Language, Philosophy and Culture
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 204

3. Texas Common Course Number: N/A

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

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: 2-4

10. Number of students per semester: 300 expected

11. Historic annual enrollment for the last three years: n/a n/a 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.

13. Submitted by: [Signature]
    Course Instructor
    Date 3/27/13

14. Department Head
    Date 3-27-2013

15. College Dean/Designee
    Date 4/26/13

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? 

Anth 204, Peoples and Cultures of the Ancient World, is a new course being proposed for inclusion in the Language, Philosophy and Culture area of the TAMU Core Curriculum. In this course, students gain an appreciation for the long-time depth of the human experience on Earth, the development of human cultural adaptations, and the rich fabric of human cultural traditions and diversity. Students learn what “Culture” is, using an anthropological perspective; and they learn how Culture evolved, through careful examination of the prehistoric archaeological record. First, the course traces what it means to be “human”, from the beginnings of humanity more than two million years ago to the development of urbanized and hierarchical “civilizations” two thousand years ago. Second, the course reviews the development of the world’s distinctive cultural traditions, covering not just complex societies in Mesoamerica, the Andes Mountains, temperate North America, southern Europe, southwestern Asia, Egypt, India/Pakistan, and China, but also non-urbanized societies in northern North America, southern Africa, Australia, and the Pacific islands. Special attention is placed on tracing the development of technology, subsistence, settlement organization, architecture, social organization, ideology, and worldview in these various cultural settings. Through this cross-cultural experience, students in the course 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 human prehistory. As such, students are forced to grapple with complex questions like “how do we know when humans emerged”, instead of just “when did humans emerge”; or “how and why did humans become farmers”, instead of just “when and where did humans become farmers, and what kinds of animals and plants did they domesticate”. Since these “how” and “why” questions in archaeology typically reflect informed interpretations of evidence, students in the class are repeatedly introduced to alternative theories and perspectives, instead of just 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 archaeological evidence (e.g., “Neanderthals believed in an afterlife”; “the emergence of the Chinese cultural tradition can be traced to the early Neolithic, 6000 years ago”; “the Neolithic transition to farming always occurred in a context of human sedentism”). Second, students write two critical
Texas A&M University

Core Curriculum

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

essays—one that considers the role of archaeology and the study of prehistory in human society today, and another that considers whether archaeological monuments should be protected and archaeological artifacts bought and sold. Third, students complete and discuss four archaeological problem-solving exercises, requiring students to interpret prehistoric human behavior, social organization, and interaction with the environment.

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.

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 (1) creating an interactive lecture environment in which students are encouraged to ask questions, answer questions, and comment on topics being presented in class; and (2) four times during the semester organizing the class into small discussion groups in which students address issues related to take-home writing assignments. 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 graphs, charts, and maps summarizing archaeological observations and evidence (e.g., radiocarbon-dating charts, graphs displaying metric differences between wild and domesticated foods, maps disclosing associations of artifacts, animal bones, and architectural features). As a material-based field, the practice of archaeology 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 a graph, chart, or map similar to one 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):

The content and goals of the course, as described at the top of this form, relate specifically to all three of these aspects of social responsibility. First, by exposing students to the long time depth of the human experience on Earth as well as the rich diversity of deep cultural traditions around the world, students are offered the opportunity to become more interculturally sensitive and knowledgeable of other ways of doing, thinking, and being. Students encounter this aspect of social responsibility on a day-to-day basis in class lectures. Second, through two written assignments on the “Politics of Culture” and “Politics of Collecting”, students encounter the potential social and political power of archaeological evidence and archaeological objects, learning that many human societies use (and have used) archaeology to create a sense of ethnicity and nationalism, or to downplay another society’s claims of lands, resources, and even a past. Students learn that this is their civic responsibility as members of society to determine whether archaeological and historic monuments should be protected, and whether artifacts and objects of cultural patrimony should be possessed by individuals or society. Third, by learning about and appreciating the world’s major cultural traditions, students obviously become effective members of a global community, but they also learn how to engage in the increasingly diverse communities of Texas and the United States. Moreover, by learning about the 10,000+ years of American prehistory, students become more respective of our country’s Native peoples and cultures.

Of course it is difficult to directly evaluate a students’ sense of social responsibility; however, in this class, student performance on objective sections of exams is used as proxies of (1) their knowledge of the world’s varied cultural
Texas A&M University

Core Curriculum

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

traditions, and (2) their emerging ability to function in a multi-cultural world. Moreover, the content of student essays is used to evaluate their intercultural competence and civic responsibility. On the final exam, students also respond to an ethical question that requires them to draw upon their cumulative experience in the class.

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 two ethical issues related to archaeology and prehistory. First, they write an essay on the "Politics of Culture", in which they consider how a modern society (or societies) perceives the deep cultural past—their own and others', and use archaeology to cement their traditions, further their ideals, or form a sense of ethnicity or nationalism in the modern world. Second, they write an essay on the "Politics of Collecting", exploring why people collect artifacts and objects of cultural patrimony, sometimes illegally, and why some cultural sites are considered significant and preserved, while others are not. In both of these writing assignments students will apply ethical decision-making when considering how to preserve the past in our post-colonial world, ensuring that not just the dominant culture's heritage is preserved and protected, but also the non-dominant culture's. 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.
ANTH 204
Peoples and Cultures of the Ancient World
MWF, 9:10 am - 10:00 am, ANTH 130

COURSE INSTRUCTOR
Kelly Graf: kgraf@tamu.edu
Office Phone: 979-845-0137
Office Location: Anthropology Building (ANTH), Room 203.
Office Hours: M-W, 9:00-10:30 am; T, 2:00-5:00 pm

COURSE DESCRIPTION
This course explores the development of human societies and world prehistory, from the beginnings of humanity more than two million years ago to the emergence of complex “civilizations”. Today we live in a complicated, diverse world—one of computers and cars, skyscrapers and supermarkets, nation states and social strata, institutional religions and scientific inquiry. This, however, has not always been the human condition. Our ancestors, as recently as just a few thousand years ago, lived a much simpler life—in small mobile groups that tended to their own needs, finding their own food, making their own tools, clothing, and shelter, and creating their own spirituality. Only through archaeology can we explain the evolution of humanness and the emergence of modern cultural diversity—how the world’s major cultural traditions developed over the last ten millennia of human history.

The aim of this course is to explore the evolution of humanity from a cultural perspective, tracing humans from their “humble” beginnings in Africa through their colonization of the rest of the world, explaining how agriculture developed and led to larger, more complex societies, and chronicling the rise of the first city-states around the world, from the highlands of Mesoamerica to the plains of Mesopotamia and the terraced rice paddies of China.

LEARNING OUTCOMES
By completing the course, students have the opportunity to (1) articulate the theories and methods archaeologists use to reconstruct the human past, (2) describe how cultures evolve, and (3) appraise the world’s diverse cultural traditions. Moreover, in line with the Language, Philosophy, and Culture objectives of the TAMU Core Curriculum, students gain important experiences in critical thinking and communication as well as opportunities to acting responsibly and making ethically-informed decisions regarding society, humanity, and the world in which we live.

COURSE STRUCTURE AND REQUIREMENTS
This is a 200-level introductory course that meets for 50 minutes, three days each week of the semester. Class meetings consist primarily of lectures, but four times during the semester students will participate in formal discussions of pre-assigned exercises, three times they will complete written exams, and twice they will write critical essays. Class writing assignments, exercises, 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 long-time depth of the human experience or Earth, the development of human cultural adaptations, and the rich fabric of human traditions and diversity. Moreover, through oral and written activities in and outside of class, students will
become more effective critical thinkers, gaining important experience in written, oral, and visual modes of communication.

**Three exams** will test students on course content—issues in human prehistory as well as details about prehistoric 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 graph, 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 human prehistory gained throughout the semester.

**Two written essays** (three to five pages long each) will explore the interrelationship between the human past and present. Essay 1 will focus on the “politics of culture”—how modern societies perceive the past (their own and others’), and how they use it to cement their traditions, further their socio-political ideals, and create a sense of ethnicity or nationalism in the modern world. Essay 2 will focus on the “politics of collecting”—how modern societies deal with ancient cultural sites and artifacts, what motivates their preservation, and whether we have a collective social and personal responsibility to prevent the looting of archaeological sites and collecting, buying, and selling of artifacts and items of cultural patrimony.

**Four take-home exercises and class discussions** will examine how archaeologists analyze the material remains to reconstruct past human behavior and cultures—technology, subsistence, settlement, social relationships, and ideology. Discussions will center on take-home exercises (as well as videos) that require students to analyze and interpret archaeological evidence, critically evaluating alternative explanations of what that evidence means in terms of prehistoric human activities.

**Grading Procedure**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>125</td>
</tr>
<tr>
<td>Attendance</td>
<td>*25</td>
</tr>
<tr>
<td>Essay 1</td>
<td>50</td>
</tr>
<tr>
<td>Essay 2</td>
<td>50</td>
</tr>
<tr>
<td>Exercise/Discussion 1</td>
<td>**25</td>
</tr>
<tr>
<td>Exercise/Discussion 2</td>
<td>**25</td>
</tr>
<tr>
<td>Exercise/Discussion 3</td>
<td>**25</td>
</tr>
<tr>
<td>Exercise/Discussion 4</td>
<td>**25</td>
</tr>
<tr>
<td>Total Points</td>
<td>550</td>
</tr>
</tbody>
</table>

*Attendance is taken to ensure student participation in class lectures on a day-to-day basis.

**Each written exercise is worth a total of 20 points, whereas participation in respective in-class discussions is worth 5 points each.
Final grades will be based on a traditional scale of grading: A, $\geq 90\%$ of 550 points ($\geq 495$ points); B, 80-89\% of 550 points (449-494 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).

COURSE TEXT

COURSE SCHEDULE

*Part 1: Studying Prehistory*

- **M Aug 26**: The Relevance of Archaeology to the Modern World pp. 1-30
- **W Aug 28**: Archaeological Methods pp. 31-36
- **F Aug 30**: Archaeological Theory pp. 36-43

*Part 2: Origins and Dispersal—Getting Humans Everywhere*

- **M Sep 2**: Earliest Humans pp. 47-61
- **W Sep 4**: First Human Technologies pp. 61-72

**Essay 1 due**: Politics of Culture

- **F Sep 6**: Early Human Behavior pp. 72-83
- **M Sep 9**: Emergence of Our Genus, *Homo* pp. 84-100
- **W Sep 11**: Out of Africa-1 (The Dispersal of Early *Homo*) pp. 101-112
- **F Sep 13**: Adapting to a Temperate World (Hunting, Fire, and Architecture) pp. 113-123
- **M Sep 16**: Emergence of Modern Humans (*Homo sapiens sapiens*) pp. 124-144
- **W Sep 18**: Our Neanderthal Cousins pp. 145-151

**Exercise/Discussion 1**: Learning from Burials and Their Contents

- **F Sept 20**: Out of Africa-2 (The Dispersal of Modern Humans) pp. 154-165
- **M Sept 23**: To the Americas pp. 166-173
- **W Sept 25**: To Australia and the Pacific Islands pp. 264-305

**EXAM 1**

*Part 3: Beginnings of Social Complexity*

- **M Sept 30**: Emergence of Agriculture pp. 176-187
- **W Oct 2**: Process of Domestication pp. 188-199

**Exercise/Discussion 2**: Distinguishing Domesticates

- **F Oct 4**: Transformation in Southwest Asia pp. 200-233
- **M Oct 7**: Transformation in East Asia pp. 235-263
- **W Oct 9**: Alternatives to Agriculture in North America pp. 306-330
- **F Oct 11**: Alternatives to Agriculture in South America pp. 331-349
- **M Oct 14**: Holocene Europe-1: Foraging to Farming pp. 393-418
- **W Oct 16**: Holocene Europe-2: Toward Complexity pp. 419-431

**Exercise/Discussion 3**: The Tyrolean Ice Man

- **F Oct 18**: Adoption of Farming in Africa pp. 350-370

*Part 4: Civilizations and Empires*

- **M Oct 21**: Emergence of Complex Societies in Southwestern Asia pp. 432-453
W Oct 23  Early Empires in Southwestern Asia  pp. 453-471
F Oct 25  Urbanization and Social Complexity in Egypt and Africa  pp. 371-391
M Oct 28  Bronze Age Societies of the Mediterranean  pp. 476-485
W Oct 30  Greece, First Millennium BC  pp. 486-499
F Nov  1  **EXAM 2**
M Nov  4  Ancient Rome  pp. 499-517
W Nov  6  Development of Harappan Civilization  pp. 519-532
F Nov  8  Indus Civilization  pp. 533-551
M Nov 11  Development of Shang Dynasty, China  pp. 553-563
W Nov 13  Emergence of the Early Chinese State, to 221 BC  pp. 563-573
F Nov 15  Silk Roads  pp. 581-593
M Nov 18  Emergence of Complex Mesoamerican Society (the “Preclassic”)  pp. 595-612
W Nov 20  Classic Mesoamerican Civilization  pp. 613-626
F Nov 22  Post-Classic Mesoamerica  pp. 627-639
**Exercise/Discussion 4:** Environmental Catastrophe

M Nov 25  Complex Societies of the Andes  pp. 641-677
W Nov 27  Development of Mississippian Society, Eastern North America  pp. 681-690
F Nov 29  Thanksgiving Holiday—No Class
M Dec  2  The Anasazi  pp. 691-715
M Dec  9  **Final Exam (8-10 am)**

**COURSE POLICIES**

**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.

**Electronics**

Because they are disruptive, **cell phones not allowed in class.** Laptops and tablets are okay as long as they are used to take notes. If a student using an electronic device in class for purposes other than class note taking becomes distracting to the instructor or students and disruptive to the class in anyway, that student will be asked to leave class for that session.

**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.

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/).

Academic Integrity Statement

"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, please consult the TAMU Honor Council Rules and Procedures at the following web site: http://aggiehonor.tamu.edu.
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 Anthropology

2. Course prefix, number and complete title of course:
   ANTH 204 Peoples and Cultures of the Ancient World

3. Catalog course description (not to exceed 50 words):
   Explores the development of human societies and world prehistory from the beginnings of humanity more than two million years ago to emergence of complex civilizations.

4. Prerequisite(s):
   none

5. Is this a variable credit course? □ Yes □ No
   If yes, from _____ to _____

6. Is this a repeatable course? □ Yes □ No
   Will this course be repeated within the same semester? □ Yes □ No
   If yes, this course may be taken _____ times.

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      B.A. in anthropology
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix: ANTH
    Course #: 204
    Title (excluding punctuation): Peoples & Cultures of Ancient World

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>Level</th>
<th>FLCE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3 4 5 0 2 0 1 0 0 0 1 0 2 8 0 1 4 1 5 0 0 3 6 3 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) 3-26-13

Chair, College Review Committee 4-15-13

Dean of College 4-24-13

Chair, GC or UCC

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: CLAS/RELS 251

3. Texas Common Course Number: n/a

4. Complete course title: CLASSICAL MYTHOLOGY

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? Annually

9. Number of class sections per semester: One

10. Number of students per semester: 200-250

11. Historic annual enrollment for the last three years:
   233 (all x-listings) 239 (all x-listings) 120 (all x-listings)

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

12. Date

13. Submitted by: [Signature]
   Course Instructor
   Date: 3/25/2013

14. Department Head
   Date: 4/17/13

15. College Dean/Designee
   Date

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CLAS/RELS 251: Classical Mythology) examines the mythological traditions of the Ancient Greeks and Romans, beginning with the Minoan and Mycenaean civilizations of the Greek Bronze Age and extending through the reception of Classical Mythology in the Middle Ages, the Renaissance, and the Modern era. A particular focus of this class is the way in which myths were re-interpreted in accordance with the belief systems of different periods. Thus, we will not only read Homer’s Iliad and Odyssey, we will examine how the poems were re-interpreted in Antiquity through the lens of physical and moral allegory in order to defend Homer from the charges leveled against him by rationalist critics, and we will see how Christian monks and clerics credited the mythological traditions of Pagan Antiquity with concealing timeless truths beneath a veneer of falsehood. We will pay particular attention to the mentality and world-view of the ancient civilizations that produced these myths and to the way that historical, cultural, and religious considerations affected the way in which they were interpreted.

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 asking students to read, understand, and analyze ancient myths within the cultural context of the societies that produced them, and to evaluate the different ways that the same myths have been interpreted by later cultures (e.g., Christian moral allegory, euhemerism, Myth-and-Ritual theory). Student development of critical thinking is evaluated through written exams.

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

This course enhances communications skills by requiring students to discuss assigned readings in class (oral) and answer questions about them on exams (written). It enhances understanding of visual communication by asking students to consider how literary and iconographic evidence for Greek and Roman myth and religion complement one another and enhance our understanding of these traditions.
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 helping students to cultivate an appreciation for the different belief systems of ancient societies and asking them to consider why ways of thinking that are alien (and sometimes offensive) to us were prevalent in Antiquity. Students will demonstrate their engagement with these questions through discussion and written exams.  

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

This course enhances personal responsibility by giving students the opportunity to reflect on topics conducive to reflection and personal growth, including (but not limited to): religious pluralism and the conditions in which it can exist, the role of orthodoxy and orthopraxy in society, and the ways in which the study of ancient cultures and their alien belief systems help to put our own beliefs into sharper perspective. Students' reflection on these questions is demonstrated through class 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.
Scope of the course and goals: This course will examine the canonical stories of the Greek and Roman mythological tradition, paying special attention to the social and historical context in which these myths developed and attained literary form. Topics to be considered include: ancient and modern theories of myth, creation narratives (Greek and Near-Eastern), the Olympians and the practice of religion in ancient Greece, Greek heroes and hero-cults, Homer, the Athenian Tragedians, the Roman adaptation of Greek myth, and the coming of Christianity.

Learning Outcomes: After taking this course students will be able to:

1) Enumerate and discuss the most important literary sources for Greek and Roman mythology.
2) Contrast the various approaches taken towards Greek and Roman myths by ancient and modern commentators (e.g., allegory, euhemerism, Myth and Ritual theory).
3) Describe and discuss major literary works of Classical Antiquity, including Hesiod's Theogony, Homer's Iliad and Odyssey, Aeschylus' Oresteia, Sophocles' Oedipus Rex, Euripides' Medea, Hippolytus, and Trojan Women, and Virgil's Aeneid.

Core Objectives:

Critical Thinking: Students enhance their critical thinking skills by reading ancient myths within the culture context of the societies that produced them and learning different interpretive strategies (e.g., Christian moral allegory, euhemerism, Myth-and-Ritual theory).

Communication: Students develop their communications skills through class discussion of assigned readings and written work on exams. To develop visual communications skills students consider how literary and iconographic evidence for Greek and Roman myth and religion complement one another and enhance our understanding of these traditions.

Social Responsibility: Students learn to cultivate an appreciation for the different belief systems of ancient societies and to consider why ways of thinking that are alien (and sometimes offensive) to us were so prevalent in Antiquity.

Personal Responsibility: Students cultivate personal responsibility by reflecting on topics conducive to personal growth, including (but not limited to): religious pluralism and the conditions in which it can exist, the role of orthodoxy and orthopraxy in society, and the ways in which the study of ancient cultures and their alien belief systems help to put our own beliefs into sharper perspective.

Prerequisite: None

Required Texts:

Stephen Trzaskoma, R. Scott Smith, and Stephen Brunet, eds., Anthology Of Classical Myth: Primary Sources in Translation [Abbreviated as ACM]
Diane Arnson Svelrien, trans., Euripides: Alcestis, Medea, Hippolytus (Hackett)

Robert Fagles, trans., The Iliad (Penguin Classics, 1998)

Robert Fagles, trans., The Odyssey (Penguin Classics, 1999)

Robert Fagles, trans., The Oresteia (Penguin Classics)

NB: All three exams will require extensive passage identification, all passages will be drawn from the editions cited above. You are welcome to use alternative translations of the key texts. This should not pose a problem when it comes to identifying passages, but be aware that the translations will look different.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First exam:</td>
<td>30%</td>
</tr>
<tr>
<td>Second exam</td>
<td>30%</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, but attendance will not be taken. 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 and take notes in class. I will post the Power Point slides for the lectures on the course website prior to each lecture. The slides are intended to provide a framework for taking notes and to help you study for exams, but they are not a substitute for attending class.

Absences: Regular attendance is necessary to succeed in this class, as a significant portion of the material on the Mid-Term and Final Examinations will be taken from lectures. In the case of absences on exam days, a make-up will only be allowed if there is a university-excused absence. 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.

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/.

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). For additional information, visit http://disability.tamu.edu.
SCHEDULE (Subject to Change)

Week 1: The Nature of Myth

(1) T Jan. 14: Introductory Lecture: What is Myth?


Week 2: Origins and Creation


Week 3: The Olympians (I)


(6) Th Jan. 30: Olympian goddesses: ACM, pp. 169-178 (Hymnic Hymn to Demeter), pp. 197-203 (Hymnic Hymns to Aphrodite)

Week 4: The Olympians (II)

(7) T Feb. 4: Apollo and Dionysus: ACM, pp. 178-187 (Hymnic Hymn to Apollo), p. 203 (Hymnic Hymn to Dionysus)

(8) Th Feb. 6: The Afterlife and the Underworld: Odyssey Book 11

Week 5: Heroes Before the Trojan War (I)

T Feb. 11: Exam #1


Week 6: Heroes Before the Trojan War (II)


(11) Th Feb. 20: Jason and the Argonauts: ACM, pp. 25-30 (Apollodorus, Library); pp. 322-328 (Ovid's Heroides)

Week 7: Epic I: The Trojan War and the Iliad

(12) T Feb 25: Homeric Questions [Iliad Books 1, 3-4, 6]

(13) Th Feb 27: Gods and Men in the Iliad [Iliad Books 9, 11, 16]
Week 8: Epic II: *Iliad* and *Odyssey*

(14) T March 4: The Return of Achilles [*Iliad*, 18, 19, 22, 24]

(15) Th March 6: The Fall of Troy and its Aftermath/The Telemachia [*Odyssey* 1, 6-8]

(March 10-14: Spring Break)

Week 9: Epic III: The *Odyssey*

(16) T March 18: The Journey Home [H&P *Odyssey* Books 10, 12-14]

(17) Th March 20: The Revenge of Odysseus [*Odyssey* 19-23]

Week 10: Greek Tragedy I

T March 25: Exam # 2

(18) Th March 27: Myth and Greek Tragedy: Aeschylus, *Agamemnon*

Week 11: Greek Tragedy II

(19) T April 1: The *Oresteia* [Aeschylus, *Libation-Bearers* and *Eumenides*]

(20) Th April 3: The Myth of Thebes: *Oedipus Rex* at https://records.viu.ca/~johnstoi/sophocles/oedipustheking.htm

Week 12: Greek Tragedy III

(21) T April 8: Euripides and Gender [Euripides, *Medea* & *Hippolytus*]

(22) Th April 10: Euripides on Women and War [Euripides, *The Trojan Women*]

Week 13: Rome and the Greek Inheritance

(23) T April 15: *Aeneid* I

(24) T April 17: (33) *Aeneid* II, VI (ACM, pp. 410-430)

Week 14:

(25) Th April 21: ‘34 Ovid [TBA]

(26) Th April 23: Modern Interpretations of Myth [TBA]
Texas A&M University

Departmental Request for a Change in Course

Undergraduate ★ Graduate ★ Professional

Submit original form and attachments ★

1. Request submitted by (Department or Program Name):
   International Studies

2. Course prefix, number and complete title of course:
   CLAS 351 Classical Mythology

3. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 6; enter proposed course title and proposed course description in item 7. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:
   Prefix Cours # Title (excluding punctuation)
   CLAS 351 CLASSICAL MYTHOLOGY
   Lec. 0 3 0 0 0 3 1 6 1 2 0 0 0 0 0 1 6 6 6 6 3 0 0 3 6 3 2 3
   b. Change to:
   Prefix Cours # Title (excluding punctuation)
   CLAS 251 CLASSICAL MYTHOLOGY
   Lec. 0 3 0 0 0 3 1 6 1 2 0 0 0 0 0 1 6 6 6 1 4 1 5 0 0 3 6 3 2
   Approval recommended by:
   ROBERT B. SHANDLEY
   Department Head or Program Chair (Type Name & Sign) Date
   DONNALEE DOX
   Department Head or Program Chair (Type Name & Sign) Date
   (If cross-listed course)
   Submitted to Coordinating Board by:
   Chair, GC or UCC Date

   Associate Director, Curricular Services

   Date Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services — 02/11

   RECEIVED
   APR 25 2013
   CURRICULAR SERVICES
Memorandum

Date: March 25, 2013

To: University Curriculum Committee

Through: Dr. Michael T. Stephenson  
Associate Dean, College of Liberal Arts

From: Dr. Stefanie Harris  
Associate Head, Department of International Studies  
Dr. Donnalee Dox  
Director, Program in Religious Studies

Re: Supporting statement for changes made to CLAS/RELS 351, Classical Mythology

Since the course’s inception more than twenty years ago, the format and audience have changed considerably. For much of the past decade, the course has been taught as a large-enrollment (ca. 150-300 students) lecture course designed to attract students to the minors in Classical Studies and Religious Studies and to the major in Classics. For at least the past three semesters in which the course has been taught (13A, 12A, 11A), the majority of students enrolled in it have been—as expected—at the U1/U2 level. Changing the course number to the 200-level (351 to 251) will more accurately reflect its nature.
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): ________________________________

2. Course prefix and number: ENGL 206 3. Texas Common Course Number: ________________________________

4. Complete course title: 21st-Century Literature and Culture 5. Semester credit hours: 03

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

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

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

☒ Yes  ☐ No

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

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

10. Number of students per semester: 35 - 250

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

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:

______________________________  4-16-13

Course Instructor

Approvals:

______________________________  4-16-13

14. Department Head

______________________________  4-16-13

15. College Dean/Designee

Date

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

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

Core Curriculum

Initial Request for a 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?

English 206 is an exploration of contemporary writing in its cultural contexts. 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 cultural values that mark the literary treatment of contemporary issues and debates, often examining the transformation of old genres to address new concerns. For instance, the course might investigate the ways in which writers are now revitalizing a number of popular genres, returning science fiction and crime literature, for instance, to the mainstream of contemporary literature and finding new modes of expressing and coping with the violence of the new millennium, including the graph novel and other literary modes that enhance our understanding of visual culture. These texts compel a deeper examination of the meaning of personal ethics and social responsibility. The course also aims to improve the ability of each student to read, understand, and appreciate literary texts.

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 will enhance critical thinking skills through consistent reading and class discussion of key ideas that serve as the foundation for various contemporary literary works. The evaluation of critical thinking skills will be based on exams and class participation and may include evaluation of 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 contemporary literary works.

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

The course will enhance communication skills through small and large group discussion and writing
Texas A&M University

Core Curriculum

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

about ideas, issues, questions, and themes central to course reading including the graphic novel and other literary modes that enhance our understanding of visual culture. The evaluation of communication skills will be based on class participation in discussions and on exams and may include evaluation of written assignments. Students will demonstrate an understanding of the richness of contemporary writing through exams in which they will be expected to effectively convey key ideas from the course succinctly and clearly, and through class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text, including the graphic novel and other literary modes under examination.

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

The course will enhance social responsibility by providing students with a deeper understanding of how recent history and broader social forces have shaped current writing. The evaluation of social responsibility will be based upon the exams and papers which will require students to demonstrate how key insights from the course have helped broaden their understanding of the way differing experiences, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

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

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 and by exploring the ways in which personal responsibility has been redefined in our new millennium. 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. In addition, the assignment will focus on the complex treatment of personal responsibility in contemporary writing, such as one of the post 9/11 apocalypses.

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 English

ENGL 206: 21st-Century Literature and Culture

Request for International and Cultural Diversity (ICD) Designation

English 206 is an exploration of contemporary writing in its cultural and multicultural contexts. Students will be introduced to the major themes and techniques of a number of important writers from across the globe, writing in English. The course will focus on the aesthetic and cultural values that mark the literary treatment of contemporary issues and debates, often examining the transformation of old genres to address new concerns, particularly those that address the new multicultural millennium, and the varying responses to 9/11 and new global realities. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing world.
English 206: 21st-Century Literature and Culture

Professor Bendixen
Office: 473 LAAH
Phone: 845-2773
Email: abendixen@tamu.edu

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

Twenty-First-Century Literature and Culture, ENGL 206, Credit 3. An exploration of contemporary literature and culture: such topics as the new multicultural millennium; responses to 9/11 and new global realities; the transformation of popular genres.

Course Description and Goals: English 206 is an exploration of contemporary writing in its cultural contexts. 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 cultural values that mark the literary treatment of contemporary issues and debates, often examining the transformation of old genres to address new concerns. For instance, the course might investigate the ways in which writers are now revitalizing a number of popular genres, returning science fiction and crime literature, for instance, to the mainstream of contemporary literature and finding new modes of expressing and coping with the violence of the new millennium, including the graphic novel and other literary modes that enhance our understanding of visual culture. These texts compel a deeper examination of the meaning of personal ethics and social responsibility. The course also aims to improve the ability of each student to read, understand, and appreciate literary texts.

Prerequisite: None.

LEARNING OUTCOMES

1. Identify and describe the major themes and techniques of important contemporary writers.

2. Identify and analyze the aesthetic values that mark current literary movements.

3. Apply methods and techniques presented in the course to the analysis of texts in discussions and writing.

Core Curriculum Objectives:

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

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas that serve as the foundation for various contemporary literary works.
Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading including the graphic novel and other literary modes that enhance our understanding of visual culture.

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 and by exploring the ways in which personal responsibility has been redefined in our new millennium.

Social Responsibility (SR): The course will enhance social responsibility by providing students with a deeper understanding of how recent history and broader social forces have shaped current writing.

Core Evaluation:

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include evaluation of 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 contemporary literary works.

CS: The evaluation of communication skills will be based on class participation in discussions and on exams and may include evaluation of written assignments. Students will demonstrate an understanding of the richness of contemporary writing through exams in which they will be expected to effectively convey key ideas from the course succinctly and clearly, and through class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text, including the graphic novel and other literary modes under examination.

SR: The evaluation of social responsibility will be based upon the exams and papers which will require students to demonstrate how key insights from the course have helped broaden their understanding of the way differing experiences, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

PR: 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. In addition, the assignment will focus on the complex treatment of personal responsibility in contemporary writing, such as one of the post 9/11 apocalypses.

Assignments and Grading: Regular attendance and timely completion of all reading assignments are expected. Please refer to http://student-rules.tamu.edu/rule07 for more information on excused and unexcused absences and make up work.
Your final grade will be based on your performance on three exams (20% each with each exam being worth 100 points) and two papers (20% each with each paper being worth 100 points). The three exams will be made up of questions requiring short answers, but enabling students to indicate a thoughtful personal response to the issues covered in class, including the meaning of personal and social responsibility in our time. The exams will emphasize both the assigned reading and the material covered in class.

The papers will provide you with opportunities to explore contemporary writing in a variety of ways, including traditional analyses of literary texts, research papers, creative work, reports of your own discoveries in the genre, and explorations of the transformation of written texts into film. In these papers, students will also demonstrate their ability to ethically cite a source from another person’s work in order to construct a persuasive argument.

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

Academic Dishonesty
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.”

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

Required Texts:

Sherman Alexie, The Absolutely True Diary of a Part-time Indian
Suzanne Collins, The Hunger Games
Junot Diaz, The Brief Wondrous Life of Oscar Wao
Zadie Smith, White Teeth
Michael Chabon, The Amazing Adventures of Kavalier & Clay
Chimamanda Ngozi Adichie, Purple Hibiscus
Max Brooks, World War Z
Julia Alvarez, In the Time of the Butterflies
Cormac McCarthy, *The Road*  
Gene Luen Yang, *American Born Chinese*  
Walter Mosley, *Six Easy Pieces*  
Jhumpa Lahiri, *Unaccustomed Earth*

**Reading Assignments:** You should have completed reading the assigned texts by the first class of each week.

**Week 1**  
Introduction  
Sherman Alexie, *The Absolutely True Diary of a Part-time Indian*

**Week 2**  
Suzanne Collins, *The Hunger Games*

**Week 3**  
Junot Diaz, *The Brief Wondrous Life of Oscar Wao*  
The instructor will also discuss concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument. The student will demonstrate their mastery of this material on the papers.

**Week 4**  
Julia Alvarez, *In the Time of the Butterflies*

**Week 5**  
Michael Chabon, *The Amazing Adventures of Kavalier & Clay*  
*First Exam*

**Week 6**  
Chabon (continued)  
*First paper Due*

**Week 7**  
Chimamanda Ngozi Adichie, *Purple Hibiscus*

**Spring Break**

**Week 8**  
Max Brooks, *World War Z*

**Week 9**  
Zadie Smith, *White Teeth*

**Week 10**  
Smith (continued)  
*Second exam (Modernism)*

**Week 11**  
Cormac McCarthy, *The Road*

**Week 12**  
Gene Luen Yang, *American Born Chinese*  
*Second paper Due*

**Week 13**  
Walter Mosley, *Six Easy Pieces*
Week 14     Jhumpa Lahiri, *Unaccustomed Earth*

**Final Exam:** The exam will emphasize both the assigned reading and the material covered in class.
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 English

2. Course prefix, number and complete title of course: ENGL 206. 21st-Century Literature and Culture

3. Catalog course description (not to exceed 50 words):
   An exploration of contemporary literature and culture: such topics as the new multicultural millennium; responses to 9/11 and new global realities; the transformation of popular genres.

4. Prerequisite(s):

   Cross-listed with: ____________________________

   Stacked with: ____________________________

   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes □ No

   If yes, from ________ to ________

6. Is this a repeatable course? □ Yes □ No

   Will this course be repeated within the same semester? □ Yes □ No

   If yes, this course may be taken ________ times.

7. 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

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)

   ENGL 206 21ST CENT LIT AND CULT

   Lect. Lab SCH CLP and Fund Code Admin. Unit Acad. Year EICE Code
   0 3 0 0 0 3 2 3 1 4 0 1 0 0 0 1 0 9 9 0 1 4 5 1 5 0 0 3 6 3 2

   Approval recommended by:

   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:

   Associate Director, Curricular Services Date

   Chair, GC or UCC Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: GEOG 301

3. Texas Common Course Number: None

4. Complete course title: Geography of the United States

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 - [x] 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: 1.9 (mean since Fall 2009)

10. Number of students per semester: 324 (Fall and Spring only; Summer excluded)

11. Historic annual enrollment for the last three years: 571 (2011-12) 659 (2010-11) 714 (2009-10)

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

12.

13. Submitted by:
   - [Signature]
   - [Course Instructor]
   - [Date] April 30, 2013

14. Approvals:
   - [Signature]
   - [Date] 4/30/2013

15. Department Head
   - [Signature]
   - [Date] 5/1/13

   College Dean/Designee
   - [Signature]
   - [Date]

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Geography 301 describes and explains the geographic structure of the United States. Geographic structure denotes the system of routes, places, and cultural regions that constitute the geography of the United States. The course explains this structure as a complex artifact, constructed over the course of centuries by diverse peoples, and expressive of the changing technologies, economies, and cultural attitudes of these peoples. Emphasis is placed on the ways in which this geographic structure has been affected by cultural evaluations of physical environments, alien peoples, and the meaning of the “good life.” Students are taught how to interpret the political, religious, and cultural meanings that are inscribed in the human landscapes of the country’s several regions, and are encouraged to appreciate the bold and subtle beauties of its natural landscapes. Students who complete this course understand that the patterns they see on a map, and the landscapes they see out the window, are products of an ongoing process of interaction between the many cultures and environments of this vast and varied land.

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 is, essentially, the habit of identifying and questioning assumptions, and of refusing to take anything as simply “given.” It is particularly important in human geography because spatial patterns and built landscapes appear to the untutored eye as natural and necessary aspects of a taken-for-granted reality. Geography 301 explains the constraints nature places on human action; but it also emphasizes the cultural and historical contingencies that have contributed to shaping the United States as we know it. Moreover, it encourages students to identify and question the assumptions that were implicit in the human decisions to develop the country’s regions in the particular ways that they were developed. For example, they learn why the landscape of New England is a distinctively New England landscape.

Student mastery of critical thinking will be assessed by an exercise in which they evaluate three “counterfactual geographies.” This will build on an existing lecture, but will also require to student to creatively synthesize new information and render a critical judgment.

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

Geography 301 employs a large range of communication media. Students are taught how to interpret historic and contemporary maps and photographs, how to understand and appreciate landscape paintings, how to read
Texas A&M University  

Core Curriculum  

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

graphs and statistical tables, and how to make use of historical documents and texts. It is doubtful that any class taught in this university makes more extensive and substantive use of such a wide array of visual and verbal media. Unsurprisingly, maps are a medium of particular importance, and students are required both to read and make many different types of map.

Student mastery of visual communication media will be assessed in each of the three examinations, where a substantial section (worth 42 percent of the total) requires the student to interpret and draw maps. Student mastery of verbal and visual media will also be assessed in an exercise in which they interpret and appreciate a landscape painting.

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

This course explains the geographic structure of the United States as the product of human intellect and labor, and makes it clear that, just as our predecessors are responsible for the geography and environments we inhabit, so we will be responsible for the geography and environments inhabited by those who will come after us. It pays due attention to geographic expressions of social segregation and economic and environmental exploitation, but these are explained as part of a larger national story in which the student should feel proud to play his or her part. Our students will go on to serve what they have been taught to love, and while this course does not deal in comforting fairy tales, it is designed to deepen and mature the students' love of country.

Student mastery of social responsibility will be assessed in an exercise that cultivates and tests intercultural competence. Students will be supplied with a first-person account of life in a non-Texas region and required to write a brief essay identifying and explaining how life in that region differs from Texas.

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

Personal responsibility grows out of a determination to live a life of quiet dignity. Very few of us will be famous, and few of our noble actions will be noticed, much less remembered; but men and women with a sense of personal responsibility conduct their lives with quiet dignity in spite of this. Few things kindle this determination like reflection on the quiet dignity with which so many other “little people” have lived. Geography 301 doesn’t have much to say about famous men and women. It tells a story of nameless, although not entirely faceless, ordinary people who labored in mines and factories, forests and farms, offices and homes. Pictures of their anonymous faces often look out at the students from the projection screen, and although these faces are often dirty and tired, they are also very often quietly dignified. And there are many occasions to remark how many of these “little people” kept their promises, paid their bills, raised their children, and tried in their own small way to leave this land a better one than they found it. Students learn that these are men and women they would do well to emulate, not pity or scorn.

Student mastery of personal responsibility will be assessed in an exercise that requires them to obtain another person’s “personal history” and then situate that history in the geographic structures described in the class (i.e. within the context of a culture region, against the backdrop of a regional landscape, as part of a geographic movement). Whenever possible, students will use the personal histories of older family members.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Geography of the United States
Geography 301.XXX
Spring 2014

TR 9:35-10:50
TUESDAYS AND THURSDAYS

Office hours: Tuesdays and Thursdays
3:00-4:00; Wednesdays 9:00-10:00

Dr. Jonathan M. Smith
Direct: 845-7128
Geog. Office: 845-7141
E-mail: jnsmith@tamu.edu

Geography begins with the observation that
the surface of the earth is not uniform, but
rather varies from place to place.
Geographers describe these variations as
the shape of the land. When they say shape
of the land, they mean both its visible
appearance—the buildings, fields, forests
that anyone can see—and its organization
as a system of routes (e.g. roads), regions,
and places (e.g. towns). Geographers call
the first aspect of shape a landscape, the
second aspect a spatial systems.

Geographers are interested not only in
the shape of the land, but also in the
shaping of land by various processes. They
therefore seek to understand the processes
that produce landscapes and spatial
systems. These processes may be natural,
economic, cultural, political, or
demographic. Most landscapes and spatial
systems are produced by several interacting
processes.

Because geographers are concerned with
shaping processes, they study geographic
change. The landscapes and spatial systems
that you and I inhabit developed out of
earlier landscapes and spatial systems, and
they are developing into landscapes and
spatial systems quite different from those
we know. To understand geographic
change and development, geographers
study the landscapes and spatial systems of
the past. These studies are called historical
geography.

In this course we will study the shape
and shaping of the geography of the United
States. I will describe the landscapes and
spatial systems of its major sub-regions (e.g.
New England, the Lowland South, the
Great Plains) and explain how they were
produced by natural and human processes.
Our aim is to understand the geography of
the contemporary United States, but to do
this we will normally investigate the origins
of present patterns in the historical
geography.

Students who complete this course will
not only have a better understanding of
where things are, but also of why they are
where they are and how the United States
came to be put together in the way that it is.
They will be able to explain the map of the
country, not just find places on it.

Landscape: Downtown Sacramento, Ca, c. 1945
Learning Objectives
1) Students will be able to identify the significant geographic features and patterns of the United States, as indicated on a variety of contemporary and historic maps.

2) Students will be able to explain the causes and consequences of these features and patterns in terms of economic, cultural, and political processes.

3) Students will be able to interpret the cultural significance of selected landscapes and landscape representations.

4) Students will be able to delineate the culture regions of the United State and describe their origin and character.

Course Description
This is a lecture course, supplemented by readings from one textbook. Sixteen of the lectures cover major regions of the United States. Nine additional lectures, interspersed among these, treat topics in the geography of the US, such as the site and situation of some major cities, the geographic consequences of the Civil War, geopolitics, national identity, and future geographies. Lecture titles are given in the schedule below.

These lectures will necessarily describe the locations of many geographical features, such as cities, rivers, and mountain ranges, and you are expected to have a reasonably good grasp of the locations of major features by the end of the course (beginning

the course with this knowledge is an advantage, but not a requirement). Every lecture will, however, go beyond mere location to explain the historical origins or present significance of these features. You will also master this interpretive material.

Textbook and Material
John C. Hudson, Across this Land: A Regional Geography of the United States and Canada (Baltimore: The Johns Hopkins University Press, 2002); ISBN 0-8018-6567-0.

Ten 3X5 index cards.

Study guides for each lecture will be posted on e-learning. These include maps and annotated lists of important geographic features and concepts.

Evaluation and Grades
Your final grade will be based on three examinations and ten quizzes. The exams are weighted equally and the third exam is not cumulative. The dates of the exams are given on the course schedule. Tests will consist of multiple choice, true-false, and mapping questions.

The quizzes will not be announced beforehand, as they are meant to encourage and reward regular attendance. Each quiz will cover material from the previous lecture. Each quiz is be worth ten points, and will consist of a multiple choice question worth two points and three true-false choice questions worth one point each. You will be awarded five points simply for submitting a quiz, regardless of your answers.
Region: Economic and cultural regions of the United States
**Grade Scaling**

The top score on each exam will be increased to 100 and the same increase will be added to every other exam. For instance, if the top score is 95, five points will be added to every exam in the class. The normal letter grade cut-offs will be: A-90, B-80, C-70, D-50. After the final exam I may choose to lower one or more of these cut-offs. If I do, the best students (e.g. high 80s) will be rewarded first.

In a class of this size some students will inevitably end up with final scores that are just below the cutoff for the next highest letter grade. Nothing can be done about this. If you find yourself in this position, please console yourself with the thought that, over the course of your college career, you will also at times find yourself just above the cutoff for a letter grade. The grade that is just below the cutoff is no less unfair than the grade that is just above the cutoff.

**Attendance Policy**

Students are expected to attend every class session. Remember, each lecture contains about four percent of the total lecture material. Even if you get notes from another student, your final grade will likely drop by about two percent every time you miss class! I will not call roll in class; however, the ten unannounced quizzes serve as a proxy measure of attendance. Missing a quiz without a university-approved excuse will drop your final grade by 2.5 percent.

If you miss an exam for one of the reasons accepted by the university (see the university web site for a list of “university-approved excuses”), you may be allowed to take a make-up. However, to do so you must: (1) Notify me, in advance, of your pending absence (an acknowledged e-mail will suffice). Truly incapacitated students are excepted. (2) Provided me with documents.

If you miss a quiz and have a documented university-approved excuse, you will be allowed to take a make-up quiz. No more than two make-up quizzes will be allowed. These requirements conform to university policy.

**What You Must Do To Succeed**

Success for the average student requires time and effort. How much time is enough? You should spend two hours outside class for every hour you spend in class—that is five to ten hours per week. It’s not only how much time you spend, but how you spend it. For every student who fails due to having spent too little time and effort, there is another who fails due to having spent lots of time and effort unwisely. Here are some pointers:

1) **Come to class.** This means every class, not most of them. Pay attention in class. Think about the lecture, not about the test. Keep your mind engaged by repeatedly asking yourself, what are we talking about? Why are we talking about this?
2) Make useful notes. Normally this will mean rough notes in class, finished notes as soon as possible after. Rough notes should contain only information that you cannot keep in short-term memory, such as facts, names, technical terms and definitions. Finished notes are a useful, legible, complete record for later reference and study. Much of the information in this class is best noted on a map. Print out the maps on the e-learning site and bring them to class.

3) Read your book. I suggest that you skim assigned material before class, and then read it again more slowly after class. Make note of information that supports or amplifies the lecture. Avoid mindless underlining.

4) Study the maps. Your textbook includes excellent maps. Take time to study these, and if possible compare them with maps in an atlas or on the Web. If you do not own an atlas, you may wish to purchase one, or use those in the Map Room of the Evans library. Notice the shape of the land, the locations of places and the relations between them, the patterns of rivers and transportation routes. Ask yourself questions!

5) Ask questions. Ask me the question as soon as you realize that you do not understand. Do not hope that your misunderstanding will go away.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/15</td>
<td>Introduction to the course and regional geography</td>
</tr>
<tr>
<td>R 1/17</td>
<td>TOPICAL LECTURE 1: Site, Situation, and the Development of New York City (Read Hudson, Preface)</td>
</tr>
</tbody>
</table>

**Week 2**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>1/22</td>
<td>REGION 1: New England (Read Hudson, Chapter 4)</td>
</tr>
<tr>
<td>R</td>
<td>1/24</td>
<td>REGION 2: New York State (Read Hudson, Chapter 5)</td>
</tr>
</tbody>
</table>

**Week 3**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>1/29</td>
<td>REGION 3: Great Lakes (Read Hudson, Chapters 14 and 22)</td>
</tr>
<tr>
<td>R</td>
<td>1/31</td>
<td>TOPICAL LECTURE 2: American Settlement Types</td>
</tr>
</tbody>
</table>

**Week 4**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>2/5</td>
<td>REGION 4: Middle Atlantic and Manufacturing Core (Read Hudson, Chapter 6)</td>
</tr>
<tr>
<td>R</td>
<td>2/7</td>
<td>REGION 5: Midwest (Read Hudson, Chapter 13)</td>
</tr>
</tbody>
</table>

**Week 5**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>2/12</td>
<td>TOPICAL LECTURE 3: Washington D.C. as a Symbolic Landscape</td>
</tr>
<tr>
<td>R</td>
<td>2/14</td>
<td>EXAM 1</td>
</tr>
</tbody>
</table>

Processes: Transportation and Urbanization
Week 6
T 2/19 REGION 6: Upland South (Read Hudson, Chapters 7, 8, and 9)
R 2/21 REGION 7: Lowland South (Read Hudson, Chapters 10)

Week 7
T 2/26 REGION 8: The Gulf Coast (Read Hudson, Chapter 12)
R 2/28 TOPICAL LECTURE 4: Geographic Causes, Conduct, and Consequences of the Civil War

Week 8
T 3/5 REGION 9: Florida (Read Hudson, Chapter 11)
R 3/7 REGION 10: Texas (Read Hudson, Chapter 15)

Week 9
T 3/12 SPRING BREAK
R 3/14 SPRING BREAK

Week 10
T 3/19 REGION 11: Great Plains (Read Hudson, Chapters 16 and 18)
R 3/21 REGION 12: Rocky Mountains (Read Hudson, Chapters 17 and 19)

Week 11
T 3/26 REGION 13: Great Basin (Read Hudson, Chapters 19 and 20)
R 3/28 EXAM 2

Week 12
T 4/2 TOPICAL LECTURE 5: American Culture? American Cultures?
R 4/4 REGION 14: Southwest (Read Hudson, Chapter 21)

Week 13
T 4/9 TOPICAL LECTURE 6: Some Countequareal Geographies of the United States
R 4/11 REGION 15: Pacific Northwest (Read Hudson, Chapter 25)

Week 14
T 4/16 REGION 16: California (Read Hudson, Chapter 26)
R 4/18 TOPICAL LECTURE 7: Los Angeles, Yesterday's City of Tomorrow

Week 15
T 4/23 TOPICAL LECTURE 8: The United States and the World (Read Hudson, Chapter 27)
R 4/25 TOPICAL LECTURE 9: Some Future Possibilities

Exam Week
F 5/5 Third Exam 12:30-2:30 p.m.

Classroom Conduct
Students are not allowed to read newspapers in class, or to use electronic devices such as cell phones, gaming devices, or MP3 players. This ban includes sending and receiving text messages. Violators will be asked to leave the classroom. Laptop computers may be used for note taking only.

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

Legal Statement
This course will be conducted in compliance with all applicable federal and state laws, including but not limited to The Americans with Disabilities Act. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room R118 of Cain Hall. The phone number is 845-1637.

Copyright Statement
All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
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 103

3. Texas Common Course Number: HIST 2321

4. Complete course title: World History to 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
   - 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
   - [ ] Yes
   - [ ] 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 semester

9. Number of class sections per semester: 1

10. Number of students per semester: 75-100


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

12. Submitted by:
    
    [Signature]
    Course Instructor
    Date 3/20/2013

13. Approvals:
    
    [Signature]
    Date 3/18/13

14. Department Head
    
    [Signature]
    Date 3/20/13

15. College Dean/Designee
    
    [Signature]

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

This course (HIST 103) examines the beginning of human civilization around the globe and the development of those civilizations up through the fifteenth century. It pays special attention to differences and similarities of human social, cultural and political developments in a variety of global regions— Europe, the Americas, Africa and Asia—over time and to how their interconnectedness helped to shape the modern period.

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 evaluate lectures, primary and secondary source materials related to select regions of what we come to know as Europe, the Americas, Africa and Asia from pre-recorded history to approximately 1500. Students will be asked to identify the different cultural, social and political developments that characterized human societies in these varied regions and synthesize lecture, reading materials and class discussions to identify similarities and differences among the global civilizations under consideration. Student learning will be evaluated through discussion sections, quizzes and written exams.

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 evaluate and synthesize lecture and discussion material related to the development of diverse cultures and political organizations in Asia, the Americas, Europe and Africa. Students will discuss this material in class discussions and complete a midterm and essay final exam that asks students to synthesize arguments made in discussion with written material and also visual images (paintings) and material culture (tapestries, pottery, etc.). Student learning will be evaluated through discussion sections and written 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 (in lectures and reading materials) cultural differences among societies that began, flourished and interacted before 1500. Particular attention will be
Texas A&M University

Core Curriculum

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

paid to economic, social, and political connections among vastly different polities and their diverse forms of political participation, including how individuals negotiated their relationships with larger political entities in the historical past. Student learning will be evaluated through discussion sections and a written midterm and final exam.

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

This course will address personal responsibility by requiring students to identify and evaluate (through lectures, discussion and reading materials) how political, economic and legal choices in civilizations around the globe influenced polities and social organizations in the centuries before 1500. Students also will be asked to reflect on how the ethical decision making processes outlined in class may or may not be applied to their own contemporary contexts. Student learning will be evaluated through discussion of primary and secondary sources and a midterm and final exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 103 – World History to 1500
Fall 2012, SCTS 208, T/TH 9:35-10:50

Instructor: Dr. Daniel L. Schwartz
daniel.schwartz@tamu.edu
Office: 011 GLAS
Office Hours: W 2-3; TH 2:30-3:30 (or by appt.)

Course Description: History 103 examines the beginning of human civilization through the 15th century. It does so with special attention to both the differences and similarities of human social, cultural, and political developments in a variety of global regions over time.

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:

At the completion of this course you will be able to:

1) Identify the outline of human history in Afro-Eurasia and the Americas from the beginnings of human history until the 15th century.
2) Compare and contrast political, economic, and religious developments across a wide variety of times and places.
3) Apply your knowledge of this period by reading, writing and discussing ancient cultures.
4) Appreciate the highly connected global world in which we currently live.

Course Readings:

and to synthesize the things you are learning. I strongly encourage you to use the online aids available through the website of Norton, the publisher of WTW A: wwnorton.com/studyspace. If you miss an exam and have a University-approved excuse, see me (for more information: TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**Extra Credit:** For each class discussion you have the opportunity to earn extra credit points. You can receive 1 point of extra credit by bringing a written response to the readings on the days marked below as “Class discussion.” We will have twelve class discussions. Reading responses must be typed and printed with your name included at the top of the page, and the number of words in brackets at the bottom of the page (use the word count feature in MS Word). You will need to write between 150-200 words giving your thoughts on the reading. Use the questions at the end of each chapter in writing your response to the reading. You must submit responses in class if you would like to take advantage of this extra credit opportunity. You must be present to submit responses because they are designed to prepare you for discussion. If you miss a class discussion and have a University-approved excuse, see me (for more information: TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**Style:** For all written work, I expect you to write in standard English. That includes the use of full sentences displaying proper grammar and complete thoughts. Written assignments are not emails or text messages. You must learn to avoid the use of texting shorthand in your professional writing. It will serve you well long after you finish this course.

**Points Available**

2 map quizzes 20 points (10 points each)
10 quizzes, on chapters o ̃ WTW A 50 points (5 points each) Midterm 1 50 points
Midterm 2 50 points
Final Exam 80 points Total Points Possible 250 points

Grading scale:
A = 225–250
points
B = 220–224
points
C = 175–199
points
D = 150–174
points
F = <174 points

**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 345-1637. For additional information visit http://disability.tamu.edu.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 11/13</td>
<td><em>WTWA</em> Ch. 5, p. 321-361</td>
<td>Take Chapter Quiz BEFORE Class</td>
</tr>
<tr>
<td>TH 11/15</td>
<td><em>Companion</em> Ch. 9, p. 189-203</td>
<td>Class discussion</td>
</tr>
<tr>
<td>T 11/20</td>
<td><em>WTWA</em> Ch. 10, p. 363-397</td>
<td>Take Chapter Quiz BEFORE Class</td>
</tr>
<tr>
<td>TH 11/22</td>
<td><strong>THANKSGIVING: NO CLASS!</strong></td>
<td></td>
</tr>
<tr>
<td>T 11/27</td>
<td><em>Companion</em> Ch. 10, p. 209-226</td>
<td>Class discussion</td>
</tr>
<tr>
<td>TH 12/29</td>
<td><em>Companion</em> Casebook, p. 236-245</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td><strong>Redefined Day!</strong></td>
<td></td>
</tr>
<tr>
<td>T 12/04</td>
<td>Summary and review</td>
<td></td>
</tr>
<tr>
<td>F 12/07</td>
<td><strong>FINAL EXAM!</strong></td>
<td>12:30 a.m.-2:30 p.m. in SCTS 208.</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): Performance Studies

2. Course prefix and number: MUSC 227

3. Texas Common Course Number:

4. Complete course title: Popular Music of India

5. Semester credit hours: 3 SCH

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

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

8. How frequently will the class be offered? Fall, Spring

9. Number of class sections per semester: 1

10. Number of students per semester: 35

11. Historic annual enrollment for the last three years: 97 74 123

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] [Signature]
   Course Instructor
   Approvals: [Signature]
   Department Head
   College Dean/Director

14. Date

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
Initia 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 introduces students to the cultural practices of India demonstrated by its music and films. Students learn about the expressive cultures of India, as well as the folk traditions of several regions of North India. In addition, students are introduced to religious practices in Hinduism, Islam, and Sikhism and musical genres that emerge from these traditions. Students learn about the consequences of globalization and the ways in which Indian expressive culture has adapted to it.

Core Objectives

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

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

Students will discern the relationships between cultural values and practices and the media resulting from it through the course. They will develop music and multimedia analysis skills through an video analysis project and in preparation for listening identification portion of exams. These skills will be modeled in class by the instructor and through in-class discussion. They will be evaluated in weekly quizzes and in exams.

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

Students will develop an analytic language to describe musical features and videos. Students are taught this language in lectures and will utilize it in their group musical analyses. Students are evaluated on their ability to properly use this language in oral discussions as well as written weekly quizzes and in exams.

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

Students will develop an understanding of Indian cultural and religious practices, as well as the fundamentals of Indian post-colonial history. The latter gives students an awareness of how policy decisions can impact the culture of a civilization. This information will be taught to students through lectures, discussion, and in assigned readings. Knowledge of these practices and histories are evaluated in weekly quizzes and in exams.

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

Students will develop an understanding of the decision making processes in music production and ethical representations of cultural practices; students will learn how to responsibly engage with diverse systems of
Texas A&M University

Core Curriculum

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

cultural value. These will be modeled in classroom discussions. Students will be tested on the consequences of production processes in weekly quizzes and in exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Popular Music of India focuses upon the musical and cultural expression of the Indian subcontinent. The course addresses common social-cultural dimensions of India, including India's linguistic, cultural, and religious heterogeneity. Among other things, particular classes address the geographic distribution of India's 22 national languages; Hinduism and the Hindu holidays of Diwali and Holi; musical expression associated with Sufism (mystical Islam); musical practices associated with Sikhism; endogamy, gender, and the practice of "arranged marriage;" the cultural aspects of caste; and India's role within global economies. Because of the media formats examined in the course, a significant portion of the content comes from the last 50 years.
MUSC 227 POPULAR MUSIC OF INDIA (SPRING 2013)

Dr. Jayson Beaster-Jones
Phone: (979) 845-0305
Office: LAAH 268
Office hours: TR 3:45 to 5:00pm
E-mail: jbeasterjones@tamu.edu
Twitter: @jbeasterjones

Course Number: MUSC 227
Course Time: TR 12:45 to 2:00pm
Course Location: HRBB 113
Course Credits: 3 Media website: http://mediamatrix.tamu.edu

Catalog Description
Introduction to Indian popular music and society; focus on musical, cultural, and aesthetic features of 'Bollywood' films and film songs; overview of Indian social, cultural, and religious expression. Prerequisites: None

Introduction
This course surveys South Asian popular musics, paying particular attention to Bollywood film songs, their narrative functions in films, performance and production practices, and their social roles inside India. In developing this cultural literacy, we will explore the representational power of film song and gain a window into 50 years of Indian collective memory. The initial course readings will provide a sense of how we might understand the conventions and production-reception of Hindi film songs, the music directors, the formal and stylistic conventions, and the films they come from. By the end of the course, we will examine other musical popular music genres in India including ghazal, remix, qawwals, and Indipop. Prerequisites: None

Learning Outcomes
- Describe Indian musical and cultural history
- Apply active listening skills for music of any kind
- Analyze the social role of popular music in India
- Discuss the narrative functions of songs in films
- Recognize styles and genres of Indian popular music
- Recognize the sounds of South Asian instruments
- Recognize important film songs, music directors, singers
- Analyze picturizations to develop a sense of the conventions of film song
Course Requirements
Students are responsible for all materials that are presented in class. This not only includes
the lectures, it also includes handouts, announcements about assignments and exams, and all
other information. When in class, do not talk on your cell phone, send or receive messages on cell phones
or laptop computers, read newspapers, magazines, or books, or do crossword puzzles or other games. Turn off
and put away your cell phone before class starts.

The class lectures and discussion will be driven by the issues raised by films, music videos,
and readings. You can view the films through MediaMatrix or check out the DVD at the
reserves counter on the 4th floor of Evans Library Annex.

Assignments
10% Quizzes/Assignments (weekly)
20% Exam 1 (Feb 7)
20% Exam 2 (Mar 5)
25% Exam 3 (Apr 9)
25% Exam 4 (May 8)

Quizzes

Grading:
A = 90-100%  B = 80-90%  C = 70-80%  D = 60-70%  F = below 60%
Each week there will be a short quiz or assignment to evaluate student progress on lectures,
readings, films, and listening assignments. Quizzes will be assigned on eLearning and
available to be taken online by students beginning on Tuesday evening at 6pm. The quiz will
be closed at noon Thursday and after that time will not be available to be taken. There will
be no makeup quizzes unless the student provides a copy of a University excused absence.
Quizzes will be true/false or multiple choice and might include factual questions from that
week’s film, identification of elements of a song or picturization that has already been
covered in lecture, or matching of a song with its film or composer.

There will be occasional opportunities (e.g. attendance at event, a song analysis or
picturization project) that will enable students to receive extra credit for their quiz grades.
These opportunities will be announced in class as they become available.

Exams
The exams in this class are multiple choice format. Exams typically have fifty questions. All
of the questions are of equal value, and the exam is in three parts. The first part typically has
10 questions. For each of the questions in part one, I will play a 30 second passage from a
recording on your listening list. For some questions, you might be asked to identify the
music director, the name of the song/film, or its style; for others, you might be asked to
identify the musical features found in the passage played during the exam or answer other
questions about it. In all cases, these questions will refer to just the passage played during the
exam, not the full recording on the original album or CD. Typically, each recorded selection
is a randomly selected thirty to forty second sample. The entire group of recorded selections
for the first part of the exam will be played twice.
The second part of the exam includes 5 visual identification questions in which you will be asked to identify a screenshot from a song. The final 35 questions will be based upon history and musical concepts covered in the lectures.

Missed exam policy
The first three exams are given in class during the regular part of the semester, and the fourth exam occurs during the finals period. Students are expected to take all exams at the times specified on the syllabus. If you miss an exam for any reason, it is your responsibility to contact me as soon as possible to schedule a make-up. If you have a university excused absence for the missed exam (see Student Rules 7.1.1–7.1.8) and provide me with satisfactory documentation, a make-up exam can be taken and no penalty will be given. (Please note: a medical confirmation note from your medical provider is necessary for satisfactory documentation; even for illnesses or injuries resulting in an absence of less than three days. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.) If you miss the first or second exam for a reason other than a university excused absence, or if you do not provide me with satisfactory documentation for your absence, you may (at a time convenient to the instructor) take a make-up exam, but a penalty will be levied as follows. If you miss one exam without a satisfactorily documented university excused absence, nine points will be deducted from the score of that exam; if you miss a second or third exam without satisfactorily documented university excused absence, twenty-one points will be deducted from the score of that exam. If you miss the last exam, which is held during the finals period, and you do not have a satisfactorily documented university absence, you may not take a makeup exam. See http://student-rules.tamu.edu/rule07

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/.

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

Academic Integrity Statement: Pledge.
On all course work, assignments, or examinations at Texas A&M University, the following
Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Statement on copyright of handouts.**
The handouts that I have created for this course are copyrighted. By “handouts,” I mean all materials generated by me for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Please note: if you need to contact me for any reason, I can be reached most easily via e-mail at jbeaterjones@tamu.edu.

**Textbooks and other required course materials.**

All other readings are available in PDF format in the “Readings” folder of the eLearning course website.

Listening assignments can be accessed via TAMU’s MediaMatrix website. To access MediaMatrix:

1. Type URL [http://mediamatrix.tamu.edu](http://mediamatrix.tamu.edu)
2. Log on with your NET ID and password.
3. Select the Home tab.
4. Scroll down to see the published streams listed under the tabs (select appropriate tab): Published to my NetID/Guest User; Published to my courses; or Published to my U.N.
5. Click the view link to watch/listen to stream.

Note: Flash Player is required to listen to mp3 sound streams and view film streams with extension flv. Make sure you have the most recent version of Flash.
[http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/) Some recordings may also be accessed at the Educational Media Services Center (EdMS) on the fourth floor of the Evans Library Annex. Listening to these recordings is a required part of the course. See “The Guide to the Listening Assignments” (below) for more information.

**Additional Resources:**
Philip Lutendorf’s “Notes on Popular Indian Cinema” (Film synopses, commentary)
[http://www.uiowa.edu/~incinema/index.html](http://www.uiowa.edu/~incinema/index.html)

**Course Outline:**

**Week 1**
**Jan 15**
Course Introduction
Jan 17 “Fundamentals of Indian Musical Systems & Instruments”
Sarrizin, “Introduction to Indian Classical Music,” pp. 30-46

Week 2
Film: Shree 420 (1955) [Dir. Raj Kapoor; Music: Shankar-Jaikishan]
Jan 22 – “Post-Independence Indian History. Indian Instruments”
Dwyer, [100 Hindi Films] “Shree 420” Ganti, “Awara,” “Mother India,” “Mughal-e-Azam,”
Jan 24 – “Bollywood Aesthetics and Conventions”
Reading: Ganti, “Production and Distribution of popular Hindi Cinema” in Bollywood, pp. 79-88

Week 3
Film: Guide (1965) [Dir. Vijay Anand; Music: S.D. Burman]
Jan 29 – “Functional Roles of Songs in Films”
Jan 31 – NO CLASS

Week 4 Feb 5 – “Music Production Practices: 1940-60”
Pendakur, “Film Music: Pleasure and Popularity,” pp. 131-38
Feb 7 – EXAM 1

Week 5 Feb 12 – “Indian History: 1970 to 1991”
Ganti, Bollywood, pp. 30-33
Feb 14 – “Roles of Music Directors and Arrangers”

Week 6
Film: Sholay (1975) [Dir. Ramesh Sippy; Music: R.D. Burman]
Feb 19 – “Sholay and the ‘Masala Western’”
Feb 21 – “Love, Marriage, Sex, Family”
Dwyer, [100 Hindi Films] “Pakeezah,” “Ummo Jaan,” “Tezaab,” “Maine Pyar Kiya”

Week 7
Film: Brave Hearted Gets Bride Dilwale Dulhania Le Jayenge (1995) [Dir. Aditya Chopra; Music: Jatin Lalit]
Feb 26 – “1990s Bollywood Films: India stays home, India goes abroad”
Feb 28 – “The Indian Music Industry after the Cassette Revolution”

Week 8
Mar 5 – EXAM 2
Mar 7 – “Effects of Liberalization, Satellite Television”  
Ganti, *Bollywood*, pp. 33-42

**SPRING BREAK**

**Week 9**  
Film: *Dil Se* (1998) [Dir. Mani Ratnam, Music: A.R. Rahman]  
Mar 19 – “The Tamil Invasion”  
Mar 21 – “A.R. Rahman”

**Week 10**  
Film: *Swades* (2004) [Dir. Ashutosh Gowariker; Music: A.R. Rahman]  
Mar 26 – “Conventions of mid-1990s to 2000s Bollywood Films”  
Mar 28 – “New Bollywood”  
Booth, “*That Bollywood Sound,*” pp. 107-11

**Week 11**  
Film: *Zindagi Na Dobara Milgi* (2011) [Dir. Zoya Akhtar; Music: Shankar-Ehsaan-Loy]  
Apr 2 – “The Multiplex Film” Apr 4 – “Rocking Bollywood”

**Week 12 Apr 9 – EXAM 3**  
Apr 11 – “Punjabi Abroad: Bhangra”  
Baumann, “The Re-Invention of Bhangra,” pp. 81-94

**Week 13 Apr 16 – “Alternatives to Film Song: Indipop and the Pop Ghazal”** Kvetko,  
“Private Music,” pp. 111-22  
Apr 18 – “Hindi Film Song Remakes: History and Controversy”  

**Week 14 Apr 23 – “Qawwali and Sufi Rock”**  
Apr 25 – NO CLASS

**Final Exam**  
[501] May 8, 8 10am [506] May 8, 1 3pm

A Guide to the Listening Assignments

Listening to assigned recordings outside of class is a basic part of this course. The goal of the listening work is to deepen your knowledge of Indian music history and build your aural skills. All of the exams have a listening component. Unless otherwise noted, any
recording that is played in class may be covered on the exams.

Do not let the listening part of the class worry you. I am aware that many students in the class have no formal musical training and cannot read music. Even without any background in music, you can still do well in the course. By the same token, even those students with training in music will need to do the listening assignments, as well as attend class, read the assigned passages in the textbook, and study for the exams.

Strategies for Listening and Studying. During each class, make a list of all the recordings that are played and take careful notes on the lecture and discussion. Shortly after each class, listen to the tracks we discussed in class. On a basic level, you should be able to identify the name of each piece, the film it comes from, and the piece’s style. More importantly, you need to be able to hear and identify the musical features of the piece that we discussed in class. Before playing the recording, read over your notes and make a list of the musical features we explored. After you press play, listen actively, and make sure you can identify those features when they come up in the recording. Think about how the piece fits in with other pieces we discuss during the semester and how it relates to the larger concepts in the class. Do not just play the recording and let the sound wash over you, and do not leave all of your listening until the day before the exam.

Doing the outside of class listening is crucial if you want to do well on the exams. More important, active listening outside of class will help you build your aural skills and learn about the music. You should listen to the course recordings shortly after each class (usually within a day or two of the lecture) and then again as many times as is required for you to be able to know what you need to know about each track. Do not wait for the night before the night before the exam to do all of the listening.

Locating the recordings. The recordings for the listening assignments can be accessed via TAMU’s MediaMatrix website (http://mediamatrix.tamu.edu/). Some may also be accessed at the Educational Media Services Center (EdMS) on the fourth floor of the Evans Library Annex. For the EdMS’s hours of operation, call 845-2316 or 845-5741.

Using MediaMatrix, many students can listen to the same track at the same time. Streaming audio technology is relatively new at TAMU, and problems may arise with it. The EdMS, which may not own all of the discs for the course, does not hold more than three copies of any CD. For these reasons, and also to improve your listening skills, listening assignments should be done in advance. Do not wait till the right before the exam to listen to the recordings for the class. Technical problems with MediaMatrix or with the CDs at the EdMS do not constitute an excuse for failing to listen to the recordings. Exams will not be rescheduled, modified, or graded differently if these systems don’t work.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Performance Studies

2. Course prefix, number and complete title of course: MUSC 227 Popular Music of India

3. Catalog course description, not to exceed 50 words: Introduction to Indian popular musics and society; focus on musical, cultural, and aesthetic features of 'Bollywood' films and film songs; overview of Indian social, cultural, and religious expression.

4. Prerequisite(s): None

5. Is this a variable credit course? ❌ Yes ☑ No

6. Is this a repeatable course? ❌ Yes ☑ No

7. 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)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation) Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code

   MUSC 227 POPULAR MUSIC OF INDIA 0 3 0 0 0 3 5 0 9 0 2 0 0 0 3 2 1 9 6 1 4 - 1 5 0 3 6 3 2

Approval recommended by:
Claudia Nelson, Interim Head
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date
Dean of College Date
Chair, GC or UCC Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10

APR 25 2013 CURRICULAR SERVICES
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/Class 251

3. Texas Common Course Number: n/a

4. Complete course title: CLASSICAL MYTHOLOGY

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? Annually

9. Number of class sections per semester: One

10. Number of students per semester: 200-250

11. Historic annual enrollment for the last three years: 233 (all x-listings), 239 (all x-listings), 120 (all x-listings)

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

   Date

   Date

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CLAS/RELS 25:: Classical Mythology) examines the mythological traditions of the Ancient Greeks and Romans, beginning with the Minoan and Mycenaean civilizations of the Greek Bronze Age and extending through the reception of Classical Mythology in the Middle Ages, the Renaissance, and the Modern era. A particular focus of this class is the way in which myths were re-interpreted in accordance with the belief systems of different periods. Thus, we will not only read Homer's Iliad and Odyssey, we will examine how the poems were re-interpreted in Antiquity through the lens of physical and moral allegory in order to defend Homer from the charges leveled against him by rationalist critics, and we will see how Christian monks and clerics credited the mythological traditions of Pagan Antiquity with concealing timeless truths beneath a veneer of falsehood. We will pay particular attention to the mentality and world-view of the ancient civilizations that produced these myths and to the way that historical, cultural, and religious considerations affected the way in which they were interpreted.

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 asking students to read, understand, and analyze ancient myths within the cultural context of the societies that produced them, and to evaluate the different ways that the same myths have been interpreted by later cultures (e.g., Christian moral allegory, euhemerism, Myth-and-Ritual theory). Student development of critical thinking is evaluated through written exams.

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

This course enhances communications skills by requiring students to discuss assigned readings in class (oral) and answer questions about them on exams (written). It enhances understanding of visual communication by asking students to consider how literary and iconographic evidence for Greek and Roman myth and religion complement one another and enhance our understanding of these traditions.
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 helping students to cultivate an appreciation for the different belief systems of ancient societies and asking them to consider why ways of thinking that are alien (and sometimes offensive) to us were prevalent in Antiquity. Students will demonstrate their engagement with these questions through discussion and written exams.

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

This course enhances personal responsibility by giving students the opportunity to reflect on topics conducive to reflection and personal growth, including (but not limited to): religious pluralism and the conditions in which it can exist, the role of orthodoxy and orthopraxy in society, and the ways in which the study of ancient cultures and their alien belief systems help us put our own beliefs into sharper perspective. Students’ reflection on these questions is demonstrated through class 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.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name):
   Religious Studies

2. Course prefix, number and complete title of course: RELS 351 Classical Mythology

3. Change requested:
   a. Prerequisite(s):
      From: ____________________________  To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked.

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Title</th>
<th>Course Code</th>
<th>Title (excluding punctuation)</th>
<th>Credit</th>
<th>Lab</th>
<th>Lab Scheds</th>
<th>Course Code</th>
<th>Title (excluding punctuation)</th>
<th>Credit</th>
<th>Lab</th>
<th>Lab Scheds</th>
<th>Course Code</th>
<th>Title (excluding punctuation)</th>
<th>Credit</th>
<th>Lab</th>
<th>Lab Scheds</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 351</td>
<td>3</td>
<td>RELS 351 CLASSICAL MYTHOLOGY</td>
<td>3</td>
<td>12</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>01</td>
<td>17</td>
<td>35</td>
<td>00</td>
<td>03</td>
<td>63</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>RELS 251</td>
<td>3</td>
<td>RELS 251 CLASSICAL MYTHOLOGY</td>
<td>3</td>
<td>12</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>01</td>
<td>17</td>
<td>35</td>
<td>14</td>
<td>15</td>
<td>00</td>
<td>03</td>
<td>63</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Approval recommended by:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DONNALEE DIX</td>
<td></td>
</tr>
<tr>
<td>Department Head or Program Chair (Type Name &amp; Signature):</td>
<td>Date</td>
</tr>
<tr>
<td>ROBERT R. SHANDLEY</td>
<td></td>
</tr>
<tr>
<td>Department Head or Program Chair (Type Name &amp; Signature):</td>
<td>Date</td>
</tr>
<tr>
<td>Submitted to Coordinating Board by:</td>
<td></td>
</tr>
<tr>
<td>Associate Director, Curricular Services</td>
<td>Date</td>
</tr>
</tbody>
</table>

Questions regarding this form should be directed to Sandra Williams at 845 8201 or sandra.williams@tamu.edu.
Curricular Services - 02/11
CLAS 251/RELS 251-500: Classical Mythology

TR 2:20-3:35 CHEM 100

Professor: Justin Lake
Office: Academic Building 330A
Hours: Thursday 11:30-12:30 and by appointment
Phone: 979-845-2124 (department)
e-mail: justinlake@tamu.edu

Scope of the course and goals: This course will examine the canonical stories of the Greek and Roman mythological tradition, paying special attention to the social and historical context in which these myths developed and attained literary form. Topics to be considered include: ancient and modern theories of myth, creation narratives (Greek and Near-Eastern), the Olympians and the practice of religion in ancient Greece, Greek heroes and hero-cults, Homer, the Athenian Tragedians, the Roman adaptation of Greek myth, and the coming of Christianity.

Learning Outcomes: After taking this course students will be able to:

1) Enumerate and discuss the most important literary sources for Greek and Roman mythology.
2) Contrast the various approaches taken towards Greek and Roman myths by ancient and modern commentators (e.g., allegory, euhemerism, Myth and Ritual theory).
3) Describe and discuss major literary works of Classical Antiquity, including Hesiod's Theogony, Homer's Iliad and Odyssey, Aeschylus's Oresteia, Sophocles's Oedipus Rex, Euripides's Medea, Hippolytus, and Trojan Women, and Virgil's Aeneid.

Core Objectives:

Critical Thinking: Students enhance their critical thinking skills by reading ancient myths within the cultural context of the societies that produced them and learning different interpretive strategies (e.g., Christian moral allegory, euhemerism, Myth-and-Ritual theory).

Communication: Students develop their communications skills through class discussion of assigned readings and written work on exams. To develop visual communications skills students consider how literary and iconographic evidence for Greek and Roman myth and religion complement one another and enhance our understanding of these traditions.

Social Responsibility: Students learn to cultivate an appreciation for the different belief systems of ancient societies and to consider why ways of thinking that are alien (and sometimes offensive) to us were so prevalent in Antiquity.

Personal Responsibility: Students cultivate personal responsibility by reflecting on topics conducive to personal growth, including (but not limited to): religious pluralism and the conditions in which it can exist, the role of orthodoxy and orthopraxy in society, and the ways in which the study of ancient cultures and their alien belief systems help to put our own beliefs into sharper perspective.

Prerequisite: None

Required Texts:

Stephen Trzaskoma, R. Scott Smith, and Stephen Brunet, eds., Anthology Of Classical Myth: Primary Sources in Translation [Abbreviated as ACM]
Diane Amson Svalrien, trans., *Euripides: Alcestis, Medea, Hippolytus* (Hackett)


Robert Fagles, trans., *The Oresteia* (Penguin Classics)

**NB:** All three exams will require extensive passage identification; all passages will be drawn from the editions cited above. You are welcome to use alternative translations of the key texts. This should not pose a problem when it comes to identifying passages, but be aware that the translations will look different.

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

<table>
<thead>
<tr>
<th>First exam:</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second exam</td>
<td>30%</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, but attendance will not be taken. 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 and take notes in class. I will post the PowerPoint slides for the lectures on the course website prior to each lecture. The slides are intended to provide a framework for taking notes and to help you study for exams, but they are not a substitute for attending class.

**Absences:** Regular attendance is necessary to succeed in this class, as a significant portion of the material on the Mid-Term and Final Examinations will be taken from lectures. In the case of absences on exam days, a make-up will only be allowed if there is a university-excused absence. 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.

**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/.

**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 (845-637). For additional information, visit http://disability.tamu.edu.
SCHEDULE (Subject to Change)

**Week 1: The Nature of Myth**

(1) T Jan. 14: Introductory Lecture: What is Myth?


**Week 2: Origins and Creation**


**Week 3: The Olympians (I)**


(6) Th Jan. 30: Olympian goddesses: ACM, pp. 169-178 (*Homer's Hymn to Demeter*), pp. 197-203 (*Homer's Hymns to Aphrodite*)

**Week 4: The Olympians (II)**

(7) T Feb. 4: Apollo and Dionysus: ACM, pp. 178-187 (*Homer's Hymn to Apollo*), p. 203 (*Homer's Hymn to Dionysus*)

(8) Th Feb. 6: The Afterlife and the Underworld: *Odyssey* Book 11

**Week 5: Heroes Before the Trojan War (I)**

T Feb. 11: Exam #1


**Week 6: Heroes Before the Trojan War (II)**


**Week 7: Epic I: The Trojan War and the Iliad**

(12) T Feb 25: Homeric Questions (*Iliad* Books 1, 3-4, 6)

(13) Th Feb 27: Gods and Men in the *Iliad* (*Iliad* Books 9, 11, 16)
Week 8: Epic II: *Iliad* and *Odyssey*

(14) T March 4: The Return of Achilles [*Iliad*, 18, 19, 22, 24]

(15) Th March 6: The Fall of Troy and its Aftermath/ The Telemachia [*Odyssey* 1, 6-8]

(March 10-14: Spring Break)

Week 9: Epic III: The *Odyssey*

(16) T March 18: The Journey Home [H&P *Odyssey* Books 10, 12-14]

(17) Th March 20: The Revenge of Odysseus [*Odyssey* 19-23]

Week 10: Greek Tragedy I

T March 25: Exam #2

(18) Th March 27: Myth and Greek Tragedy: Aeschylus, *Agamemnon*

Week 11: Greek Tragedy II

(19) T April 1: *The Oresteia* [Aeschylus, *Libation-Bearers* and *Eumenides, Eumenides*]

(20) Th April 3: The Myth of Thebes: *Oedipus Rex* at https://records.viu.ca/~johnstoi/sophocles/oedipustheking.htm

Week 12: Greek Tragedy III

(21) T April 8: Euripides and Gender [Euripides, *Medea* & *Hippolytus, Hipolytus*]

(22) Th April 10: Euripides on Women and War [Euripides, *The Trojan Women*]

Week 13: Rome and the Greek Inheritance

(23) T April 15: *Aeneid* I

(24) T April 17: (33) *Aeneid* II, VI [ACM, pp. 410-430]

Week 14:

(25) Th April 21: (34) Ovid [TBA]

(26) Th April 23: Modern Interpretations of Myth [TBA]
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

1. Request submitted by (Department or Program Name): Religious Studies

2. Course prefix, number and complete title of course:
   RELS 351 Classical Mythology

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________________________________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS</td>
<td>351</td>
<td>CLASSICAL MYTHOLOGY</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
</tr>
<tr>
<td>0300</td>
<td>00000000</td>
<td>000000100010</td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS</td>
<td>251</td>
<td>CLASSICAL MYTHOLOGY</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
</tr>
<tr>
<td>0300</td>
<td>00000000</td>
<td>000000100010</td>
</tr>
</tbody>
</table>

   Approval recommended by:
   DONNALEE DOX
   Department Chair (Typed Name & Sign) 3/25/13
   Chair, College Review Committee 4/15/13

   ROBERT R. SHANDLEY
   Department Chair (Typed Name & Sign) 3/25/13
   Dean of College 4/29/13

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11

RECEIVED
APR 25 2013
CURRICULAR SERVICES
Hi, Stefanie. I'm home sick today. I can authorize Annette Jackson, Administrative Assistant for the Religious Studies Program to sign for me.

DonnaLee

DonnaLee Dox, Ph.D.
Associate Professor
Director, Religious Studies Interdisciplinary Program and Minor
Texas A&M University

Office: 304 Bolton Hall
EMail: dox@tamu.edu

On May 7, 2013, at 3:41 PM, Harris, Stefanie wrote:

Hi DonnaLee,

When I submitted the paperwork to change RELS 351 to 251, I typed in an incorrect code on the form. I need to create a new form and resubmit. Are you on campus today or tomorrow to sign the form? The UCC meeting is on Thursday afternoon and I need to resubmit before then so that CLAS/RELS 251 can be moved to their consent agenda. Sorry about the hassle!

Stefanie

Stefanie Harris, Ph.D.
Associate Professor of German and Film Studies
Memorandum

Date: March 25, 2013

To: University Curriculum Committee

Through: Dr. Michael T. Stephenson
         Associate Dean, College of Liberal Arts
         Dr. Donnalee Dox
         Director, Program in Religious Studies

From: Dr. Stefanie Harris
      Associate Head, Department of International Studies

Re: Supporting statement for changes made to CLAS/RELS 351, Classical Mythology

Since the course's inception more than twenty years ago, the format and audience have changed considerably. For much of the past decade, the course has been taught as a large-enrollment (ca. 150-300 students) lecture course designed to attract students to the minors in Classical Studies and Religious Studies and to the major in Classics. For at least the past three semesters in which the course has been taught (13A, 12A, 11A), the majority of students enrolled in it have been—as expected—at the U1/U2 level. Changing the course number to the 200-level (351 to 251) will more accurately reflect its nature.
Texas A&M University  
Core Curriculum  

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

1. This request is submitted by (department name):  
   Performance Studies  
2. Course prefix and number:  
   THAR 155  
3. Texas Common Course Number:  
4. Complete course title:  
   History of Western Dress  
5. Semester credit hours:  
   3 SCH  
6. This request is for consideration in the following Foundational Component Area:  
   ☑ Language, Philosophy and Culture  
   ☐ Communication  
   ☐ Mathematics  
   ☐ Life and Physical Sciences  
   ☐ 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  
   Per J. Moms 5-25-13  
8. How frequently will the class be offered?  
   Fall, Spring  
9. Number of class sections per semester:  
   1  
10. Number of students per semester:  
   100  
11. Historic annual enrollment: for the last three years:  
   179  
   0  
   190  

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

13. Submitted by:  
   [Signature]  
   [Name]  
   [Title]  
   [Date]  

14. Department Head  
   [Signature]  
   [Name]  
   [Date]  

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

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

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Department of Performance Studies
THAR 155 History of Western Dress
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Areas: Language, Philosophy, and Culture; Creative Arts; American History

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information): Students will demonstrate their understanding of course material through quizzes and tests given over the semester. (p. 2 Assessments) Students use critical thinking skills when analyzing motivations for dress as a cultural tool, and dress as a window into the conscience of a specific society.

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

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal): Teamwork is incorporated into the course through class discussion facilitated by the Think Pair Share technique, as well as group activities, which enable students to develop their own ideas and to consider diverse points of view from their peers.

Personal Responsibility (to include the ability to connect choices, actions, and consequences to ethical decision making): Western dress is and has historically been influenced by political conflict, cross-cultural contact, economic events and trade, technology, and media of communication. In conjunction with the study of such topics as Roman conquests, the Crusades, European colonialism and imperialism, and the Industrial Revolution, students consider how dress has been a reflection of culture in the past. Students explore ethical decision-making by reflecting on how their personal choices in dress reflect current culture and result in consequences for the global community.

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

(FC AREA ON ORIGINAL CCFAM)
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 are expressed and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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

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

---

Core Objectives

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

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

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

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

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

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

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

Core Curriculum

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

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

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

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

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
THAR 155: History of Western Dress
Department of Performance Studies
Fall 201X

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

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

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

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

Resources and Required Materials

Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10 pts</td>
<td>A</td>
<td>450-500</td>
</tr>
<tr>
<td>Production Review</td>
<td>20 pts</td>
<td>B</td>
<td>400-449</td>
</tr>
<tr>
<td>10 Quizzes @ 5 points each</td>
<td>50 pts</td>
<td>C</td>
<td>350-399</td>
</tr>
<tr>
<td>3 Tests @ 100 points each</td>
<td>300 pts</td>
<td>D</td>
<td>300-349</td>
</tr>
<tr>
<td>Final Exam</td>
<td>120 pts</td>
<td>F</td>
<td>0-299</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500 pts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

There will be a total of 3 tests and one cumulative final exam. All tests will include definitions of terminology, identification of visual images, and questions on evolution, impact, etc. You will need the gray 8.5"x11" scantron form (Form no.: NCS MP90051, NCS Pearson MM90051-2 or Scantron form No.0-101607-TAMU) and a no. 2 pencil for each test.
Policies
Attendance:
The best way to be successful in this course is to attend class. If you miss class due to an excused absence you will be provided an opportunity to make up any missed assignments or quizzes. I will not accept late assignments without an excused absence. If you do miss a class for any reason you are responsible for obtaining notes and information regarding assignments from your classmates.

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

Academic Integrity
Aggie Honor Code
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. See http://aggiehonor.tamu.edu.

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

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction and Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Origins and Functions of Dress and Motivations</td>
<td>Read Chapter One</td>
</tr>
<tr>
<td></td>
<td>for Dress</td>
<td>Syllabus Quiz Due</td>
</tr>
<tr>
<td>2</td>
<td>The Ancient Middle East</td>
<td>Read Part One and Chapter Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sources of Information Worksheet</td>
</tr>
<tr>
<td>3</td>
<td>Crete and Greece</td>
<td>Read Chapter Three</td>
</tr>
<tr>
<td>4</td>
<td>Etruria and Rome</td>
<td>Read Chapter Four</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ancient Inspiration for Modern Fashions</td>
</tr>
<tr>
<td>5</td>
<td>Test #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Early Middle Ages</td>
<td>Read Part Two, Chapter Five</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library Scavenger Hunt</td>
</tr>
<tr>
<td>6</td>
<td>The Late Middle Ages</td>
<td>Read Chapter Six</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conspicuous Consumption in the Middle Ages</td>
</tr>
<tr>
<td>7</td>
<td>The Italian Renaissance</td>
<td>Read Part Three, Chapter Seven</td>
</tr>
<tr>
<td>8</td>
<td>The Northern Renaissance</td>
<td>Read Chapter Eight</td>
</tr>
<tr>
<td></td>
<td>Test #2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The Seventeenth Century</td>
<td>Read Part Four, Chapter Nine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portraits of the 17th Century</td>
</tr>
<tr>
<td>10</td>
<td>The Eighteenth Century</td>
<td>Read Chapter Ten</td>
</tr>
<tr>
<td>11</td>
<td>The Directoire Period and Empire Period</td>
<td>Part Five, Chapter Eleven</td>
</tr>
<tr>
<td>12</td>
<td>The Romantic Period</td>
<td>Read Chapter Twelve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Production Review Assignment Due</td>
</tr>
<tr>
<td></td>
<td>Test #3</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The Crinoline Period</td>
<td>Read Chapter Thirteen</td>
</tr>
<tr>
<td>14</td>
<td>The Bustle Period and the Nineties</td>
<td>Read Chapter Fourteen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19th Century Extant Garments</td>
</tr>
<tr>
<td>Finals</td>
<td>Week Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
Dear Kristin,

Please find attached revised Core Curriculum Component Area Forms for the following courses, reflecting changes to the Personal Responsibility statement as requested by the CCC:

- THAR 155 History of Western Dress
- THAR 280 History of the Theatre I
- THAR 281 History of the Theatre II

All three courses are in the LPC category.

Also, the instructors would like to withdraw requests for ICD classification for the following courses:

- THAR 155 History of Western Dress
- THAR 280 History of the Theatre I

THAR 281 History of the Theatre II is already ICD, and should remain so.

Each attached form includes the course number at the top for your reference.

Best wishes,

JM

Jeff Morris, D. Musical Arts in Composition
PerfTech Studio Director
Director of Undergraduate Studies

Department of Performance Studies
Texas A&M University
Liberal Arts
Arts & Humanities Building
Phone (979) 845-6751
Fax (979) 862-2666
**Texas A&M University**
**Core Curriculum**

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

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

2. Course prefix and number: **THAR 280**

3. Texas Common Course Number: **DRAM 2361**

4. Complete course title: **History of the Theatre I**

5. Semester credit hours: **3 SCH**

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [x] 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
   - [x] No
   - per J. Mami 5-24-13

8. How frequently will the class be offered? **Fall, Spring**

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

10. Number of students per semester: **500**

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

   *500 starting fall 2013; offered as a study abroad spring 2013*

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: **K. Miller**

   Course Instructor

   **2/26/2013**

   Date

14. Department Head

   **2/27/13**

   Date

15. College Dean/Designee

   **3/20/13**

   Date

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

**THAR 280** History of the Theatre I focuses on the ways in which theatre has reflected and affected society throughout history. Students in the course will analyze theatre as a window into the conscience of a specific society, recognizing theatre as an expression of the human imagination, and engaging in critical discourse about its interpretation.

Core Objectives

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

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

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

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

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

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

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

Core Curriculum

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

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

Students will reflect on and discuss theatre as a form of personal, often controversial, expression; and judge the merit of personal expression in comparison with its possible social and political ramifications. Students will debate the role of censorship in performance; specifically arguing the ethics of religious and governmental censorship in performative arts. Students will be evaluated based on their understanding of personal responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
THEATRE HISTORY I
THAR 280
SPRING 2013
LECTURE: MWF
CLASSES HELD IN:

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

Course Description And Prerequisites

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

Learning Outcomes

Upon completion of this course students will be able to:

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

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

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

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

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

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

GRADING POLICIES

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

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

BREAKDOWN OF FINAL GRADE:

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

GRADING SCALE:

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

Course Requirements:

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

*Subject to Change

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/14</td>
<td>Syllabus overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/16</td>
<td>Introduction to Theatre</td>
<td>Text pp.1-10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/16</td>
<td>Introduction to Theatre History</td>
<td>Text pp.11-19</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/21</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/23</td>
<td>The Origins of Theatre</td>
<td>Text pp.1-10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/28</td>
<td>Fifth Century Greek Drama</td>
<td>Text pp.11-19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/30</td>
<td>Fifth Century Greek Drama Cont.</td>
<td>Text pp. 20-34</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/1</td>
<td><em>Oedipus Rex</em>, by Sophocles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: eLearning quiz for <em>Oedipus Rex</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/4</td>
<td>Athenian and Hellenistic Theatre</td>
<td>Text pp. 36-47</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/6</td>
<td>Athenian and Hellenistic Theatre Cont.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/8</td>
<td>Exam 1 Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/11</td>
<td>Exam 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/13</td>
<td>Introduction to Roman and Byzantine Theatre</td>
<td>Text pp. 50-60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/15</td>
<td>Roman Theatre Cont.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/18</td>
<td><em>Menachmi</em>, by Plautus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/20</td>
<td>Theatre Architecture</td>
<td>Text pp. 61-70</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/22</td>
<td>Decline of Roman Theatre</td>
<td>Text pp. 71-77</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/25</td>
<td><em>Phaedra</em>, by Seneca</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/27</td>
<td>Exam 2 Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/1</td>
<td>Exam 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/4</td>
<td>Introduction to Traditional Asian Theatre</td>
<td>Text pp. 591-594</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/6</td>
<td>Sanskrit Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/8</td>
<td>Chinese Theatre</td>
<td>Text pp. 598-604</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/11</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/13</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/15</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/18</td>
<td>Noh Theatre</td>
<td>Text pp. 611-615</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/20</td>
<td>Bunraku</td>
<td>Text pp. 616-618</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/22</td>
<td>Kabuki Theatre</td>
<td>Text pp. 618-622</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/25</td>
<td><em>The Little Clay Cart</em>, by King Sudraka</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/27</td>
<td>Exam 3 Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/29</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Reading/Activity</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4/1</td>
<td>Exam 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/3</td>
<td>Introduction to Medieval Theatre</td>
<td>Text pp. 81-84; 90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/5</td>
<td>Theatre and the Church</td>
<td>Text pp. 85-93</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/8</td>
<td>Liturgical Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/10</td>
<td><em>The Second Sheppard's Play</em></td>
<td>DUE: eLearning quiz for <em>Sheppard's Play</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/12</td>
<td>Medieval Theatre Practices</td>
<td>Text pp. 95-106</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/17</td>
<td>Medieval Audiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/19</td>
<td>Farce</td>
<td>Text pp. 107-109</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/22</td>
<td>The Morality Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/24</td>
<td><em>Everyman</em></td>
<td>DUE: eLearning quiz for <em>Everyman</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/26</td>
<td>Introduction to Renaissance Drama</td>
<td>Text pp. 112-122</td>
<td></td>
</tr>
<tr>
<td>Redefined</td>
<td>4/29</td>
<td>Introduction to Renaissance Drama Cont.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/30</td>
<td>Exam 4 Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OTHER PERTINENT COURSE INFORMATION**

Participation in class discussion is required.

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

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

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

**AMERICANS WITH DISABILITIES ACT (ADA)**

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

**ACADEMIC INTEGRITY**

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

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

Please find attached revised Core Curriculum Component Area Forms for the following courses, reflecting changes to the Personal Responsibility statement as requested by the CCC:

- THAR 155 History of Western Dress
- THAR 280 History of the Theatre I
- THAR 281 History of the Theatre II

All three courses are in the LPC category.

Also, the instructors would like to withdraw requests for ICD classification for the following courses:

- THAR 155 History of Western Dress
- THAR 280 History of the Theatre I

THAR 281 History of the Theatre II is already ICD, and should remain so.

Each attached form includes the course number at the top for your reference.

Best wishes,

JM

Jeff Morris, D. Musical Arts in Composition
PerfTech Studio Director
Director of Undergraduate Studies

Department of Performance Studies
Texas A&M University
Liberal Arts
Arts & Humanities Building
Phone (979) 845-6751
Fax (979) 862-2666
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: THAR 281

3. Texas Common Course Number: DRAM 2362

4. Complete course title: History of the Theatre II

5. Semester credit hours: 3 SCH

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

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

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

☒ Yes
☐ No

8. How frequently will the class be offered? Fall, Spring

9. Number of class sections per semester: 6

10. Number of students per semester: 1800

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

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

12. Submitted by:

[Signature]

Course Instructor

13. Date: 2/20/2013

14. Department Head

[Signature]

Date: 2/21/13

15. College Dean/Designee

[Signature]

Date: 3/06/13

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?

**THAR 281 History of the Theatre II** focuses on the ways in which theatre has reflected and affected society throughout history. Students in the course will analyze theatre as a window into the conscience of a specific society, recognizing theatre as an expression of the human condition, and engaging in critical discourse about its interpretation.

Core Objectives

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

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

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

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

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

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

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

Core Curriculum

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

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

Students will reflect on and discuss theatre as a form of personal, often controversial, expression; and judge the merit of personal expression in comparison with its possible social and political ramifications. Students will debate the role of censorship in performance; specifically arguing the ethics of religious and governmental censorship in comparison with the personal censorship (or lack of personal censorship) of individual artists. Students will be evaluated based on their understanding of personal responsibility.

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

THAR 281 History of the Theatre II

Request for International and Cultural Diversity (ICD) Designation

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

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

The course covers the rich cultural traditions of global theatrical forms, many of which have an uninterrupted heritage of performance and are regularly performed today in order to establish and reinforce cultural identity. Artists who have succeeded in crossing nationalistic boundaries in their desire to create pluralistic performances, such as Augusto Boal and Tadashi Suzuki, are examined in-depth. Viewing and discussing these artists’ work give students the opportunity to think about the changing needs of societies and how art can respond to global need when borders are crossed and artists work together.
THEATRE HISTORY II
THAR 281 – 505
SPRING 2013
LECTURE: MWF 3:00 – 3:50 PM
CLASSES HELD IN: 106 RICH

INSTRUCTOR: KRISTINA M MILLER
OFFICE: 258 LAAH
PHONE: 979-458-9253
EMAIL: kmariemiller@tamu.edu
OFFICE HRS: 10:30-12:00 MWF OR BY APPOINTMENT

Course Description and Prerequisites

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

Learning Outcomes

Upon completion of this course students will be able to:

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

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

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

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

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

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

GRADING POLICIES

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

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

BREAKDOWN OF FINAL GRADE:

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

GRADING SCALE:

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

Course Requirements:

- 4 in class exams over lectures, texts, plays, media and discussion: 50 questions, 4 points per question, 200 points per exam.
- 6 Reading quizzes over assigned plays. To be taken on eLearning by the date specified on syllabus, 10 questions each, 1.5 points per question, 15 points per quiz.
- In class participation, 60 points total.
- Production response, 50 points total.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/14</td>
<td>Syllabus overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/16</td>
<td>What is theatre? What is theatre history?</td>
<td>Text pp.1-21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/18</td>
<td>Background: Italian Renaissance Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/21</td>
<td><strong>NO CLASS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/23</td>
<td>Background: Elizabethan Theatre</td>
<td>Text pp.157-191</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/25</td>
<td>Background: Japanese and Chinese Theatre</td>
<td>Text pp. 77-101</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/28</td>
<td>Background: Spanish Golden Age Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/30</td>
<td>Exam 1 Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/1</td>
<td>Exam 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/4</td>
<td>French Neoclassical Theatre</td>
<td></td>
<td><strong>DUE:</strong> eLearning quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Tartuffe</strong></td>
<td></td>
<td>for <strong>Tartuffe</strong></td>
</tr>
<tr>
<td></td>
<td>2/6</td>
<td><strong>Tartuffe</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/8</td>
<td>English Restoration</td>
<td>Text pp. 231-255</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/11</td>
<td>English Restoration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/13</td>
<td>18th Century English and French Theatre</td>
<td>Text pp. 257-289</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/15</td>
<td>18th Century English and French Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/18</td>
<td>Romanticism and Melodrama</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/20</td>
<td>Exam 2 Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/22</td>
<td>Exam 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/25</td>
<td>Realism</td>
<td></td>
<td><strong>DUE:</strong> eLearning quiz</td>
</tr>
<tr>
<td></td>
<td>2/27</td>
<td>Realism</td>
<td></td>
<td>for <strong>Hedda Gabler</strong></td>
</tr>
<tr>
<td></td>
<td>3/1</td>
<td><strong>Hedda Gabler</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/4</td>
<td>Reactions against Realism</td>
<td>Text pp. 347-355</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/6</td>
<td>Epic Theatre</td>
<td>Text pp. 377-380</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/8</td>
<td>Epic Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/11</td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/13</td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/15</td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/18</td>
<td>Classic American Theatre</td>
<td>Text pp. 387-399;</td>
<td><strong>DUE:</strong> Streetcar quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classic American Theatre</td>
<td>416-421</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/20</td>
<td>Classic American Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/22</td>
<td><strong>A Streetcar Named Desire</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/25</td>
<td>Musical Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/27</td>
<td>Musical Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/29</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4/1</td>
<td>Exam 3 Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/3</td>
<td>Exam 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/5</td>
<td>Theatre of the Absurd</td>
<td>Text pp. 403-415; 421-423; 501</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/8</td>
<td>Theatre of the Absurd</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/10</td>
<td>Waiting for Godot</td>
<td>DUE: eLearning quiz for Godot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/12</td>
<td>Postmodernism</td>
<td>Text pp. 460-474</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/15</td>
<td>Postmodernism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/17</td>
<td>Angels in America: Millennium Approaches</td>
<td>DUE: eLearning quiz for Angels in America</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/19</td>
<td>Performance Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/22</td>
<td>Performance Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/24</td>
<td>Contemporary Global Theatre</td>
<td>Text pp. 478-481; 483-508</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/26</td>
<td>Contemporary Global Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redef</td>
<td>4/29</td>
<td>The Black Album</td>
<td>DUE: eLearning quiz for The Black Album</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/30</td>
<td>Exam 4 Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OTHER PERTINENT COURSE INFORMATION**

Participation in class discussion is required.

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

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

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

**AMERICANS WITH DISABILITIES ACT (ADA)**

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

**ACADEMIC INTEGRITY**

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

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

4
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): Women's and Gender Studies

2. Course prefix and number: WGST 200

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

4. Complete course title: Introduction to Women's and Gender Studies

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 Fall and Spring semester

9. Number of class sections per semester: Three or Four

10. Number of students per semester: 100+

11. Historic annual enrollment for the last three years: 226 245 350

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 2015

14. Department Head
   - Date 2013

15. College Dean/Designee
   - Date 23 May 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?

This course introduces students to the academic study of women and gender by challenging students to consider how their current understanding and the assumptions they hold about men and women have been shaped by stereotypes and events as expressed in law, society, literature, history, and philosophy.

---

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 challenges students to identify, reflect on, and analyze stereotypes, assumptions, and received views about men, women, and gender in order to offer explanations for those positions and arguments that support or reject current and past views. Ideally, they are challenged to use their imagination to consider how things might be different and what the implications those different futures might be. Students are asked to do weekly journal reflections in which they analyze the readings and raises questions about the class discussions. Additionally, they are required to do a book review which incorporates class material in their discussion of the book. Finally, they have two exams in which they are asked to answer synthetic questions.

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

This course requires students to discuss material in class and express themselves in journals, on written exams, and papers. The journals are graded on how well they bring into their discussion class material and class discussion. Students are required to present their book review to the class, using this presentation to discuss the larger issues raised in the book. They can use powerpoint, video, music, posters, or other visual and aural aids for their presentation.

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

This course asks students to consider how our views of women have contributed to unfair treatment of both men and women and to consider ways that these behaviors and practices might be changed. They are required to read about women's involvement in particular social movements, for example, the suffrage movement, anti-war movement, and so forth and to take a position regarding the role of these movements in the development of women’s equality,
Texas A&M University

Core Curriculum

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

changing roles of men and women, and what this means for the future. They are tested on basic knowledge of these movements. Their presentation that accompanies their book review requires that they consider how the issues engaged in this course intersect with similar concerns globally.

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

This course challenges students to consider their own beliefs and to understand what they believe and why they believe it, to take responsibility for how those beliefs about women and gender have an impact on their behavior and the practices in which they engage. The essay exams will ask them to consider the implications of choices women and men have made, to consider the implications of choices they have made, and to think about how these choices act as a model for others. The journals will also serve as a place for students to work through these themes. For the journals, students will be evaluated by how thorough and thoughtful their responses are; have they taken course material and class discussion into consideration; are they able to relate these themes to news and events outside the classroom.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
WGST 200. Introduction to Women’s and Gender Studies

Request for International and Cultural Diversity (ICD) Designation

This course explicitly uses intersectionality—the intersection of race, class, gender, and religion—to introduce students to the study of women and gender in the United States. Readings range from the Hebrew Bible to the present day, giving students a synoptic perspective on how our views of women and gender have changed over time, in different places, in different cultures. This range of readings and films also affords students the opportunity to see the vast range accomplishments and contributions—politically, socially, artistically, and intellectually—made by women from different backgrounds, including different ethnicities, races, religions, and socio-economic groups.
WGST 200.502  
Introduction to Women’s and Gender Studies  
Fall 2014

Professor Claire Katz  
Office: 402 D YMCAn and 315 C Bolton (walk through 314)  
ckatz@philosophy.tamu.edu  
Phone: 845-5660 (philosophy dept. office); 845-8777 WGST office  
Office Hours: Tuesdays 10-11 (Bolton); Wednesdays 9:30-10am (402D YMCA Building); and by appointment

Course Description:  
This course is designed to introduce you to key concepts, themes, and ideas in Women’s and Gender Studies. Our goal will be to explore these ideas with an eye toward investigating the influences—biological and cultural—that shape gender and sexuality. Our exploration will take into account the intersection of gender and race, age, sexuality, disability, religious commitment, and class. As a result, our exploration will include discussions of sexuality, politics, violence, reproduction, globalization, families, and work. These issues reflect the variety of experiences in women’s lives and thus the success of our class and of your education in this class is dependent on your presence and participation. First and foremost, you must attend class but you must attend class having read the material and prepared to discuss it.

A note about class discussion: This class will cover provocative and controversial material. We will discuss these themes and ideas critically but respectfully. If you are not prepared or willing to do either, this might not be the right class for you. Disagreement does not mean disrespect—but name-calling, yelling, or dismissive behaviors do and they will not be tolerated.

Learning outcomes:  
Understand what intersectionality is and why it is important in the discussion of gender  
Understand the history and significance of the sex-gender distinction  
Identify and discuss the major historical events that have led to women’s political equality  
Discuss the concept of social construction with regard to sex and gender  
Understand how Women’s and Gender Studies developed as a discipline  
Read, discuss, and analyze essays that posit different reviews on political issues pertaining to sex and gender  
Consider the importance of and differences regarding sex and gender in a global context

Books  
Shaw and Lee, Women’s Voices/Feminist Visions  
Marilyn Frye, The Politics of Reality  
Course Packet  
Atwood, The Handmaid’s Tale

Course Requirements:  
Midterm 25%  
Final 25%  
Book Review 25% 5 pages typed double-spaced in 11 or 12 pt. font. I will provide more details about this assignment.  
Weekly Journal Entries 25% (See below)

For the journal assignment you will write a 2 page entry each week. I will give you one “free pass” to skip a weekly entry without harming your grade. After that free pass, any missed entries will have a negative impact on your grade for this journal. For example, for each missed entry after the free pass, your grade will be lowered one step: B+ to a B. I will periodically, though not always, comment on your journals. Significant improvement in the journal entries will be reflected in the final journal grade.
The journal is a space and place for you to think and reflect without the constraints of formal writing—grammar, spelling, style, and so forth. Although I do expect your entries to be coherent and articulate—certainly enough for me to read and understand. This is your place to ask questions, give opinions, offer reflections, and use your voice, especially for issues, themes, and ideas that provoke you, worry you, excite you, or just generally keep you awake at night. The primary requirement is that you must keep your entries tied to class material. Make connections—to things you hear, see, experience—at work, on campus, in your other classes, with friends, family, partners, and so forth. Use the journal entries to further your own learning and express your ideas to indicate that you are making these connections. Save a hard copy of your entries such that you can keep all entries together and read them in their entirety at the end of the semester.

Your journal will also include responses to directed assignments that I give throughout the semester. The first, which must completed by the fourth week of class is a “Do something” assignment. For this assignment, I am asking you to do something that pertains to the issues that will be discussing in this course: violence, sexuality, families, etc. You may visit—a women’s shelter, rape crisis center, Planned Parenthood. You may do an experiment—walk around with a romance novel for a week and take note of the reactions. Interview men and women of different ages and different backgrounds about one or two of the themes we are discussing and write up the response. You may do analysis of something in popular culture—current movies, children's books. But the point is to do something—to participate in the world in which you live and reflect on that experience with regard to the themes in this course.

Due Dates for Journals
Last Name Initial:
A-L 9/18 10/23 12/4
M-Z 9/25 10/30 12/4

American 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, the legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do."
http://www.tamu.edu/aggiehonors

Please include the following on all work:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

__________________
Signature of student

Religious observance
http://def.tamu.edu/faculty/policies/religiousobservance.php

Attendance
http://student-rules.tamu.edu/rule7.htm

Authorized and Sponsored events
http://studentactivities.tamu.edu/online/sponsauth/

Absences related to Injury or Illness
http://attendance.tamu.edu/
Reading Schedule—subject to change!

Week 1  
Genesis—And God Created Woman

Unit 1  
Systems of Privilege and Inequality in Women’s Lives

Week 2  
Beauvoir, Introduction to The Second Sex  
Frye, The Politics of Reality, (1-17)  
Introduction, pp 1-21 (VV)  
Rich, “Claiming an Education” (1)  
Baumgardner and Richards, “A Day Without Feminism” (4)

Week 3  
Frye, The Politics of Reality (17-40; 84-94))  
Ch 2, pp. 60-75  
Quindlen, “Still Needing the F Word” (7)  
Collins, “Toward a New Vision” (9)  
Hogeland, “Fear of Feminism,” (101)  
Kimmel, “Real Men Join the Movement” (103)  
Pharr, “Homophobia: A weapon of Sexism” (12)

Week 4  
Frye, The Politics of Reality (110-127)  
McIntosh, “White Privilege and Male Privilege” (13)  
Moraga, “What’s Race Gotta Do With It?” (14)  
Wong, “When I was Growing Up” (24)

Week 5  
Ch 3, 105-120  
Fausto-Sterling, “Two Sexes are Not Enough” (19)  
Lorde, “The Social Construction of Gender” (20)  
Steinem, “If Men Could Menstruate” (37)  
p. 112; Learning activity, p. 110; 115; 118

Film: Free to be you and me (streamed)  
Wendell, “The Social Construction of Disability” (17)  
Learning Activity, p. 219; p. 228  
http://www.disabilityisnatural.com/peoplefirstlanguage.htm

Week 6  
Bruggink, “Don’t Give Up Your Day Job: Leslie Bennettts on The Feminine Mistake” (55)  
Ehrenreich, excerpts from Nickel and Dimed (blackboard)  
Website: http://www.classmatters.org/working_definitions.php

Week 7  
Review and Exam

Unit II: Sex, Power and Violence

Week 8  
Ch 4, 165-179  
Other readings, TBA  
Ch 10 554-577  
Davis, “Betrayed by the Angel” (80)  
Bridges, “Lisa’s Ritual (age 10) (83)

Week 9  
Women and War  
Roy, et al “Rape and War” (84)  
Benedict, “The Plight of Women Soldiers” (89)
Violence and the media
Readings TBA

Week 10

Unit II: Health and Reproduction
Discussion of the film: The Education of Shelby Knox—streamed.
Ch 6, pp 301-329
Cooney, "The Way It Was" (47)
Sanger, "My Fight For Birth Control" (46)
**Flanagan, "The Sanguine Sex" (WEB CT)

***Last day to Q-Drop

Unit IV: State and Family
Week 11

Anthony, "The Constitutional Argument" (85)
Ch 7
Goldman, "Marriage and Love" (53)
Ehrenreich, "Maid to Order: The Politics of Other Women’s Work" (62)
Sander and Moltz, Title IX update (87)
Gomes, "Partners as Parents" (56)

Unit V: Women, Religion and Spirituality
Week 12

Ch 12
Stanton, "Introduction to The Women’s Bible" (92)
Plaskow, "Standing Again at Sinai" (97)
Riswold, "Feminist Questions of Christianity" (99)
Ch 11; Atwood, Handmaid’s Tale

Week 13
Student presentations
THANKSGIVING BREAK

Week 14
Student presentations
Student presentations

Week 15
Review
Final Exam 3pm-5pm