to the rest of the Islamic world? What role did the prominent Jewish members of the community
play in the Umayyad caliphate in Spain and how can we define the Muslim relations with non-Muslim groups?

**WEEK 10**
**November 2:**
The Saljuq Turks (1000-1200 C.E.): non-Muslims in Islamic culture and civilization
Topics: Central Asian migrations into Islamicate lands, coming of the Turks; sources on Turkish incorporation into the Islamic world; non-Muslim participation in commercial and rural life and its sources.
Readings: Eggert v.1, pp.145-154 and 229-256

**November 4:**
Primary Source Readings posted on E-Learning: The Great Turkish Migrations and the Saljuq Turks and Non-Muslims and daily life in the medieval Islamic world.
Study Questions:
1. When reading the source selection titled "The Great Turkish Migrations and the Saljuq Turks: The Arab essayist al-Jahiz (d.869) writes on the "Merits of the Turks" and Yusuf Khass Hajib (fl.ca. 1070) writes the Kutadgu Bilig (Wisdom of Royal Glory), a counsel manual for a Turkish speaking ruler" answer these questions: How does al-Jahiz justify the role of Turkish soldiers in Islamic society and why do you think he wrote this text towards the end of his life? According to Yusuf Khass, what are the factors that make a good army commander, secretary and treasurer? Are these qualities mutually compatible across the three positions? Do you think both of these works illustrate a synthesis between an ethnic-Turkish ruling class and their subjects by the end of the eleventh century? If so, how is that synthesis working?
2. When reading the source selection titled "The Great Turkish Migrations and the Saljuq Turks: Selection from the chronicle of Zahir al-Din al-Nishapuri (d. 1175), the Saljuq-nama (Story of the Saljuqs)" answer these questions: Why did the Saljuqs begin migrating from Central Asia and how did they establish themselves in Muslim lands? What were the reasons for the failure of the Ghaznavids, as rival ethnically Turkish dynasty, according to this text? What problems did the early Saljuq state face during the reign of Tughril Bey (d.1063) and how were those challenges met?
3. When reading the source selection titled "The Great Turkish Migrations and the Saljuq Turks: Selections from the universal history of Izz al-Din ibn al-Athir (d.1233), al-Kamil fi’l-tarikh (The Complete History) and selections from work of Saljuq vizier Nizam al-Mulk (d.1092) Siyasat-nama (Tract on Governance)" answer these questions: Why do you think Ibn al-Athir placed emphasis on policies of both the Saljuq Sultan Malik Shah and his grand vizier Nizam al-Mulk (both d. 1092) in his text? How did the deaths of Saljuq Sultan Malik Shah and his grand vizier Nizam al-Mulk impact the Saljuq state? Who do you think Ibn al-Athir favors and why? How can we characterize the Persian vizier Nizam al-Mulk”s political philosophy based on the readings from his Tract of Governance?
4. When reading the source selection titled "Non-Muslims and daily life in the medieval Islamic world: ’Abbasid diplomat Ibn Fadlan (ca. 922) and the Arab geographer al-Mas”udi (d.956) report on the frontier zones of the Islamic world” answer these questions: What was Ibn Fadlan”s reaction to the peoples from the Rus and the northern frontier of the Islamic world and how did he communicate them?
How did the Khazar peoples differ from the Rus and how would you characterize these frontier communities? What does al-Mas'udi tell us about Arab-Byzantine relations during the medieval period of Islamic history and their frontiers?

5. When reading the source selection titled “Non-Muslims and daily life in the medieval Islamic world: Various sources on the experiences of non-Muslims, especially Jewish communities under Muslim rule during the medieval period (ca. seventh to twelfth centuries)” answer these questions: What is the general legal framework by which dhimmis (non-Muslim subjects) came to be administered in Muslim societies? In what ways the realities of everyday life differ from the depiction of these rules? What are the dynamics between medieval Jewish and Muslim communities and how did that differ from the relationship patterns from the time of Muhammad?

6. When reading the source selection titled “Non-Muslims and daily life in the medieval Islamic world: The Arab essayist al-Jahiz (d. 869) and ruler Kaykaus b. Iskandar (d. after 1082) on medieval period slavery, Persian joke book (The Kulliyat) of ‘Ubayd-e Zakkani (d.1370)” answer these questions: In what ways do these depictions of slavery and slaves differ from what you had learnt in your American history classes? Do you think these narratives can tell us something different about medieval Islamic society that go beyond practices in regard to slavery? What do you think about the jokes of ‘Ubayd-e Zakkani? Do you think his tongue is sword-edged?

WEEK 11
November 9:
Islamic Law, Philosophy, Mysticism and Intellectual life Topics: Formation of Islamic law, sects, and schools of thought
Readings: Egger v.1, pp.114-138 and 199-228

November 11:
Primary Source Readings posted on E-Learning: The development of Islamic law and theology.
Study Questions:
1. When reading the source selection titled “The development of Islamic law and theology: Prophetic traditions collections (pl. Ahadith- hadith) of al-Bukhari (d.870), Shi'ite traditions from Ibn Babawayh (d.991), and the Forty-Two Traditions of al-Nawawi (d.1277)” answer these questions: How do the hadith traditions of al-Bukhari (d.870) differ from the content of the Qur’an that you read earlier in the semester and what topics do you see emerging in the hadith collections? How do the Shi’ite hadith traditions differ from those of Sunni compilers like al-Bukhari? Why do you think the collection of traditions from al-Nawawi became popular in the Muslim world?

2. When reading the source selection titled “The development of Islamic law and theology: Early Muslim scholar and founder of a school of Islamic law al-Shafi‘i (d.820), Spanish Muslim scholar Ibn Hazm (d.1064) and the legal decisions (fatwas) of al-Nawawi (d. 1277)” answer these questions: According to al-Shafi‘i what are the sources of Islamic law, and how should they be ordered and ranked? What is the role of ijtihad and ijma’ in Islamic law? To what type of need do you think Ibn Hazm is responding when he discusses the formation of the Maliki School of law in the early
centuries of Islam? What is his main point? What kinds of questions was al- Nawawi asked by the public, what kind of strategies did he adopt to answer them and what can we gather about the formation of the Shari‘ah through his arguments?

3. When reading the source selection titled “The development of Islamic law and theology: Theological work of al-Ash“ari (d. 935), the political writings of al- Mawardi (d.1057) on judges and various observers of the legal and theological tradition in everyday life” answer these questions: Why did al-Ash“ari dislike the theological arguments of groups like the Mu’tazila (rationalists) and the ahl-al qadar (advocates of predestination of souls) and how was the idea of bi-la kayfa (without knowing how) employed to challenge them? Why are creeds, such as the ones al- Ash“ari gives, were considered an important thing to develop by the period of early 900s in Islamic history? What were some of the qualifications necessary for being a judge in an Islamic polity and how do you consider judges and theologians might have been regarded by the public?

WEEK 12
November 16:
Islamic Law, Philosophy, Mysticism and Intellectual life – Continued Topics: The role of philosophy, mysticism and institutions of learning in the development of Muslim intellectual life.

Readings: Same readings as last week, Egger v.1, pp.114-138 and 199-228

Primary Source Readings posted on E-Learning: Philosophy and Islamic Mysticism (Sufism) in Medieval Islam.

Study Questions:
1. When reading the source selection titled “Philosophy and Islamic Mysticism (Sufism) in Medieval Islam: Anonymous author of the famous mystic Mansur al- Hallaj (d.922), and Ibn al-„Arabi”s (d.1240) biographies of his mystical teachers in Spain” answer these questions: Why was al-Hallaj eventually put to death? What type of threat did the pose to the „Abbasid society? Why do you think al-Hallaj”s spirituality was received with curiosity and enthusiasm among Muslim peoples? What were some of the tensions that could emerge between mystics and the communities they lived in, why does Ibn al-„Arabi criticize many of the Islamic jurists and theologians of his time?

2. When reading the source selection titled “Philosophy and Islamic Mysticism (Sufism) in Medieval Islam: The political philosophy of al-Farabi (d.950) and the autobiography, career of Ibn Sina (Avicenna, d. 1037) with the continuation of his biographical notice by his pupil Abu „Ilhayd al-Juzjani” answer these questions: What was al-Farabi”s agenda? Do you think a Muslim intellectual could find his ideas controversial and his political philosophy challenging, if so why? How does Ibn Sina”s self- perception differ than from the description of his student al-Juzjani, who actually completed his biography? What does his account tell us about the intellectual climate of the medieval Islamic civilization by the end of the 10th century C.E.? Do you consider Ibn Sina solely as a philosopher?

3. When reading the source selection titled “Philosophy and Islamic Mysticism (Sufism) in Medieval Islam: Debated points of view between the great Muslim philosophers al-Ghazali (Algazel, d. 1111) and Ibn Rush (Averroes, d. 1198)” answer these questions: Why does al-Ghazali ultimately reject logic and reason as guides to
ultimate truth and why do you think this vision proved so compelling for later generations of Muslims? How do the politics of these men’s worlds get reflected on their intellectual productions? How do Ibn Rush’s ideas on philosophy and religion differ from those of al-Ghazali and which of the two positions do you find more convincing? Why?

November 18: MIDTERM II

WEEK 13
November 23:
Crusaders and Mongol Invasions; the legacy of outside non-Muslim invasions Topics: The Crusades of Latin Europe, Crusader Kingdoms, Muslim responses to the crusades; Mongol invasions and the collapse of the medieval Islamic world.
Readings: Egger v.1, pp. 172-198
Primary Source Readings posted on E-Learning: The Crusades and their legacy for the Muslim World.
Study Questions:
1. When reading the source selection titled “The Crusades and their legacy for the Muslim World: Accounts of the Latin West: Life of Charlemagne by Einhard (d.840) and various ecclesiastical activities and councils, two versions of Urban II’s sermon summoning the First Crusade and the Alexiad of Byzantine historian and princess Anna Komnena (d.1153) and the Gesta Francorum (ca.1100)” answer these questions: How does Einhard and Frederick’s accounts of the career on Charles the Great (d.814) shed light on the expansion of Christianity in early medieval Europe and what were the perceptions on this later on? What do the arrangements characterizing the “Peace of God” contribute to the situation surrounding the calling of the Crusades by Pope Urban II? What were the responses of the Byzantine leadership to the coming of the Latin Crusaders? What was Anna Komnena’s reaction to the coming of the Western Europeans? Based on these narratives how do you characterize the rifts between the Byzantine and Latin understanding of the Crusades?
2. When reading the source selection titled “The Crusades and their legacy for the Muslim World: Three accounts of the Crusades: Chronicler Ibn al-Athir (d.1234) on the First Crusade; Arab chronicler and frontier warrior „Usama b. al-Munqidh (d.1188); and „Imad al-Din al-Isfahani (d.1201) on the re-conquest of Jerusalem by Salah al-Din al-Ayyubi in 1187” answer these questions: According to Ibn al-Athir, what were the factors that resulted in the victory of the First Crusade and its establishment of Crusader states in the region of Jerusalem? What are the main characteristics of the social environment of the eastern Mediterranean in the era of the Crusades according to „Usama b. al-Munqidh? What are „Usama’s ideas on the culture of the newcomers and does he see all “Franks” and Crusaders under the same light? If you examine the Muslim chronicler „Imad al-Din al-Isfahani’s account on the victory of Salah al-Din”s (Saladin) over the Franks at Jerusalem, how would you depict Salah al-Din?

November 25: THANKSGIVING HOLIDAY
WEEK 14
November 30
Mongol Invasions; the legacy of outside non-Muslim invasions – Continued Topics:
Mongol invasions and the collapse of the medieval Islamic world.
Readings: Egger v.1, pp. 172-198

December 2
Primary Source Readings posted on E-Learning: The Mongol Empire and the collapse of the Islamic East.
Study Questions:
1. When reading the source selection titled “The Mongol Empire and the collapse of the Islamic East: Anonymous Mongol author, the Secret History of the Mongols, written ca.1230s, both Chinese and Mongol versions” answer these questions: What does the conflict between Temujin (Chinggis Khan) and Jamugha reveal about the political and social context of Mongol life before their unification in 1206? How did Chinggis Khan’s decision to attack eastern Islamic lands spark political controversy among his own people and what does this tell us about the political and social dimensions of the Mongol interests in history? Do you think that the author of the Secret History has a definitive perspective in his reporting on Chinggis Khan’s life? If so, what is it and how does it affect the history?
2. When reading the source selection titled “The Mongol Empire and the collapse of the Islamic East: Muslim historians Rashid al-Din (d.1317) and „Ala al-Din „Ata Malik al-Juvayni (d.1283) write on Mongol conquests and their subsequent rule over the Near East and Eurasia” answer these questions: How do the Muslim historians present the Mongol conquests in their respective works? Do you see any tension? What intelligent insights can we gather on the nature of Mongol rule over the eastern regions of Islamic world during the late 13th and early 14th century? What are the main differences between the Muslim perspectives on the Mongol activities from those expressed in the Secret History?
3. When reading the source selection titled “The Mongol Empire and the collapse of the Islamic East: Various Russian chronicles on the Mongol conquests and their subsequent administration; the account of Roman Catholic emissary Willem van Ruysbroeck (d.1295) and his journey to the Mongol capital at Karakorum in his Itinerarium” answer these questions: What was the reaction of the conquered Russians to the Mongol conquests and do the sources reveal a change over time in the relationship between the two groups? What was Mongol society like in Karakorum during the 1250s and what was Friar Ruysbroeck’s reaction to it? What subjects interested him most? How did the great Mongol Khan Mongke (referred to as Mangu, d. 1259) describe his beliefs and ideas to Ruysbroeck and are there problems in the interpretation of this narrative?

Reassigned Day:

December 7:
Post Mongol World and the disastrous 14th century
Topics: Contours of the post-Mongol world; Mamluk Egypt and Anatolia; The disastrous fourteenth century in world history and the end of the Pax Mongolica
1. When reading the source selection titled "Contours of the post-Mongol World: Egypt and Asia Minor, Shams al-Din Ahmad-e Afakii"s (d.1360) hagiography of Baha" al-Din-e Valad (d.1231), a refugee from the Mongol invasions in Asia Minor, from his Manaqqb-e Afriji" answer these questions: How does the author"s biography of Baha" al-Din-e Valad reflect upon the experience of those displaced by the Mongol invasion, and how does he assign blame for the disaster? How does this biography reflect on the relationship between religious and political leadership in the post-Mongol world? What role does Baha" al-Din-e Valad"s son Jalal al-Din Rumi play in the narrative and why might this source pose challenges for the historian?
2. When reading the source selection titled "Contours of the post-Mongol World: Writings and Poetry of Meylana Jalal al-Din Rumi (d.1273), famed Sufi mystic of Asia Minor under the later Rum Saljuqs" answer these questions: How did the historical context of the post-Mongol world influence Rumi"s poetry and why do you think it is still a very popular figure? What are the points in Rumi"s stories and how did they pose a challenge to the established wisdom and traditions of the Islamic world up to that time? What kinds of thinking or policies did Rumi advocate with regard to the Mongol Ilkhanid powers sweeping in from the east?
3. When reading the source selection titled "Contours of the post-Mongol World: Mamluk scholar Taqi al-Din b. Taymiyya"s (d.1328) and Ahmad b. Ali al-Maqrizi"s (d.1442) work on the Mamluk economics, Ighathat al-ummaah bi-kashf al-ghummah (Help for the Community by Examining its Distress)" answer these questions: What do you think the purpose and goal of Ibn Taymiyya"s letter to the King of Cyprus was and how would you characterize the tone of the letter? What does Ibn Taymiyya introduce the subject of the Mongols into the letter and what role do they play in his arguments? What kinds of economic and political problems did Egypt have under the Mamluk rulers from 1260 up to al-Maqrizi"s own time (ca. 1405)? How do you regard his assessment of the problems?
4. When reading the source selection titled "Collapse of the Islamic World: Fourteenth century disasters: Various sources on the impact of the Black Death in Egypt, North Africa and England; North African historian and sociologist Ibn Khaldun"s (d.1406) al-Muqaddima (the Introduction to History), written ca. 1370s" answer these questions: What kind of impact did the Black Death have on the psychologies of both elites and ordinary people in the region of Egypt and North Africa? What role do the Bedouin, or nomadic peoples play in Ibn Khaldun"s ideas about history and what role does the idea of "group feeling and solidarity" play in his thought processes? How is Ibn Khaldun"s work (he is regarded as the father of the discipline of sociology) a product of the fourteenth century in which he lived? What does the comparison of the charts of respective Black Death pandemics in England and Egypt reveal? How do you explain what you see?
5. When reading the source selection titled "Collapse of the Islamic World: Fourteenth century disasters: Selection from Persian chronicler Ahmad b. "Arabshah"s (d. 1450) biography of Timur-e Leng (Tamerlane, the lame)" answer these questions: How did Timur-e Leng establish himself as a regional power in the
area of Transoxiana (modern day Uzbekistan and Afghanistan)? How did he defeat the Golden Horde in Central Asia? How did Ibn "Arabshah view Timur-e Leng and why do you think he took the position he did?

6. When reading the source selection titled “Collapse of the Islamic World: Fourteenth century disasters: Various sources on Timur-e Leng’s reign and activities: Timur’s historian Nizam al-Din Shami (fl.ca. 1392); the historian Ibn Khaldun (d.1406) and the embassy of the Spanish diplomat Ruy Gonzales de Clavijo (d.1412)” answer these questions: How do Nizam al-Din Shami (writing around 1392) and Ibn Khaldun’s views on Timur-e Leng differ from those of Ibn "Arabshah and why? How did Ibn Khaldun fit Timur-e Leng into his theories of history? What was the Spanish emissary Clavijo’s impression of Timur’s court and capital city at Samarqand, and did his impression differ from that of his Muslim contemporaries?

December 10 Friday: FINAL EXAM, 12:30-2:30PM
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: RUSS 201

3. Texas Common Course Number: RUSS 2311

4. Complete course title: INTERMEDIATE RUSSIAN I

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - ☐ Communication
   - ☐ Mathematics
   - ☐ Life and Physical Sciences
   - ☑ Language, Philosophy and Culture
   - ☐ Creative Arts
   - ☐ American History
   - ☐ Government/Political Science
   - ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - ☑ Yes
   - ☐ No

8. How frequently will the class be offered? every Fall and Spring semester

9. Number of class sections per semester: F: 1; S: 1

10. Number of students per semester: F: 30; S: 30

11. Historic annual enrollment for the last three years: 57 51 50

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   - Course Instructor: Olga M. Cooke
   - Date: March 7, 2013
   - Department Head: [Signature]
   - Date: March 7, 2013
   - College Dean/Designee: [Signature]
   - Date: March 7, 2013

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (RUSS 201) is a first-semester intermediate class in Russian language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: gender and generational relationships, history, healthcare, migration, energy and the environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary Russian history, artistic culture, the relationships of men and women, health care, energy and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion and writing assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

RUSS 201 – Intermediate Russian I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
RUSS 201 – Intermediate Russian I
TR 9:35-10:50 • PETR 106

Dr. Olga M. Cooke
845-2124 (INTS main office)
E-mail: olga-cooke@tamu.edu

Office: 329B Academic
Office hours: TR 1-2 & by appt.

Required Textbook and Materials:
Patricia Davis, Making Progress in Russian
Hand-outs of supplementary materials, consisting of short stories, poems, newspaper articles, & dialogues

Course Description:
Continuation and review of grammar, selected readings; material to develop conversational and reading ability. Prerequisite: RUSS 102.

Student Learning Outcomes:
Upon successful completion of the course students will be able to
1. articulate their knowledge of the human condition and human cultures in the context of the course subject matter;
2. analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone
3. reason logically and respond critically to a wide range of evidence, both primary and secondary;
4. recognize the intellectual demands required for the study of culture through their own critical analysis—thinking, reading, listening, speaking, and writing;
5. communicate an appreciation of foreign cultures as both a field of knowledge and a creative process;
6. demonstrate an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign cultures;
7. recognize these issues and interpretations in their cultural and social contexts;
8. apply knowledge of diverse backgrounds and cultures to their personal lives and studies;
9. articulate his/her own opinion; and,
10. distinguish fact from opinion and apply reflection to practical applications.

Core Curriculum Objectives:
Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Russian culture. Group/class discussion, written work, and creative poetry readings are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the participation of poetry readings.
Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Russia.

Grades:
- 25% Quizzes
- 25% Final Examination
- 25% Graded Homework
- 15% Mid-Term
- 10% Preparedness and Class Participation

Description of Requirements:

Quizzes:
There will be 6 quizzes in all, one following Chapter 1, one after Chapter 2, and one after Chapter 3. Chapter 4 will be incorporated into the mid-term, during the eighth week of class. Chapters 5, 6 and 7 will each have separate quizzes, but Chapter 8 will be incorporated into the Final. While the Final will focus principally on the chapters following the Mid-Term, there will be some material drawn from the first half of the semester. The lowest score will be dropped; therefore, unless you have a university-excused absence, NO MAKE-UPS will be permitted! Thus, your quiz average will be based on five quiz grades.

Graded Homework:
Will consist principally of graded assignments, such as compositions and other written work. While you are expected to prepare class assignments (exercises) at home on a daily basis, you do not have to turn in this material, as we will go over it and correct it in class. Every chapter will entail some type of graded assignment, be it on a reading in the chapter or a reading specially assigned. All assignments must be turned in when specified.

Preparedness and Class Participation:
You will receive daily grades based upon your preparedness, especially on daily drills and exercises, which will be drawn from the textbook.

Grading Format:
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%
Attendance:
Five unexcused absences will result in a full grade reduction. If you are absent for medical reasons, or other legitimate reasons, it is your responsibility to contact someone in class and find out what you missed. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University Rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic Integrity Statement:
“An Aggie does not lie, cheat, or steal or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules, stated at http://aggiehonor.tamu.edu.

Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Давайте познакомимся!
-- Привет! Давайте познакомимся! Меня зовут Наташа. Как вас зовут?
-- Привет! Меня зовут Игорь. Откуда вы?
-- Я из Канады. А вы?
-- Я из Техаса. Где вы учитесь?
-- В Калифорнийском университете, а вы?
-- В Техасском университете А и М. Что вы изучаете?
-- Русский язык и философию, а вы?
-- Математику и социологию. На каком факультете вы занимаетесь?
-- На филологическом.
Calendar of Assignments

Week 1
Chapter 1
Verbs of learning
Exercises 1-4, pp. 15-18
Essay on why you study Russian

Week 2
Chapter 1 (cont’d)
Dialogue, p. 19
Exercises 5-6, pp. 18-19
First quiz: Thurs, 1/24

Week 3
Chapter 2
Verbal aspect
Exercises 1-5, pp. 45-47
Read “Oleg-filatelist”

Week 4
Chapter 2 (cont’d)
Essay on your hobbies
Exercises 6-7, pp. 48-49
Second quiz: Thurs, 2/7

Week 5
Chapter 3
Formation of the imperative
Exercises 1-5, pp. 73-75
Read “Na ekzamene”

Week 6
Chapter 3 (cont’d)
Essay on short story
Third quiz: Thurs, 2/21

Week 7
Chapter 4
Nominative plurals
Exercises 1-5, pp. 102-105
Memorize dialogue on pg. 105

Week 8
Chapter 4 (cont’d)
Mid-term: Thurs, 3/7 (covering chapters 1-4)

Week 9
Chapter 5
Formation of genitive plural
Exercises 1-6, pp. 135-137
Read “Sovet Molodym suprugam,” p. 120
Write poem on the subject of love
**Week 10**  
Chapter 6  
Formation of accusative  
Exercises 1-7, pp. 170-173  
Read “St. Petersburg,” p. 154  
Fourth quiz: Tues, 3/26

**Week 11**  
Chapter 6 (cont’d)  
Write essay on your favorite city  
Fifth quiz: Thurs, 4/4

**Week 12**  
Chapter 7  
Formation of the dative  
Exercises 1-6, pp. 203-205  
Read essay on pp. 186-187

**Week 13**  
Chapter 7 (cont’d)  
Write an essay on your astrological sign  
Class poetry recital  
Sixth quiz: Thurs, 4/18

**Week 14**  
Chapter 8  
Formation of instrumental case  
Exercises 1-6, pp. 229-232  
Read essay on Russian traditions  
Review for final exam

**Final examination: Friday, May 5, 3-5 p.m.**
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: RUSS 202

3. Texas Common Course Number: RUSS 2312

4. Complete course title: INTERMEDIATE RUSSIAN II

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [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:
   - [X] Yes
   - [ ] No

8. How frequently will the class be offered? every Fall and Spring semester

9. Number of class sections per semester: F: 1; S: 1

10. Number of students per semester: F: 30; S: 30

11. Historic annual enrollment for the last three years: 56 39 33

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by: Olga M. Cooke
    Course Instructor

    Date: March 7, 2013

13. Approvals:

    Department Head

    Date: 3/11/2013

14. 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 (RUSS 202) is a second-semester intermediate class in Russian language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students' appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video.

Students must understand and interpret written and spoken language on a wide variety of topics, including: gender and generational relationships, history, healthcare, migration, energy and the environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students' cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary Russian history, artistic culture, the relationships of men and women, health care, energy and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion and writing assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

RUSS 202 – Intermediate Russian II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
RUSS 202 – Intermediate Russian II
TR 11:10-12:25 • PETR 106

Dr. Olga M. Cooke
845-2124 (INTS main office)
E-mail: olga-cooke@tamu.edu

Office: 329B Academic
Office hours: TR 1-2 & by appt.

Required Textbook and Materials:
Patricia Davis, *Making Progress in Russian*
Hand-outs of supplementary materials, consisting of short stories, poems, newspaper articles, & dialogues

Course Description:
Continuation and review of grammar, selected readings; material to develop conversational and reading ability. Prerequisite: RUSS 201.

Student Learning Outcomes:
Upon successful completion of the course students will be able to
1. articulate their knowledge of the human condition and human cultures in the context of the course subject matter;
2. analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone
3. reason logically and respond critically to a wide range of evidence, both primary and secondary;
4. recognize the intellectual demands required for the study of culture through their own critical analysis—thinking, reading, listening, speaking, and writing;
5. communicate an appreciation of foreign cultures as both a field of knowledge and a creative process;
6. demonstrate an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign cultures;
7. recognize these issues and interpretations in their cultural and social contexts;
8. apply knowledge of diverse backgrounds and cultures to their personal lives and studies;
9. articulate his/her own opinion; and,
10. distinguish fact from opinion and apply reflection to practical applications.

Core Curriculum Objectives
*Critical Thinking:* The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Russian culture. Group/class discussion, written work, and creative poetry readings are all exercises in which students demonstrate critical thinking skills.

*Communication:* The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the participation of poetry readings.
Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Russia.

Grades:

25% Quizzes  
25% Final Examination  
25% Graded Homework  
15% Mid-Term  
10% Preparedness and Class Participation

Description of Requirements:

Quizzes and Exams:
There will be 6 quizzes in all, one following Chapter 9, one after Chapter 10, and one after Chapter 11. Chapter 12 will be incorporated into the mid-term, during the eighth week of class. Chapters 13, 14 and 15 will each have separate quizzes, but Chapter 16 will be incorporated into the Final. While the Final will focus principally on the chapters following the Mid-Term, there will be some material drawn from the first half of the semester. The lowest score will be dropped; therefore, unless you have a university-excused absence, NO MAKE-UPS will be permitted! Thus, your quiz average will be based on five quiz grades.

Graded Homework:
Will consist principally of graded assignments, such as compositions and other written work. While you are expected to prepare class assignments (exercises) at home on a daily basis, you do not have to turn in this material, as we will go over it and correct it in class. Every chapter will entail some type of graded assignment, be it on a reading in the chapter or a reading specially assigned. All assignments must be turned in when specified.

Preparedness and Class Participation:
You will receive daily grades based upon your preparedness, especially on daily drills and exercises, which will be drawn from the textbook.

Grading Format

A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = 0-59%
Attendance:
Five unexcused absences will result in a full grade reduction. If you are absent for medical reasons, or other legitimate reasons, it is your responsibility to contact someone in class and find out what you missed. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University Rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic Integrity Statement:
"An Aggie does not lie, cheat, or steal or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules, stated at http://aggiehonor.tamu.edu.

Disabilities:
The *Americans with Disabilities Act* (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Давайте познакомимся!
-- Привет! Давайте познакомимся! Меня зовут Наташа. Как вас зовут?
-- Привет! Меня зовут Игорь. Откуда вы?
-- Я из Канады. А вы?
-- Я из Техаса. Где вы учитеесь?
-- В Калифорнийском университете, а вы?
-- В Техасском университете А и М. Что вы изучаете?
-- Русский язык и философию, а вы?
-- Математику и социологию. На каком факультете вы занимаетесь?
-- На филологическом.
Calendar of Assignments

Week 1
Chapter 9
Formation of prepositional case
Exercises 1-5, pp. 254-257
Read essay on shopping, p. 244

Week 2
Chapter 9 (cont'd)
Dialogue, p. 259
First quiz: Thurs, 1/24

Week 3
Chapter 10
Unprefixed verbs of motion
Exercises pp. 282-285
Read essay, p. 270
Write essay on summer vacation

Week 4
Chapter 10 (cont’d)
Memorize dialogue, p. 287
Second quiz: Thurs, 2/7

Week 5
Chapter 11
Continuation of verbs of motion
Exercises 1-7, pp. 310-313
Read “Day Off”

Week 6
Chapter 11 (cont’d)
Memorize dialogue, p. 315
Third quiz: Thurs, 2/21

Week 7
Chapter 12
Prefixed verbs of motion
Exercises 1-5, pp. 342-345
Memorize dialogue, pg. 349

Week 8
Chapter 12 (cont’d)
Exercises 6-10, pp. 345-347
Review for mid-term
Mid-term: Thurs, 3/7 (covering chapters 9-12)

Week 9
Chapter 13
Formation of comparative and superlative degrees
Exercises 1-6, pp. 379-382
Read “Bajkal,” p. 360
Write poem on the subject of nature
Week 10  Chapter 14
Formation of time, cardinals and ordinals
Exercises 1-7, pp. 411-413
Read “Sovet upravliaiushchemu,” p. 398
Fourth quiz: Tues, 3/26

Week 11  Chapter 14 (cont’d)
Memorize dialogue, p. 415
Fifth quiz: Thurs, 4/4

Week 12  Chapter 15
Formation of participles
Exercises 1-7, pp. 433-435
Read essay on pp. 426

Week 13  Chapter 15 (cont’d)
Memorize dialogue, p. 437
Class poetry recital
Sixth quiz: Thurs, 4/18

Week 14  Chapter 16
Formation of conditional mood
Exercises 1-5, pp. 451-453
Read essay on p. 444
Review for final exam

Final examination: Friday, May 5, 3:00 – 5:00 p.m.