January 6, 2010

TO: Faculty Senate Office

FROM: Andrew Klein, Core Curriculum Council Chair

RE: Approved Core Curriculum Courses from Spring 2009

The following courses were approved as additions to the University’s Core Curriculum by the Core Curriculum Council during their Spring 2009 deliberations.

ENDS 250- History of Modern Architecture
   Approved as International and Cultural Diversity

EURO 406-Propaganda & Dissidence
   Approved as Visual and Performing Arts

EURO 406-Propaganda & Dissidence
   Approved as International and Cultural Diversity

CLAS 415-The Ancient World in Film
   Approved as Visual and Performing Arts

PHIL 409-Studies in Gender & Philosophy
   Approved as Humanities

WMST 409-Studies in Gender & Philosophy
   Approved as Humanities

GEOG 320-The Middle East
   Approved as Humanities

GEOG 321-Geography of Africa
   Approved as Humanities

GEOG 325- Geography of Europe
   Approved as Humanities
GEOG 325- Geography of Europe
   Approved as International and Cultural Diversity

GEOG 326- Geography of East Asia
   Approved as Humanities

GEOG 326- Geography of East Asia
   Approved as International and Cultural Diversity
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by DEPARTMENT OF ARCHITECTURE

   and concerns (enter prefix, number, and complete title of course): ENDS 250 – History of Modern Architecture

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International and Cultural Diversity
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

3. Attach twenty four (24) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.thechb.state.tx.us/CTC/IP/Core/assumption.htm

The History of Modern Architecture course (ENDS 250) examines social, cultural and economic issues prevalent in 20th century architecture, and explores how these issues influenced material and structural concerns in modern architecture. The course exposes students to global conditions that served to expand architectural theory. Primarily emphasis of concern is in Europe and the United States. The course can be considered a continuation of ENDS 150 – a course that currently satisfies the International and Cultural Diversity Core Curriculum Requirement.

Signature: [Signature]
Course Instructor/Coordinator (Date) 11/07/06

Received: [Signature]
Chair, CCC (Date) 11/12/06

Approvals:

College Dean: [Signature] (Date) 11/24/06
Department Head: [Signature] (Date) 12/03/06
ENDS 250  THE HISTORY OF MODERN ARCHITECTURE  
Spring Semester, 2006  
ARCH 105C MWF 10:20—11:10 a.m.

I. COURSE DESCRIPTION:  
History of Modern Architecture (3-0). Credit 3. Development of modern architecture in the 20th century; materials, structure, social and economic changes as well as architectural theory.

II. Instructor: TBA  
Office: TBA  
Phone: TBA  
E-Mail: TBA  
Office Hours: TBA

III. PREREQUISITES:  
ENDS 149 and 150 or approval of the degree coordinator.

IV. TEXT REQUIRED:  

TEXT NOT Required BUT HELPFUL:  
• Marvin Trachtenberg and Isabelle Hyman. Architecture From Prehistory to Postmodernism. Prentice Hall, 1985. (used as the text for ENDS 150).

V. INTRODUCTION:  
ENDS 250, The History of Modern Architecture, is the third architectural history survey course and is directed toward the built environment of the twentieth and early twentieth century. There will be a brief review of late 19th century design that will overlap the final lectures of ENDS 150, Survey of Architectural History II. While it is advisable that students have ENDS 150 as a prerequisite it is not necessary-the brief review will give majors a foundation for the course proceeds. ENDS 250 is a blend of architectural history, the visual arts, the philosophies of the eras, period characteristics, and cultural heritage. Slide lectures compliment lectures and class discussions. Examinations will include both slide multiple choice and multiple questions.

VI. SYLLABUS:  
1. CONDENSED WEEKLY: See attached daily syllabus. It is a guide and lecture topics may be longer or shorter in length.  
2. DAILY “LONG” SYLLABUS:  
   REQUIRED: The Long Syllabus is a list of architects, artists and their works. Not all images listed on the syllabus will be used. It is intended as a guide. Many students write their notes on the syllabus.
VII. SLIDE IMAGES:
Selected slides from each lecture are located on the ENDS 250 Website.

VIII. EXAMINATIONS:
All examinations will be Scantron type tests. They will be constructed of approximately half slide multiple choice and half multiple choice questions from the text and/or lectures
- Three 50 question examinations are planned.
- The final will be NOT comprehensive and MUST be taken during the University Scheduled final exam schedule as published in the TAMU Summer Schedule of Classes.
- A full-size Scantron (Form No. 0-1-1607-TAMU) is required for each examination. They are blue or gray forms with 150 bubble-in responses.
- Make-up examinations are given for legitimate excuses, i.e., emergency or illness.

IX. COURSE EVALUATION (GRADING):

1) Your final grade is computed using a 180 point system. (Not percentile).

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Two Exams at 50 points each</td>
<td>100</td>
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<tr>
<td>Final Examination</td>
<td>50</td>
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<td><strong>Total</strong></td>
<td>150 possible points</td>
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2) POINT SYSTEM FOR FINAL GRADES:

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<tr>
<th>Grade</th>
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<tr>
<td>A grade:</td>
<td>150-135</td>
<td>100-90%</td>
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<tr>
<td>B grade:</td>
<td>133.5-120</td>
<td>89-80%</td>
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<td>C grade:</td>
<td>118.5-105</td>
<td>79-70%</td>
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<td>D grade:</td>
<td>103.5-90</td>
<td>69-60%</td>
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<tr>
<td>F grade:</td>
<td>88.5 and below</td>
<td>59%</td>
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(For the percentile: multiply 150 by the percent. Example: 150 X .75% = 112.5. Therefore a “C” grade.)

X. OPTIONAL BONUS PROJECTS
You may add 10 points to your total grade points by completing the following extra credit opportunities:

1) Design and execute a poster representative of one of the following:
   A. A late 19th or 20th or 21st century architect and his or her style of architecture for which he or she is known and recognized by. Such as Zaha Hadid. (She won the top prize in architecture – the Pritzker Prize for Architecture – in 2004.)
   B. A specific movement or style of late 19th, 20th or 21st century architecture. Such as “High Tech”
Problem Format: Any color, medium and technique is allowed. Size must be not larger than 18” X 24” in total space that the poster occupies and must not be more than four inches in relief. (That is, it may be in separate parts.) It may hang on a wall or be placed horizontal surface. It must be completed for exhibition with craftsmanship and permanence in mind. Evaluation: Does the poster exhibit the qualities set out by the Problem Format?

2) Not a Designer? This opportunity is allowed for non-Architecture/Environmental Design majors ONLY. A two or more page report on an analysis of a late 19th, 20th, or 21st century building. Illustration/s: must accompany the report.
   A. Front page that includes:
      Name of the Building and Architect
      For
      Extra Credit in ENDS 250
      By
      (Your name and UIN #)
   B. Include the following in the body of the report:
      Title of the building and date/s of construction
      Architect’s name; his or her philosophy regarding design or architecture.
      Short History, i.e. the “story” of the building. Connections to style; how it came to be designed and/or built in a certain way.
      Philosophy?
      Site: where is the building located. What was important about the site that may have led to the design process and solution
      Organization: how is the building arranged – are there an axis, a grid, circulation considerations
      Unique considerations: light, color, ornament, symbolism
      View, plan and elevation, if available
      Sources: A bibliography must be included: include web site if used. Important!!! Do no download text information directly on your report. Plagiarism is non-professional! Images, plans, photos are acceptable.

XI. ATTENDANCE:
I do not deduct points for absences; however, attendance is essential in this course. Exam questions will be taken from lectures and from slide images, as well as, the text. Attendance and lecture notes are a must. Also, a roster will be passed around consistently; please make sure that you initial it. The examinations are frequent and will also determine your absences.

XII. STUDENTS WITH DISABILITIES:
The American Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for all students with disabilities be guaranteed a learning environment that provides reasonable accommodations of their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone is 845-1367.
In this course, students with disabilities should first contact the Office of Support Services for approval to take examinations at times other than the announced testing dates. They should then contact me to make arrangements to take the examinations in my office or in the Technical Reference Center (TRC), both are in the Architecture 'A Building'. Exams for this course will have slide identification questions that cannot be administered in the Office of Support Services facilities. These tests will not have a time limit.

XIII. Aggie Code of Honor – “An Aggie does not lie, cheat, steal or tolerate those that do.”
Upon accepting admission to Texas A&M University, a student automatically assumes a commitment to up hold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/
“On my honor, as an Aggie, I have neither given or received unauthorized aid on this academic work.”

XIV Per the request of the AAC, the College of Architecture has added a link to the College web site pointing to the Dean of Faculties page about syllabus requirements. See: http://archweb.tamu.edu/College/resources/faculty_guidelines/index.html

First reading assignment:
Curtiss: Part One, Chapter 1, The Idea of Modern Architecture at the Turn of the Century and Chapter 2, Structural Transformations at the Turn of the Century

XV. Condensed Syllabus: **ENDS 250 History of Modern Architecture**

**CURTIS: Modern Architecture Since 1900**

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<td>The Idea of Modern Architecture at the turn of the Century</td>
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<td>Structural Transformations at the turn of the century</td>
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<td>The Chicago School-Adler and Sullivan</td>
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<td>The Architectural Systems of FL Wright: The Prairie Style</td>
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<td>Influence of Traditional Japanese Architecture</td>
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<td>Structural Rationalism and the Concept of Ornament:</td>
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<td>Loos: Concept or Ornament as Graffiti</td>
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<td>Viollet-le-duc, Gaudi, Art Nouveau, Arts and Crafts in England</td>
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<td>Structuralism: Mechanization, Engineering and Concrete</td>
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<td>The 20th c. Industrial City pg. 82, 82 &amp; 243, 244</td>
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<td>Early Modernism: Cubism and New Concepts of Space:</td>
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</table>
Futurism, De Stijl Purism

FIRST EXAM: CHAPTERS 1, 2, 3, 4, 5, 6, 7, 9 & 10

The Deutsche Werkbund and German Expressionism
Walter Gropius; The Bauhaus: Germany

The Early International Style: Le Corbusier's Quest For Ideal Form (pg 85) Mies van der Rohe: Weissenhofseidlug

Constructivism: Russia

The American Modernistic Style Skyscrapers

Purism and Organic Architecture: Corbusier vs. Wright

Nature and the Machine: Mies, Wright and Le Corbusier

SPRING BREAK

The High International Style: Mies van de Rohe
Pg. 400-409

Le Corbusier: Collective housing

TENTATIVE: SECOND EXAM: Chapters 6, 9, 10, 11, 12, 13, 15, 16, 18, 22

Late International Style: Regionalism
  Finland: Aalto
  USA: Eames, Johnson, SOM, Neutra, Kahn
  Brazil: Niemeyer and Costa
  Japan: Tange
  Mexico: Barrigan
  Sweden/USA: Saarinene, Denmark: Utzon

All Posters, Extra Credit Reports Due

Postmodernism: The Age of Anxiety, Vietnam, Civil Rights
Postmodern Pluralism in the 1970s
The New Classicism and Historicism
  Venturi: Complexity and Contradiction in Architecture, 1966; Learning from Las Vegas.

Post Structuralism (High Tech Architecture)

The Manifesto of Transgression: Deconstructivism*
Russian Constructivism to Deconstructivism
*Assigned Reading: Deconstructivist Architecture. 1988 MOMA Catalog, Wigley and Johnson. Available at the Technical Reference Center (TRC) in A Building at the front desk.

Review in 105C.

FINAL EXAMINATION: 12, 22, 25, 27, 28, 30, 33, 34, 35 & Conclusion
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by: Department of European and Classical Languages and Cultures

   and concerns (enter prefix, number, and complete title of course): EURO 406. Propaganda and Dissidence. (cross-listed with FILM 406.)

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in: Visual and Performing Arts
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

3. Attach twenty four (24) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplary Educational Objectives’]”): http://www.thech.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

   Learning Outcome #1 is consistent with THECB Educational Objective IV #7
   Learning Outcome #2 is consistent with THECB Educational Objectives IV #3 and 5.
   Learning Outcome #3 is consistent with THECB Educational Objective IV #3.
   Learning Outcome #4 is consistent with THECB Educational Objective IV #4.
   Learning Outcome #5 is consistent with THECB Educational Objectives IV #6 and 7.
   Learning Outcome #6 is consistent with THECB Educational Objective IV #1.
   Learning Outcome #7 is consistent with THECB Educational Objective IV #2.
   Learning Outcome #8 is consistent with THECB Educational Objective IV #5.

Signature:
Course Instructor/Coordinator

(Date)

Received:
Chair, CCC

(Date)

Approvals:
College Dean:

(Date)

Department Head:

(Date)
EURO/FILM 406

Propaganda and Dissidence

Instructor: Brett Cooke  
Office: ACAD 329-C
Office hours: TR 11-12  
Office Phone 845-4762
Home phone: 693-3704  
e-mail: brett-cooke@tamu.edu

Course Description: This course examines the use of film as medium to promote political ideology, government propaganda, political dissidence, and subversion, with focus on Europe.

Lenin’s famous comment that film was (for the Communists) “the most important art” was reflected in the Soviet regime’s policy of using film strips shown on “agit-trains” as the most effective and efficient means of spreading propaganda to the countryside on behalf of the Bolshevik Revolution. For them the urgency of the moment dictated the development of a film language intended to agitate neutral bystanders and lukewarm allies into active support of a given ideology. As a result, Soviet filmmaking, albeit not alone in this endeavor, led the development of a culture of films particularly able to stir audiences and channel their consequent attitudes and, quite possibly, behaviors in intended directions. Atrocities and utopian visions have always been the stuff of propaganda, but new stylistic means were required for film. The new film vocabulary of montage, rhythmic music, chiaroscuro, angles, handheld cameras, etc., includes much borrowed from the Futurists who dominated early Soviet culture.

Propagandistic devices were readily exploited by promulgators of other ideologies—as we shall examine in some loathsome examples—and by dissidents of the same regimes. Indeed, propagandistic means were employed to subversive ends; this is particularly fascinating in dissident films made within the domain of such regimes. An important issue with some films will be how they were permitted to be made in single party states: how did the makers obtain the necessary film stock? How can a film, given the enormous size of most production teams, be shot secretly deep within China, as in Joan Chen’s Xiu-Xiu? What are the typical politics of distribution? Repentance, for example, was relegated to “3rd category” (foreign release only) and sat on a shelf for 5 years. Could it be that some despotic regimes are somehow reluctant to squelch indigenous dissent—as in the case of much East European and Latin American film of the 1970s and 1980s? Do some films somehow serve to purge a nation’s guilt as it recovers from recent despotism? We will study 14 representative—and classic—films, one per week, including their scenarios, such as are available.

A third stage in the course will be anti-anti-propaganda, wherein dissidence is itself subjected to critical examination. Lastly, we shall study recent films which exploit dissident culture not so much to make points of watered-down dissent but for commercial ends, as in the case of Oliver Stone’s JFK. Here propagandistic devices obtain aesthetic results—and turn a significant profit.

Prerequisites: Junior or senior classification, or approval of instructor
**Student Learning Outcomes:** During the semester, students will:

1. expand their knowledge of the human condition and human cultures in the context of the course subject matter.

2. enhance their abilities to analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone.

3. enhance their abilities to reason logically and respond critically to a wide range of evidence, both primary and secondary.

4. gain an understanding of the intellectual demands required for the study of literature and culture through their own critical analysis—thinking, reading, listening, speaking, and writing.

5. develop an appreciation of a foreign literature and culture as both a field of knowledge and a creative process.

6. gain an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign literature and cultures.

7. learn to understand these issues and interpretations in their cultural and social contexts.

8. develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.

**Required texts:** Packet of readings (available from Notes N’ Quotes: 846-2255)

*Paradise Now* (Abu-Assad, 2005)

*Battleship Potemkin* (Eisenstein, USSR, 1925)

*The Mother* (Pudovkin, Russia, 1926)

*Triumph of the Will* (Riefenstahl, Germany, 1934)

*Ivan the Terrible, Part One* (Eisenstein, USSR, 1941)

*Ivan the Terrible, Part Two* (Eisenstein, USSR, 1948)

*Kolberg* (Harlen, Germany, 1945)

*Battle of Algiers* (Pontecorvo, 1967)

*Ashes and Diamonds* (Wajda, Poland, 1958)

*Man of Marble* (Wajda, Poland, 1977)

*The Official Story* (Puenzo, Argentina, 1986)

*Repentance* (Abuladze, Georgia, 1984)

*Xiu-Xiu: The Sent-Down Girl* (Chen, China, 1999)

*JFK* (Stone, USA, 1995)
Grading Policy:

11 Pop quizzes 25% The lowest score will be dropped.

Term paper 25% Topic must be approved by the instructor. 5-6 pages. Substantially revised papers may be resubmitted.

Midterm exam 20% Covers the first six weeks of the semester.

Final exam 30% Covers the last eight weeks of the semester.

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

Attendance both in class and at one screening per week is absolutely essential. Two unexcused absences will result in the reduction of the final grade by a whole grade.

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

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

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.
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<th>Schedule of lectures—tentative, subject to change:</th>
<th>Readings in packet due by:</th>
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<td>Taylor, 7-17</td>
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<td>Propaganda &amp; Dissidence</td>
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<td><em>Paradise Now</em> <a href="http://www.rottentomatoes.com/m/paradisenow">http://www.rottentomatoes.com/m/paradisenow</a></td>
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<td><em>Xiu-Xiu: The Sent-Down Girl</em></td>
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<td>XIV</td>
<td>Commercial dissidence? Market realities in capitalist film.</td>
<td>Packet 113-end</td>
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<td>Assassination theories</td>
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<td>Montage and ethics in Stone's <em>JFK</em></td>
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<td><em>JFK</em></td>
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<td>Informal discussion.</td>
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Texas A&M University Core Curriculum
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by: Department of European and Classical Languages and Cultures

and concerns (enter prefix, number, and complete title of course): **EURO 406. Propaganda and Dissidence.**
(cross-listed with FILM 406)

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in: **International and Cultural Diversity**
   b. To be withdrawn as an approved course in:
   c. To be moved from an approved course in:
      to an approved course in:

3. Attach twenty four (24) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplary Educational Objectives’]”): http://www.theceb.state.tx.us/AAR/UndergraduateEd fos_assumpdef.cfm

   **International and Cultural Diversity** being an Institutionally Designated Option, there are no THECB Educational Objectives related to it as such. However, the course addresses THECB Core Curriculum perspective #1 (“establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world”), and relates to THECB Social and Behavioral Science Objectives that have an international and cultural diversity dimension, as follows:

   Learning Outcome #1 is consistent with THECB Educational Objective V ##2 and 12
   Learning Outcome #2 is consistent with THECB Educational Objectives V ##2 and 4.
   Learning Outcome #4 is consistent with THECB Educational Objective V ##2 and 12.
   Learning Outcome #5 is consistent with THECB Educational Objectives V ##4 and 12.
   Learning Outcome #6 is consistent with THECB Educational Objective V #5.
   Learning Outcome #7 is consistent with THECB Educational Objective V #5.
   Learning Outcome #8 is consistent with THECB Educational Objective V #4.

Signature: ____________________________
Course Instructor/Coordinator: ____________________________
(Date) 02/03/09

Received: ____________________________
Chair, CCC: ____________________________
(Date) ____________________________

Approvals: ____________________________
College Dean: ____________________________
(Date) 2/5/09

Department Head: ____________________________
(Date) ____________________________ 15 of 70 C
EURO/FILM 406
Propaganda and Dissidence

Instructor: Brett Cooke
Office: ACAD 329-C
Office hours: TR 11-12
Home phone: 693-3704
Office Phone 845-4762
e-mail: brett-cooke@tamu.edu

Course Description: This course examines the use of Film as medium to promote political ideology, government propaganda, political dissidence, and subversion, with focus on Europe.

Lenin’s famous comment that film was (for the Communists) “the most important art” was reflected in the Soviet regime’s policy of using film strips shown on “agit-trains” as the most effective and efficient means of spreading propaganda to the countryside on behalf of the Bolshevik Revolution. For them the urgency of the moment dictated the development of a film language intended to agitate neutral bystanders and lukewarm allies into active support of a given ideology. As a result, Soviet filmmaking, albeit not alone in this endeavor, led the development of a culture of films particularly able to stir audiences and channel their consequent attitudes and, quite possibly, behaviors in intended directions. Atrocities and utopian visions have always been the stuff of propaganda, but new stylistic means were required for film. The new film vocabulary of montage, rhythmic music, chiaroscuro, angles, handheld cameras, etc., includes much borrowed from the Futurists who dominated early Soviet culture.

Propagandistic devices were readily exploited by promulgators of other ideologies—as we shall examine in some loathsome examples—and by dissidents of the same regimes. Indeed, propagandistic means were employed to subversive ends; this is particularly fascinating in dissident films made within the domain of such regimes. An important issue with some films will be how they were permitted to be made in single party states: how did the makers obtain the necessary film stock? How can a film, given the enormous size of most production teams, be shot secretly deep within China, as in Joan Chen’s Xiuxi? What are the typical politics of distribution? Repentance, for example, was relegated to “3rd category” (foreign release only) and sat on a shelf for 5 years. Could it be that some despotic regimes are somehow reluctant to squelch indigenous dissent—as in the case of much East European and Latin American film of the 1970s and 1980s? Do some films somehow serve to purge a nation’s guilt as it recovers from recent despotism? We will study 14 representative—and classic—films, one per week, including their scenarios, such as are available.

A third stage in the course will be anti-anti-propaganda, wherein dissidence is itself subjected to critical examination. Lastly, we shall study recent films which exploit dissident culture not so much to make points of watered-down dissent but for commercial ends, as in the case of Oliver Stone’s JFK. Here propagandistic devices obtain aesthetic results—and turn a significant profit.

Prerequisites: Junior or senior classification, or approval of instructor
**Student Learning Outcomes:** During the semester, students will:

1. expand their knowledge of the human condition and human cultures in the context of the course subject matter.

2. enhance their abilities to analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone.

3. enhance their abilities to reason logically and respond critically to a wide range of evidence, both primary and secondary.

4. gain an understanding of the intellectual demands required for the study of literature and culture through their own critical analysis—thinking, reading, listening, speaking, and writing.

5. develop an appreciation of a foreign literature and culture as both a field of knowledge and a creative process.

6. gain an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign literature and cultures.

7. learn to understand these issues and interpretations in their cultural and social contexts.

8. develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.

**Required texts:** Packet of readings (available from Notes N’ Quotes: 846-2255)

*Paradise Now* (Abu-Assad, 2005)

*Battleship Potemkin* (Eisenstein, USSR, 1925)

*The Mother* (Pudovkin, Russia, 1926)

*Triumph of the Will* (Riefenstahl, Germany, 1934)

*Ivan the Terrible, Part One* (Eisenstein, USSR, 1941)

*Ivan the Terrible, Part Two* (Eisenstein, USSR, 1948)

*Kolberg* (Harlen, Germany, 1945)

*Battle of Algiers* (Pontecorvo, 1967)

*Ashes and Diamonds* (Wajda, Poland, 1958)

*Man of Marble* (Wajda, Poland, 1977)

*The Official Story* (Puenzo, Argentina, 1986)

*Repenance* (Abuladze, Georgia, 1984)

*Xiu-Xiu: The Sent-Down Girl* (Chen, China, 1999)

*JFK* (Stone, USA, 1995)
Grading Policy:

11 Pop quizzes  25% The lowest score will be dropped.

Term paper  25% Topic must be approved by the instructor. 5-6 pages. Substantially revised papers may be resubmitted.

Midterm exam  20% Covers the first six weeks of the semester.

Final exam  30% Covers the last eight weeks of the semester.

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

Attendance both in class and at one screening per week is absolutely essential. Two unexcused absences will result in the reduction of the final grade by a whole grade.

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

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

Academic Integrity:  “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Reading(s)</th>
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<td>Week I</td>
<td>Introduction: Film “The most important art” Propaganda &amp; Dissidence</td>
<td>Taylor, 7-17</td>
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<tr>
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<td><em>Paradise Now</em> <a href="http://www.rottentomatoes.com/m/paradisenever">http://www.rottentomatoes.com/m/paradisenever</a></td>
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<tr>
<td>II</td>
<td>Socialist &amp; Fascist Realism Eisenstein</td>
<td>Packet 17-18, Packet 2-14</td>
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<tr>
<td>V</td>
<td>Political context of Eisenstein's <em>Ivan the Terrible</em> Soviet music and <em>Ivan the Terrible</em> <em>Ivan the Terrible, Part I</em></td>
<td>Packet 33-47, Taylor 85-98</td>
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<tr>
<td>VI</td>
<td><em>Ivan II</em>: Incipient dissidence? <em>Ivan the Terrible, Part II</em></td>
<td>Packet 48-53</td>
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<tr>
<td>VII</td>
<td>World War II: War Propaganda Fascist Realism <em>Kolberg</em></td>
<td>Taylor 196-208</td>
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<td>VIII</td>
<td>End of Colonialism Art of the Newsreel &amp; Semi-Propaganda? <em>The Battle of Algiers</em></td>
<td>Packet 54 a-g</td>
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<td>IX</td>
<td>Aesopian language: Andrzej Wajda <em>Ashes and Diamonds</em></td>
<td>Packet 55-68</td>
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<td>X</td>
<td>Dissidence: Socialist/Fascist Aesthetics in new bottle? Solidarity</td>
<td>Packet 69-82</td>
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<td><em>Man of Marble</em></td>
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<tr>
<td>XI</td>
<td>Film logistics and distribution in controlled societies. Grotesque: Magical realism (Georgian-style) <em>Repentance</em></td>
<td>Packet 91-97</td>
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<tr>
<td>XII</td>
<td>Argentina’s Dirty War Problem of Truth &amp; Consequences in postfascism The other form of dissidence. <em>The Official Story</em></td>
<td>Packet 83-90</td>
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TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by: Department of European and Classical Languages and Cultures
and concerns (enter prefix, number, and complete title of course): CLAS 415. The Ancient World in Film. (Cross-listed with FILM 415)

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in: Visual and Performing Arts
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

3. Attach twenty four (24) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplary Educational Objectives’]”: http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

   Learning Outcome #1 is consistent with THECB Educational Objective IV #7
   Learning Outcome #2 is consistent with THECB Educational Objectives IV ##3 and 5.
   Learning Outcome #3 is consistent with THECB Educational Objective IV #3.
   Learning Outcome #4 is consistent with THECB Educational Objective IV #4.
   Learning Outcome #5 is consistent with THECB Educational Objectives IV ##6 and 7.
   Learning Outcome #6 is consistent with THECB Educational Objective IV #1.
   Learning Outcome #7 is consistent with THECB Educational Objective IV #2.
   Learning Outcome #8 is consistent with THECB Educational Objective IV #5.

Signature:

Course Instructor/Coordinator

02/03/09

(Date)

Received:

Chair, CCC

(Date)

Approvals:

College Dean:

2/5/09

(Date)

Department Head:

(Date)
CLAS/FILM 415: THE ANCIENT WORLD IN FILM

Dr. Steven Oberhelman
119B Academic
845–0841
s-oberhelman@tamu.edu
11:00–noon TR (and by appointment)

Course Description: Study of modern films as they relate to ancient literary texts that inspired them or with which they share common themes; relationship between Greek epic, tragedy and comedy and their cinematic adaptation; treatment of Rome as an idea or ideal in the work of both ancient Romans and modern filmmakers.

Goals and Purpose:

In the past few years, films and the film industry have been increasingly accused of changing—indeed constructing, warping, and ruining—the values of the American people. The most severe indictments are based on films that display recent events or present fiction, but some of the same claims might be made about films that depict the past: the differences and different reasons for the claims are instructive. Portraying historical events from the Graeco-Roman past and recasting classical literature as films, script writers and directors must by necessity change the stories. The changes and the possible reasons behind them offer an exciting commentary on our relationship with our classical heritage and what we think about ourselves as modern, Judaeo-Christian, and American. For example, the movie “Spartacus,” based on a Marxist novel, is laced with references to the Hollywood blacklist and to the House Committee on Un-American Activities; the screenplay was penned by one of the Hollywood Ten (think of the famous “I Am Spartacus!” scene where the Romans ask the slaves to name names), and when the new president John F. Kennedy snuck past picket lines protesting the film’s “communism” and emerged after the film to praise it, this marked the end of the blacklist. On the other hand, “Quo Vadis?” was made to prove to theHUAC Hollywood’s patriotism. The producer had already appeared before the Committee to outline what steps he had taken to prevent the incorporation of subversive ideas into his studio’s movies, while the actor-hero of the movie, Robert Taylor, was a member of the right-wing Motion Picture Alliance for the Preservation of American ideals, which had been responsible for invitingHUAC to investigate Hollywood in the first place. It is little wonder that the movie turns Nero into a Stalinist (the narrative introduction even references America’s championing liberty in the Cold War), with Christianity the force able to defeat the godless tyranny of communism.

This course will introduce you to some of the great literature from and films about the ancient Greek and Roman worlds, and challenge you to address questions of how they have and continue to shape our views about the past and ourselves. Our focus will be on developing the critical skills necessary for analyzing and discussing literature, film, and culture.

On Monday evenings, we will view the film, and on Tuesday and Thursday we will discuss the film and its relationship to the primary texts. Many of the ancient sources are now available online; I shall send you the websites for the translations via email.
**Prerequisites:** Junior or senior classification, or approval of instructor

**Student Learning Outcomes:** During the semester, students will:

1. expand their knowledge of the human condition and human cultures in the context of the course subject matter.

2. enhance their abilities to analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone.

3. enhance their abilities to reason logically and respond critically to a wide range of evidence, both primary and secondary.

4. gain an understanding of the intellectual demands required for the study of literature and culture through their own critical analysis—thinking, reading, listening, speaking, and writing.

5. develop an appreciation of a foreign literature and culture as both a field of knowledge and a creative process.

6. gain an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign literature and cultures.

7. learn to understand these issues and interpretations in their cultural and social contexts.

8. develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.

**Required Texts:**

E. V. Rieu, trans., *Homer, The Iliad*, 2003 revised prose translation (Penguin Classics)

E. V. Rieu, trans., *Homer, The Odyssey*, 2003 revised prose translation (Penguin Classics)

Maria Wyke, *Projecting the Past: Ancient Rome, Cinema and History* (Routledge 1997)

**Attendance:** Daily attendance is expected and required, as well as completion of any homework assignment. If you miss a class without an authorized excuse, you will have 3 points deducted from your point total for each and every class missed. Being unprepared in terms of homework will count the same as if you were absent. No excuses will be accepted for missing class, unless, of course, you have a university-excused absence (see below for details).

**Absences:** Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. For illness— or injury–related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).
Tests and Grading

There will be a midterm and a final. Each test will consist of essay questions, and will be weighed equally (100 points).

Calculation of final grade: For your final grade, your midterm and final will be totaled. I will then subtract any points caused by lack of attendance, convert that total to a percentage (your total divided by the maximum total), and then pit that percentage against this scale:

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

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

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Schedule of Readings and Film Showings

**Week 1**
Introduction to course; literary and historical background to the *Iliad* and *Odyssey*
Greek mythology

**Week 2**
Watch “Troy” (part 1)
*Iliad*, books 1–6, 9

**Week 3**
Watch rest of “Troy” (part 2)
*Iliad*, books 16–24

**Week 4**
Watch “The Odyssey”
*Odyssey*, books 1–12, 22–24

**Week 5**
Watch “Jason and the Argonauts”
Read Apollonius, *Argonautica*, books 1–4
Week 6
Watch “300”
Read Herodotus, *The Persian Wars*, books 7–9
Greek history from Mycenaean period to Alexander

Week 7
Watch parts of “Iphigenia” and “The Trojan Women”
Read the plays “Iphigenia” and “The Trojan Women” by Euripides
Greek tragedy and the polis
The Peloponnesian War
Misuse of Euripides’ plays for antiwar political agendas

Week 8
Watch “Alexander”
Read Plutarch, *Life of Alexander*

Week 9
Watch “Cabiria”
midterm (on weeks 1–8)
Roman history from its beginnings through the end of the Republic
The wars with Carthage

Week 10
Watch “Spartacus”
The Servile War
Republican Rome in the first century B.C.E.

Week 11
Watch “Julius Caesar”
Read Plutarch, *Life of Caesar*
Roman history from the Battle of Actium to 410 C.E.

Week 12
Watch “Ben-Hur”
Read selections from Flavius Josephus, *The Jewish War*, and the New Testament

Week 13
Watch “Quo Vadis?”
Read selections from Tacitus, *Annals* and *The Histories*; Suetonius, *Life of Nero*
Roman religions

Week 14
Watch “Gladiator”
Read Herodian, *Roman History*, book 1, and Historia Augusta, *Life of Commodus*
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by ________________________________
   and concerns (enter prefix, number, and complete title of course):
   PHIL 409, Studies in Gender and Philosophy

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in ____________________________
   b. To be withdrawn as an approved course in ________________________
   c. To be moved from an approved course in _________________________
      to an approved course in ______________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]:
   http://www.theeb.state.tx.us/AAR/undergraduateEd/foe_assumptdef.cfm

Exemplary Educational Objectives of the THECB for Humanities are met as follows: course offers an enhanced understanding of works in the humanities through an in-depth exploration of a particular philosopher or concept (EEO 4.1) and guidance toward understanding those works as expressions of individual and human values (EEO 4.2); course offers data valuable in articulating an informed personal reaction to these philosophers or concepts (EEO 4.5); course improves students’ knowledge of the influence of philosophy on society (EEO 4.7).

Signature: ____________________________
Course Instructor/Coordinator

Date: 02-02-09

Received: ____________________________
Chair, CCC

Date: ____________________________

Approvals:

College Dean: ____________________________

Date: 2/5/09

Department Head: ____________________________

Date: ____________________________
WMST/PHIL 409 Studies in Gender and Philosophy -- Simone de Beauvoir
Claire Katz, 305A Bolton Hall
Phone: 845-5624 (voice); 845-5660 (dept)
Email: ckatz@tamu.edu
Prerequisite(s): 3 hours in WMST or philosophy; junior or senior classification

Course Description:
The year 1999 marked the 50th anniversary of the publication of Simone de Beauvoir's *The Second Sex*. This groundbreaking book inaugurated the emergence of 20th century feminism and feminist theory. Although many of Beauvoir's ideas have been critically examined by psychoanalytic discourse on the one hand (Irigaray) and post-structuralism on the other (cf Judith Butler), the significance of Beauvoir's analysis of "woman as Other" and the debt that contemporary feminist theory has to her work remain indisputable. In this course we will explore Simone de Beauvoir as a writer, philosopher, feminist, and individual. To this end, we will read selections from her philosophical works, autobiography, journals, novels, letters and correspondence (to Jean-Paul Sartre, Nelson Algren, and Richard Wright, among others), political essays, and her writings on feminism. At the end of this course, students will have an appreciation of Beauvoir not only as a feminist thinker but also as a philosopher, novelist, and political activist.

Catalog Description:
Analysis, from a gender-studies perspective, of a single figure or concept in the history of philosophy. May be repeated 1 time for credit with a different focus.

Course Objectives:
Exemplary Educational Objectives of the Texas Higher Education Coordinating Board for Humanities are met as follows:

- Students will gain an enhanced understanding of works in the humanities through an in-depth exploration of Beauvoir's achievements (EEO 4.1) and will be guided toward understanding those works as expressions of individual and human values within the context of her experience (EEO 4.2).
- Students will be provided with data valuable in articulating an informed personal reaction to Beauvoir (EEO 4.5).
- Students will improve their knowledge of the influence of philosophy on society (EEO 4.7).

Readings will be drawn from the following texts:
*She Came to Stay*
*The Second Sex*
*America Day by Day*
*Ethics of Ambiguity*
*Quiet Moments in a War*
All Said and Done
Letters to Sartre
Adieux: A Farewell to Sartre
Must We Burn Sade?
Coming of Age, translated by P. O'Brien, New York: Putnam. 1972

Requirements
One presentation of the reading assigned for that class period (10%)
One write up with the presentation (2-3 pages) (10%)
Four short papers (5 pages) (20% each) or one seminar paper (80%). Please see me by the third week in the semester if you choose the seminar paper option.
Grading scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 and below = F.

Tentative Schedule

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<td>Introduction</td>
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<td>She Came to Stay</td>
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<td>2-4</td>
<td>Presentation on Pyrrhus and Cineas</td>
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<td>5</td>
<td>The Ethics of Ambiguity</td>
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<td>6</td>
<td>The Second Sex</td>
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<td>7-10</td>
<td>&quot;Must we burn Sade?&quot;; &quot;Preface&quot;, in Djamila Boupacha</td>
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<td>11</td>
<td>The Coming of Age</td>
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<tr>
<td>12-13</td>
<td>A Very Easy Death; Adieux: A Farewell to Sartre</td>
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<td>14</td>
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</table>

Attendance
There will not be a formal attendance policy. However, this class will be conducted seminar style—although you might be able to get notes from someone in the class, a significant part of learning is participating in the discussion itself. Please refer to the following website regarding student absences.
http://student-rules.tamu.edu/rule7.htm

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See also Honor Council Rules and Procedures on the web
http://www.tamu.edu/aggiehonor
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

Women's Studies Program

1. This request is submitted by ____________________________
and concerns (enter prefix, number, and complete title of course): WMST 409, Studies in Gender and Philosophy

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in ________________________________
   b. To be withdrawn as an approved course in ________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in ________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”: http://www.thecb.state.tx.us/AAR/UndergraduateEd/EdAssmpds1.cfm

   Exemplary Educational Objectives of the THECB for Humanities are met as follows: course offers an enhanced understanding of works in the humanities through an in-depth exploration of a particular philosopher or concept (EEQ 4.1) and guidance toward understanding those works as expressions of individual and human values (EEQ 4.2); course offers data valuable in articulating an informed personal reaction to these philosophers or concepts (EEQ 4.5); course improves students’ knowledge of the influence of philosophy on society (EEQ 4.7).

   Signature: ____________________________ (Date)

   Course Instructors/Coordinator

   Received:
   Chair, CCC (Date)

   Approvals:
   College Dean: ____________________________ (Date)

   Department Head: ____________________________ (Date)
WMST/PHIL 409 Studies in Gender and Philosophy -- Simone de Beauvoir
Claire Katz, 305A Bolton Hall
Phone: 845-5624 (voice); 845-5660 (dept)
Email: ckatz@tamu.edu
Prerequisite(s): 3 hours in WMST or philosophy; junior or senior classification

Course Description:
The year 1999 marked the 50th anniversary of the publication of Simone de Beauvoir's *The Second Sex*. This groundbreaking book inaugurated the emergence of 20th century feminism and feminist theory. Although many of Beauvoir's ideas have been critically examined by psychoanalytic discourse on the one hand (Irigaray) and post-structuralism on the other (cf Judith Butler), the significance of Beauvoir's analysis of "woman as Other" and the debt that contemporary feminist theory has to her work remain indisputable. In this course we will explore Simone de Beauvoir as a writer, philosopher, feminist, and individual. To this end, we will read selections from her philosophical works, autobiography, journals, novels, letters and correspondence (to Jean-Paul Sartre, Nelson Algren, and Richard Wright, among others), political essays, and her writings on feminism. At the end of this course, students will have an appreciation of Beauvoir not only as a feminist thinker but also as a philosopher, novelist, and political activist.

Catalog Description:
Analysis, from a gender-studies perspective, of a single figure or concept in the history of philosophy. May be repeated 1 time for credit with a different focus.

Course Objectives:
Exemplary Educational Objectives of the Texas Higher Education Coordinating Board for Humanities are met as follows:

- Students will gain an enhanced understanding of works in the humanities through an in-depth exploration of Beauvoir's achievements (EEO 4.1) and will be guided toward understanding those works as expressions of individual and human values within the context of her experience (EEO 4.2).
- Students will be provided with data valuable in articulating an informed personal reaction to Beauvoir (EEO 4.5).
- Students will improve their knowledge of the influence of philosophy on society (EEO 4.7).

Readings will be drawn from the following texts:
She Came to Stay
The Second Sex
America Day by Day
Ethics of Ambiguity
Quiet Moments in a War
All Said and Done
Letters to Sartre
Adieu: A Farewell to Sartre
Must We Burn Sade?
"Preface", in Djamila Boupacha: The Story of the Torture of a Young Algerian Girl Which
and Nicolson.; (French) Preface", in Djamila Boupacha, S. de Beauvoir and G. Halimi,
Paris: Gallimard. 1962
Coming of Age, translated by P. O’Brien, New York: Putnam. 1972

Requirements
One presentation of the reading assigned for that class period (10%)
One write up with the presentation (2-3 pages) (10%)
Four short papers (5 pages) (20% each) or one seminar paper (80%). Please see me by
the third week if you choose the seminar paper option.
Grading scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 and below = F.

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading or Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2-4</td>
<td>She Came to Stay</td>
</tr>
<tr>
<td>5</td>
<td>Presentation on Pyrrhus and Cineas</td>
</tr>
<tr>
<td>6</td>
<td>The Ethics of Ambiguity</td>
</tr>
<tr>
<td>7-10</td>
<td>The Second Sex</td>
</tr>
<tr>
<td>11</td>
<td>&quot;Must we burn Sade?&quot;; &quot;Preface&quot;, in Djamila Boupacha</td>
</tr>
<tr>
<td>12-13</td>
<td>The Coming of Age</td>
</tr>
<tr>
<td>14</td>
<td>A Very Easy Death; Adieu: A Farewell to Sartre</td>
</tr>
</tbody>
</table>

Attendance
There will not be a formal attendance policy. However, this class will be conducted
seminar style — although you might be able to get notes from someone in the class, a
significant part of learning is participating in the discussion itself. Please refer to the
following website regarding student absences.
http://student-rules.tamu.edu/rule7.htm

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, 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. For additional information visit http://disability.tamu.edu.

**Academic Integrity Statement**

"An Aggie does not lie, cheat, or steal or tolerate those who do."
See also Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by Department of Geography

   and concerns (enter prefix, number, and complete title of course): GEOG 320, The Middle East

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”: http://www.thechb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

   The course expands students’ knowledge of the human condition and human cultures in the Middle East, which has been integral to the development of multiple cultures and which remains at the center of contemporary tensions involving cultures and values. Through completing the course, students will be able to demonstrate awareness of the scope and variety of cultures (e.g., religions, languages, politics) of the Middle East. The course provides a social and historical context for understanding human values and their expression in the Middle East. Students will respond critically to reading about conflicts in the Middle East. They will demonstrate a knowledge of the influence of culture (e.g., religions and values) on human-environment interactions and intercultural experiences within the Middle East, and also between the Middle East and the West.

   Signature: [Signature]
   Course Instructor/Coordinator 2/13/09 (Date)

   Received:
   Chair, CCC
   (Date)

   Approvals:
   College Dean: [Signature] 2/23/09 (Date)
   Department Head: [Signature] 2/13/09 (Date)
February 11, 2009

MEMORANDUM

To: Douglas Slack, Chair
Core Curriculum Council

Through: Sarah Bednarz, Professor and Associate Dean for Academic Affairs
College of Geosciences

Through: Doug Sherman, Professor and Head
Department of Geography

From: Charles Lafon, Associate Professor and Departmental Undergraduate Director,
Department of Geography

Re: Request for addition of regional geography courses to core curriculum

The Department of Geography requests the addition of four of its regional geography courses (GEOG 320, 321, 325, and 326) to the list of courses that fulfill the core curriculum requirement for Humanities, and two of its regional geography courses (GEOG 325 and 326) to the list of courses that fulfill the core curriculum requirement for International and Cultural Diversity. These regional geography courses focus on the cultural, political, and economic geography of specific regions of the world. They also examine the interaction of humans with their physical environment and with people in other regions of the Earth. The courses involve a combination of the Defining Characteristics of Basic Intellectual Competencies in the Core Curriculum, as defined by the Texas Higher Education Coordinating Board: reading, writing, speaking, listening, and critical thinking. The courses help students to attain broad and multiple perspectives on their relation with the broader world; to understand the responsibilities of living in a culturally and ethnically diversified world, and to integrate knowledge from multiple disciplines to understand the geography of a region.

The requested additions are necessary for consistency with our other regional geography courses (GEOG 202, 301, 305, and 323), which are on both the Humanities list and the International and Cultural Diversity list. Note that two regional geography courses (GEOG 320 and 321) are on the International and Cultural Diversity list but not the Humanities list. Therefore we are requesting their addition only to the Humanities list.
GEOG 320 – SP 2008  
Dr. Vatche P. Tchakerian  
Time: TR: 11:10-12:25  
Place: O&M 203  

GEOGRAPHY OF THE MIDDLE EAST  
Office: O&M 803E or O&M 202  
Office Hours: by appointment  
v-tchakerian@tamu.edu  

This course is a survey of the regional geography of the Middle East, including the physical setting, environmental issues, economic development and the historical evolution of the landscapes and cultures. Special emphasis placed on current geopolitical issues such as the Arab-Israeli conflicts in the 20th century, the Lebanese civil war, the two Gulf Wars, the Iraq and Iran conflict, and the rise of political Islam, among others.

<table>
<thead>
<tr>
<th>Week</th>
<th>Tentative Course Outline</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview and Introduction/Physical Geography</td>
<td>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>Geology and Geomorphology</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Climate, Soils and Vegetation</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Hydrology and Water Resources</td>
<td>2, 5</td>
</tr>
<tr>
<td>5</td>
<td>Historical Geography I</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Historical Geography II</td>
<td>3, 4</td>
</tr>
<tr>
<td>7</td>
<td>Historical and Cultural Geography</td>
<td>4, 8</td>
</tr>
<tr>
<td>8</td>
<td>Cultural Geography</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Spring break – no classes</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Political Geography I</td>
<td>8, 12</td>
</tr>
<tr>
<td>11</td>
<td>Political Geography II</td>
<td>9, 10</td>
</tr>
<tr>
<td>12</td>
<td>Hydrocarbon Geography</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>Economic Geography I</td>
<td>13-19</td>
</tr>
<tr>
<td>14</td>
<td>Economic Geography II</td>
<td>13-19</td>
</tr>
<tr>
<td>15</td>
<td>Economic Geography III</td>
<td>13-19</td>
</tr>
</tbody>
</table>

Required Materials*:
- b) Friedman, Thomas L., *From Beirut to Jerusalem* (1989), Anchor Books  

* Additional reading materials from articles, books and the web will be assigned throughout the semester.

- A list of geographic place names will be put on reserve in the Map Library (2nd floor of the Evans Library) during the first week. There will be a number of maps and atlases put on reserve in the Map Library for your use.
- There are no prerequisites for this class, although an introductory course in physical and/or human geography is beneficial.

CLASS PERFORMANCE:

There will be three exams and a book review in GEOG 320 (see the outline and details below). The exams consist of objective (multiple choice, fill ins, matching) and short answers, and cover lecture materials, place names, audio-visuals, web assignments, text
and any additional readings and homework assigned in class. Exams are worth 100 points. The final exam only covers materials since exam 2. The book report (From Beirut to Jerusalem) consists of a 5 page, typed, written essay. Report style and format will be given in class. The Islam in Crisis readings will be assessed by homework and exams.

* Final grades will be determined based upon the class curve. However, to ensure a grade, you must meet the following requirements:

- 90% and above = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 59% and less = F

All materials generated for this class, which include but are not limited to syllabi, assigned readings, handouts, audio-video, and in-class lecture materials, are copyrighted. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

The Honor Code, based on the long-standing affirmation that an Aggie does not lie, cheat, steal or tolerate those who do, is fundamental to the value of the A&M experience. Know the Code at [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

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_total points for the course are 500 arranged as follows:_
_Exam 1:_
- 100 pts - Thursday, February 14
_Exam 2:_
- 100 pts - Thursday, March 27
_Final Exam:_
- 100 pts - Friday, May 2, 3-5
_Book Report (Friedman)_
- 100 pts - Tuesday, April 15
_Homework and Quizzes:_
- 100 pts – Throughout the semester
GEOG 320  
GEOGRAPHY OF THE MIDDLE EAST  
Dr. V.P. TCHAKERIAN

Learning Outcomes:

At the end of the semester, you will be able to:

a – Locate on maps the major physical and cultural features of the Middle East  
b – Describe the major geomorphic, geologic, hydrologic and ecologic characteristics of the Middle East  
c – Understand the historical geography of the cultures, religions and languages of the people of the Middle East  
d – Comprehend the political geography of conflicts in the region  
e – Write a book report on the Arab-Israeli conflict  
f – Understand the historical, theological and geopolitical reasons behind the current rise of tensions between Islam and the West

Assessment and Evaluation:

* The fundamentals of the topics outlined above will be discussed during lectures. The appropriate sections in the textbook(s) should be used for further study and reference. Overall, you will be evaluated through quizzes and exams.

* More specifically, the location of the major physical and cultural features will be evaluated by a map exam, while the biophysical component of the first four weeks examined via short answers, matching, and fill-ins. For the historical, geopolitical and economic segments of the course (the remaining weeks), evaluation will also include (in addition to the above) short and long essays. This will enable you to express in writing your cumulative knowledge of the topics.

* The final step in the assessment is your capability to write a coherent book report on From Beirut to Jerusalem as well as short essays (via homework, quizzes and exams) on the book The Crisis of Islam. These books will enable you to better understand the historical roots of the Palestinian-Israeli conflict and the current tensions between the West and the Islamic world.
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by Department of Geography and concerns (enter prefix, number, and complete title of course): GEOG 321, Geography of Africa

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

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4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”: http://www.theceb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

   The course expands students' knowledge of the human condition and human cultures in Africa, which has been shaped by a variety of cultures over a long history, and which has exported culture and people to many parts of the Earth. Parts of Africa exemplify contemporary tensions involving different cultures and values. Through completing the course, students will be able to demonstrate awareness of the scope and variety of cultures (e.g., religions, languages, political) of Africa. The course provides a social and historical context for understanding human values and their expression in Africa. Students will respond critically via writing and media presentations about current issues in Africa. They will demonstrate a knowledge of the influence of culture (e.g., religions and values) on human-environment interactions and intercultural experiences within Africa, and also between Africa and other world regions.

Signature: [Signature]
Course Instructor/Coordinator

(Date) 12 February 2009

Received:
Chair, CCC

(Date)

Approvals:

College Dean: [Signature]
(Date) 2/23/09

Department Head: [Signature]
(Date) 2/13/09

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February 11, 2009

MEMORANDUM

To: Douglas Slack, Chair
    Core Curriculum Council

Through: Sarah Bednarz, Professor and Associate Dean for Academic Affairs
    College of Geosciences

Through: Doug Sherman, Professor and Head
    Department of Geography

From: Charles Lafon, Associate Professor and Departmental Undergraduate Director,
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GEOGRAPHY 321-500:  
GEOGRAPHY OF AFRICA  

Term: Fall 2008  
Time: MWF 11:30 am – 12:20 pm  
Place: O&M 103  

Professor: Dr. Tina Mangieri  
Office: CSA 203C  
Office Hours: Mondays & Wednesdays 2:30-3:30 pm & by appointment  
Email: mangieri@tamu.edu  
Telephone: 862-8419  

Course Description  

Africa is...poverty, illness, war, famine, underdevelopment...powerful, overwhelmingly dire, images that inform Africa's standing in global hierarchies of power and prestige. In this class, we will investigate Africa's places and spaces, with an emphasis on the histories, interrelationships, and complexities that render the continent's current challenges so vexing. Unpacking the stereotypes listed above, we will explore these and other views of Africa, interrogate their perspectives, and consider the assumptions underlying these attributes. How has "Africa" been created? By whom? For what purpose? This class will provide the framework, and encourage you to ask the questions, to generate your own informed conclusions.  

Course Goals  

1. Gain a basic awareness of Africa. This includes countries, economic activities, international institutions, environmental problems, cultural complexes, etc. This does not mean that you will need to know the name of every hill, stream, and provincial capital on the continent. It does mean that when some place or issue is raised in the news, other courses, etc., you will have an idea about what is being discussed, or at least enough of an idea to know where to turn to learn more.  

2. Understand and describe major processes shaping Africa. Very little of what happens on Earth happens in isolation – including in Africa. Large-scale processes – such as trade, religion, and migration – cut across countries and regions. Therefore, it is not enough to know simply what is "out there" in the world; it is equally important to attempt to understand why (or why not) and to be able to describe how processes work.  

3. Be able to critically compare what you hear/read about Africa, apply the knowledge gained in this course to delve deeper into the issues, and analyze/argue/assess its various perspectives. This course is not about adopting any particular perspective on Africa. What the course is about is realizing that there are multiple perspectives for many of the region's issues, and being able to examine your and others' assumptions about Africa. This does not mean not having a position, only a willingness to examine various perspectives on their own terms.  

Required Texts  


**Course Website**

*Maps & additional readings/websites/films* will be assigned (see course schedule below) and are available to view/download on the GEOG 321 elearning website and, when available, via the links below. You will be expected to have read any supplementary reading before the class day on which it’s assigned. If there is no link on the syllabus, the map/reading is only available at http://elearning.uimu.edu.

Given our focus, I also expect that you will consult (online, in print, and/or on radio) at least one current *international news source* throughout the semester (this is in addition to your Media Project—see below). I recommend the BBC (http://news.bbc.co.uk) and *The Christian Science Monitor* (http://csmonitor.com) as starting points. Regional news sources (most often in English or French) are also available online. Current events questions, as they relate to Africa and to classroom discussions, will appear on exams and quizzes.

**Course Requirements**

I expect that you will attend class, having read any assigned readings for that day/week. Your course grade will be determined by 7 components: 1 map quiz, 2 book reviews, 2 in-class midterm exams, an in-class media presentation, and a final paper.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map quiz</td>
<td>5 points</td>
</tr>
<tr>
<td>Book Reviews (2 @ 15 points each)</td>
<td>30 points total</td>
</tr>
<tr>
<td>Media presentation</td>
<td>10 points</td>
</tr>
<tr>
<td>Midterm Exam 1</td>
<td>15 points</td>
</tr>
<tr>
<td>Midterm Exam 2</td>
<td>15 points</td>
</tr>
<tr>
<td>Final (Media) Paper</td>
<td>25 points</td>
</tr>
<tr>
<td><strong>Course Total</strong></td>
<td>100 points</td>
</tr>
</tbody>
</table>

**Grading Scale**

A = 89.6-100, B = 79.6-89.5, C = 69.6-79.5, D = 59.6-69.5, F = < 59.6

**Grade Components**

1) **Map quiz**: In-class, Monday, September 8th.
2) **Book reviews**: You must choose 2 of the 3 books assigned for class (you will be expected to read and discuss all three, but write a review of only 2). These reviews will be 3-4 pages long and offer a critical analysis of the work, drawing on class lectures, additional readings, and discussions, as well as the text. Book review due dates appear on the course schedule below and will be due at the beginning of class. I will not accept late papers.
3) **Media presentation:** Once during the semester you will give a 10-15 minute in-class presentation on a topic you will be investigating throughout the term (this topic will also form the basis of your final paper). I have a list of 10 topics, below – you will either choose your topic (4-5 students per topic) or I will assign one to you, depending upon the class distribution. We will discuss this project during week 1 (with periodic updates) and get your assignments then. The goals of the media project are multi-fold: a) to have you investigate and explain a current issue of relevance to Africa; 2) to assess the reporting perspective of your various sources; 3) to seek out local media outlets from throughout the continent; 4) to be a source of on-going information for your classmates on a particular topic. You will submit a paper of 6-8 pages on your media topic as your final assignment for the course.

4) **Midterm exams** 1 (October 6) and 2 (November 5) will contain a series of multiple-choice and short-answer questions based on lectures, readings, films, and media presentations. Each in-class exam will have 30 questions.

5) **Final (Media) paper:** see also # 3. In this paper, you will introduce your [previously assigned] topic, provide historical contextualization, and a summary of the media coverage from throughout the semester. You will conclude with an analysis of the topic/events, your sources, and an assessment of its representations. The final paper is due on Monday, December 1st, at 11:30 am.

**Media Topics (for in-class presentations and final papers):**

1) region 1 – East/Southern Africa  
2) region 2 – West/Central Africa  
3) environment & natural resources  
4) agriculture & animal husbandry  
5) politics  
6) development  
7) peace & conflict  
8) health  
9) arts & music  
10) trade & economics

**Final Exam**

Final paper to be submitted AT THE BEGINNING OF CLASS on Monday, December 1st.

**Additional Course Information**

**elearning**

I will be posting the syllabus, course readings, web links, additional class information, and your grades on the Geog 321 elearning website (http://elearning.tamu.edu). You may access the site by logging in with your NET ID and password.

**Office Hours/Email**

I will be holding office hours every Monday and Wednesday from 2:30 – 3:30 in CSA 203C. If you are unable to meet or call during these hours, I am also available by appointment, to be scheduled in advance (in person, via email, or by phone). Please be aware that I will not discuss grades by email or phone, in keeping with federal privacy legislation. To ensure that I see your email (and don’t erase it as spam), please use “Geog 321” in the subject line.
Media Matrix
We will be using "Media Matrix" to view two films this semester. You may access Media Matrix at http://mediamatrix.pamunsk.edu by logging in with your NET ID and password. Additional log-in information will be posted on the elearning course website.

Special Needs
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Copyright
All materials used in this class are copyrighted, including, but not limited to, syllabi, quizzes, exams, in-class materials and review sheets. As these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Academic Integrity
My goal for this class is the creation of a learning community – where we work together to learn and support one another in that process. Be respectful of one another. Do not come late or leave early. Keep noise to a minimum. Ask questions and listen. As a learning community, we must be able to trust one another. For this reason, I place a high value on scholastic honesty. In other words, everything you claim as your work is your work. To copy another person's work – quiz, exam, paper, project – and claim it as your own is a violation of trust and a violation of the Aggie Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information, visit the following website for Honor Council Rules and Procedures: http://www.tamu.edu/aggiehonor/.

Course Schedule

<table>
<thead>
<tr>
<th></th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M 25</strong></td>
<td>Africa: an introduction</td>
<td>Myers, G. (2001) ...Representations of Africa:</td>
</tr>
<tr>
<td><strong>Aug</strong></td>
<td></td>
<td><a href="http://www3.interscience.wiley.com/cgi-bin/fulltext/118972388/PDFSTART1">http://www3.interscience.wiley.com/cgi-bin/fulltext/118972388/PDFSTART1</a></td>
</tr>
</tbody>
</table>
| **W 27**   | Africa as Other: Representing Africa | http://www.likel2learn.com/likel2learn/Continents%20Maps/Africa/Physical
grances                                         |
| **Aug**    | Physical geographies     | Physical map of Africa:                                                     |
| **F 29**   |                           | http://www.likel2learn.com/likel2learn/Continents%20Maps/Africa/Physical
grances                                         |
<p>| <strong>Aug</strong>    | Interactive political map of Africa: | <a href="http://www.vanityfair.com/politics/africa/map">http://www.vanityfair.com/politics/africa/map</a>                                |
| <strong>M 1</strong>    | Cultural &amp; linguistic geographies | Brief History of the Swahili language:                                      |
| <strong>Sept</strong>   |                           | <a href="http://www.zanziget.org/swahili_history.html">http://www.zanziget.org/swahili_history.html</a>                                |
| <strong>W 3</strong>    | Archaeology               | Great Zimbabwe: <a href="http://www.postcolonialweb.org/zimbabwe/">http://www.postcolonialweb.org/zimbabwe/</a>                    |
| <strong>Sept</strong>   |                           | art/greatzim/gzl.html                                                        |</p>
<table>
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<tr>
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<th>Description</th>
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</table>
| Sept  | Imperialism & Africa | MAP QUIZ** list of place-names/features on Blackboard  
Kipling, R. (1899) *The White Man's Burden*  
http://www.fordham.edu/halsall/mod/kipling.html |
| Sept  | Media presentations 1 | Region 1: East/Southern Africa |
| Sept  | DISCUSS TFA | Chapters 1-14 |
| Sept  | Colonial economies/“natural” resources | Colonialism & Africa’s integration into the global economy:  
http://exploringafrica.matrix.msu.edu/students/curriculum/m19/activity4.php |
| Sept  | Media presentations 2 | Region 2: West/Central Africa |
w & Thiong’o, N. (1986) “Decolonizing the Mind”  
http://www.swarat.org/ngugi.htm |
| Sept  | Media presentations 3 | Environment |
| Sept  | TFA concludes | TFA paper due @ 11:30 |
http://www.tamilnation.org/ideology/fanon.htm  
UN (1960) Declaration on Granting Independence to Colonial Countries and Peoples  
| Oct   | Media presentations 4 | Agriculture/animal husbandry |
| Oct   | MIDTERM EXAM |  |
| Oct   | Media presentations 5 | Politics |
M 13 WWTI discussion  Part 1: 1-171
Oct
F 17 Media presentations 6 Development
Oct
Oct 6-25.
F 24 Media presentations 7 Conflict
Oct
M 27 WWTI concludes WWTI paper due @ 11:30
Oct
W 29 Contemporary crises: Darfur, Mapping Initiatives: Crisis in Darfur
Zimbabwe, DRC
F 31 Media presentations 8 Health
Oct
M 3 Health http://www.cdc.gov/travel/yellowBook/Ch3-Africa.aspx,
Nov http://www.globalissues.org/article/90/aids-in-africa,
W 5 MIDTERM 2
Nov
Nov CANCELLED

M 10 MHNS discussion: Chapters 1-5
Nov new African diasporas
W 12 African popular cultures Ntama: Journal of African music & popular culture:
Nov http://ntama.uni-mainz.de/content/category/10/79/39/
& Benn loxo du tacco: http://bennloxo.com/
F 14 Media presentations 9 Arts/music
Nov
M 17 Eco-tourism, micro-credit & sustainable development? Ecotourism propels development:
tourism.htm & kiva.org: http://www.kiva.org
W 19  Ideas & Innovations  AfriGadget: https://www.afrigadget.com/
      Nov                & video of William Kamkwamba (TED conference):
                              http://www.ted.com/index.php/talks/
                              william_kamkwamba_on_building_a_windmill.html

F 21  Media presentations 10  Trade/economics
      Nov

M 24  MHNS concludes  Chapters 6-epilogue
      Nov                MHNS paper due @ 11:30
W 26  CLASS  Enjoy your holiday!
      Nov                CANCELLED
      & F
      28
      Nov

M 1  African globalizations  Mamdani, M. (n.d.) Good Muslim, Bad Muslim – An African
      Dec  Perspective: http://www.ssrc.org/sept11/essays/mamdani.htm

Final papers due @ 11:30
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by Department of Geography

and concerns (enter prefix, number, and complete title of course): GEOG 325, Geography of Europe

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.thechb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

   The course expands students’ knowledge of the human condition and human cultures in Europe, which has a long history and complex geography that have produced tremendous cultural achievements and a large diversity of cultures across the continent. The influence, and hence geography, of Europe also extend far beyond the continent itself to touch all other regions on Earth. Parts of Europe exemplify contemporary tensions involving different cultures and values, as a consequence both of local history and global changes such as human migrations. Through completing the course, students will be able to demonstrate awareness of the scope and variety of cultures (e.g., religions, languages, politics) of Europe. The course provides a social and historical context for understanding human values and their expression in Europe. Students will demonstrate a knowledge of the influence of culture (e.g., religions and values) on human-environment interactions and intercultural experiences within Europe, and also between Europe and other world regions.

Signature: [Handwritten] (Date)

Course Instructor/Coordinator

Received:
Chair, CCC (Date)

Approvals:

College Dean: [Handwritten] (Date) 2/23/09

Department Head: [Handwritten] (Date) 2/13/09
February 11, 2009

MEMORANDUM

To: Douglas Slack, Chair
   Core Curriculum Council

Through: Sarah Bednarz, Professor and Associate Dean for Academic Affairs
         College of Geosciences

Through: Doug Sherman, Professor and Head
         Department of Geography

From: Charles Lafon, Associate Professor and Departmental Undergraduate Director,
      Department of Geography

Re: Request for addition of regional geography courses to core curriculum

The Department of Geography requests the addition of four of its regional geography courses (GEOG 320, 321, 325, and 326) to the list of courses that fulfill the core curriculum requirement for Humanities, and two of its regional geography courses (GEOG 325 and 326) to the list of courses that fulfill the core curriculum requirement for International and Cultural Diversity. These regional geography courses focus on the cultural, political, and economic geography of specific regions of the world. They also examine the interaction of humans with their physical environment and with people in other regions of the Earth. The courses involve a combination of the Defining Characteristics of Basic Intellectual Competencies in the Core Curriculum, as defined by the Texas Higher Education Coordinating Board: reading, writing, speaking, listening, and critical thinking. The courses help students to attain broad and multiple perspectives on their relation with the broader world; to understand the responsibilities of living in a culturally and ethnically diversified world, and to integrate knowledge from multiple disciplines to understand the geography of a region.

The requested additions are necessary for consistency with our other regional geography courses (GEOG 202, 301, 305, and 323), which are on both the Humanities list and the International and Cultural Diversity list. Note that two regional geography courses (GEOG 320 and 321) are on the International and Cultural Diversity list but not the Humanities list. Therefore we are requesting their addition only to the Humanities list.
Geography 325 – Geography of Europe  
Fall 2008  
Room 303 CSA, TR 2:20 – 3:35 p.m.

David Cairns  
706A O & M  
Phone: 845-2783  
cairns@tamu.edu  

Office Hours:  
TR 11:00 a.m. – 12:30 p.m.  
or by appointment

Course Overview:

Europe is a dynamic region with a long history and complicated geography that has been crucial to the development of western civilization. This class will cover the geography of Europe including the physical characteristics of the region (including geomorphology, climatology and biogeography) and the cultural and economic aspects of the region. Emphasis is placed on understanding general geographic concepts with emphasis and examples drawn from Europe.

Required Text:


Reading assignments are included in the table below. Readings are from the required textbook and from supplementary material. When supplementary readings are required, they will be made available on the TAMU Vista website.

Web Page:
Class materials and grades are accessed through TAMU Vista at  
http://elearning.tamu.edu

Evaluation:

Grades will be based on your performance on three exams (two midterms and one final). The final exam is cumulative. Each midterm exam will be worth 30% of your final grade. The final exam is worth 40% of the final grade. The midterm exams will be held on September 18 and October 16. The final exam will be held on Wednesday, December 10, 2008 from 1:00 – 3:00 p.m. Grades are assigned based on the point total at the end of the semester. Minimum percentages of total points for specific grades are as follows: A = 90%, B = 80%, C = 70%, D = 60%, F < 60%. The minimum percentage required for a grade may be adjusted downward if necessary.
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<td>Germany &amp; Italy</td>
<td>Blouet, Ch. 8</td>
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<td>Blouet, Ch. 10</td>
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<td>6 Oct</td>
<td>Transportation (Subways)</td>
<td>Vance, Ch. 5 (p. 404-413)</td>
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<td>Blouet, Ch. 11</td>
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<td>24 Nov</td>
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<td>15</td>
<td>1 Dec</td>
<td>Special Topics</td>
<td>Blouet, Ch. 16</td>
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<td>16</td>
<td>8 Dec</td>
<td>Final Exam (10 December)</td>
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</table>
Required Statements:

ADA

* For additional information see http://disability.tamu.edu/ “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 of Cain Hall. The phone number is 845-1637.”

Copyright and Plagiarism Policy

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As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu/, under the section "Scholastic Dishonesty."

Know the Code

* Aggie Code of Honor: See http://www.tamu.edu/aggiehonor. “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the website: <http://www.tamu.edu/aggiehonor/>.

UNIVERSITY ABSENCE POLICY-
Absence Policy:
This class will follow the University’s policy for excused absences. For more information, please see Section 7 of the student rules:
See http://student-rules.tamu.edu/rule7.htm
1. This request is submitted by Department of Geography and concerns (enter prefix, number, and complete title of course): GEOG 325, Geography of Europe

2. Type of request (fill in the appropriate Core Curriculum distributive area):
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4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics ['Exemplarily Educational Objectives']”: http://www.theCB.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

   Because the International & Cultural Diversity requirement is an Institutionally Designated Option, THECB provides no specific Exemplary Educational Objectives. However, GEOG 325 is consistent with the broad perspectives in the core curriculum. Specifically, the course helps students to attain broad and multiple perspectives on their relationship to the larger society and world, and to understand the responsibilities of living in a culturally and ethnically diversified world. It stimulates the capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways in which to be a responsible member of society. It requires students to integrate knowledge from multiple disciplines to understand the geography of Europe, which exhibits a wealth of cultural diversity within a small continent. The course also aligns with aspects of THECB’s humanities Exemplary Educational Objectives that are relevant to cultural and international diversity. In particular, students will develop an awareness of the scope and variety of cultures (e.g., religions, languages, politics) of Europe. They also will demonstrate a knowledge of the influence of culture (e.g., religions and values) on intercultural experiences within Europe, and also between Europe and other world regions.

Signature: [Signature]
Course Instructor/Coordinator

Received:
Chair, CCC

(Approvals)

College Dean: [Signature] (Date) 2/23/09
Department Head: [Signature] (Date) 2/13/09

12 Feb 2009
(Date)
February 11, 2009

MEMORANDUM

To: Douglas Slack, Chair
Core Curriculum Council

Through: Sarah Bednarz, Professor and Associate Dean for Academic Affairs
College of Geosciences

Through: Doug Sherman, Professor and Head
Department of Geography

From: Charles Lafon, Associate Professor and Departmental Undergraduate Director,
Department of Geography

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<td>15</td>
<td>1 Dec</td>
<td>Special Topics</td>
<td>Blouet, Ch. 16</td>
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<td>16</td>
<td>8 Dec</td>
<td>Final Exam (10 December)</td>
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Required Statements:

ADA

* For additional information see http://disability.tamu.edu/ “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 of Cain Hall. The phone number is 845-1637.”

Copyright and Plagiarism Policy

* 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.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu/, under the section "Scholastic Dishonesty."

Know the Code

* Aggie Code of Honor: See http://www.tamu.edu/aggiehonor. “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the website: <http://www.tamu.edu/aggiehonor>.

UNIVERSITY ABSENCE POLICY-
Absence Policy:
This class will follow the University’s policy for excused absences. For more information, please see Section 7 of the student rules:
See http://student-rules.tamu.edu/rule7.htm
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by Department of Geography
   and concerns (enter prefix, number, and complete title of course): GEOG 326, Geography of East Asia

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): [link to website]

   The course expands students’ knowledge of the human condition and human cultures in East Asia, which has a long history and complex geography that have produced tremendous cultural achievements. Moreover, East Asia has emerged as one of the most dynamic and important regions on Earth, both culturally and economically. Parts of East Asia exemplify contemporary tensions involving different cultures and values, as a consequence both of local history and global changes such as human migrations. Through completing the course, students will be able to demonstrate awareness of the scope and variety of cultures (e.g., religions, languages, politics) of East Asia. The course provides a social and historical context for understanding human values and their expression in East Asia. Students will respond critically via writing and oral presentations about current issues in East Asia. Students will demonstrate a knowledge of the influence of culture (e.g., religions and values) on human-environment interactions and intercultural experiences within East Asia, and also between East Asia and the West.

Signature: [Signature]
Course Instructor/Coordinator

(Date) 02/12/2009

Received: Chair, CCC

(Date)

Approvals:

College Dean: [Signature] 2/24/09

Department Head: [Signature] 2/13/09
February 11, 2009

MEMORANDUM

To: Douglas Slack, Chair  
Core Curriculum Council

Through: Sarah Bednarz, Professor and Associate Dean for Academic Affairs  
College of Geosciences

Through: Doug Sherman, Professor and Head  
Department of Geography

From: Charles Lafon, Associate Professor and Departmental Undergraduate Director,  
Department of Geography

Re: Request for addition of regional geography courses to core curriculum

The Department of Geography requests the addition of four of its regional geography courses (GEOG 320, 321, 325, and 326) to the list of courses that fulfill the core curriculum requirement for Humanities, and two of its regional geography courses (GEOG 325 and 326) to the list of courses that fulfill the core curriculum requirement for International and Cultural Diversity. These regional geography courses focus on the cultural, political, and economic geography of specific regions of the world. They also examine the interaction of humans with their physical environment and with people in other regions of the Earth. The courses involve a combination of the Defining Characteristics of Basic Intellectual Competencies in the Core Curriculum, as defined by the Texas Higher Education Coordinating Board: reading, writing, speaking, listening, and critical thinking. The courses help students to attain broad and multiple perspectives on their relation with the broader world; to understand the responsibilities of living in a culturally and ethnically diversified world, and to integrate knowledge from multiple disciplines to understand the geography of a region.

The requested additions are necessary for consistency with our other regional geography courses (GEOG 202, 301, 305, and 323), which are on both the Humanities list and the International and Cultural Diversity list. Note that two regional geography courses (GEOG 320 and 321) are on the International and Cultural Diversity list but not the Humanities list. Therefore we are requesting their addition only to the Humanities list.
Geography of East Asia
Fall 2007
GEOGRAPHY 326-500
TR: 2:20-3:35 pm, CSA 303

Course Description and Prerequisites

East Asia contains nearly a third of the world population and is one of the key regions in the global economy. East Asia also plays a pivotal role in maintaining global peace and stability. This course aims to take an interdisciplinary approach to examine the changing geography of East Asia.

Three major topics will be emphasized:
1. a general overview of the physical environment, natural resources, spatial distribution of human settlement, and demographic transition in the region;
2. the economic geography of East Asia and its role in the global economy;
3. the role of East Asia in global geopolitics and an overview of the U.S. policy in East Asia.

There are no prerequisites for this course.

Learning Outcomes/Course Objectives

Provided students fulfill all the course requirements, they should expect to learn the following by the end of this semester:

1. to have a synoptic perspective on both the human and physical geography of East Asia;
2. to gain deeper understanding of the strategic importance of this region to both U.S. businesses and foreign policy;
3. to appreciate the value of a geographic approach to understanding the complexity of hot-button issues facing the world today.

Instructor Information

Name: Dr. Daniel Z. Sui
Office Location: Room 814A, Eller O&M Building
Office Hours: TR: 8:00 - 9:30 am or by appointment
Telephone: 845-7154 (Direct line) or 845-7141 (Dept. Office)
E-Mail: d-sui@tamu.edu

Textbook and Resource Materials


Navarro, Peter, 2006. The Coming China Wars: Where they will be fought and how they can be won. FT Press.


Grading Policies

Individual grades for the course will be based on class attendance/participation, two exams, the research paper, and the in-class presentation.
Mid-term Exam  25 (Oct. 11- Thurs., 2007 during regular class time, 2:20-3:35pm)
Final Exam    35 (Dec. 12 – Weds., 2007, 1-3pm,)
Research Paper 25
Presentation 10
Attendance 5 (including performances in discussions/debates during class).

Total 100%

Course Requirements and Policies

1. ATTENDANCE AND PARTICIPATION: Class attendance is mandatory in this course. Each student is required to attend (in both body and mind) all the lectures. Regular absence from lectures will be penalized. Students should not eat, drink, chat, read material or be involved in activities that are unrelated to the course while the class is in session.

Between 3 and 5 discussions/debates will be held during class on various hot-button issues related to this region. Students are expected to read all the assigned papers and get ready to lead the discussion or actively participate in the debates.

2. EXAMS: All students are required to take two close-book exams, which will include primarily short answers and essay questions from the lectures and the weekly reading assignment. **No make-up exams will be given unless under extreme (verified) circumstances.**

3. RESEARCH PAPER: Each student is also required to write a paper (2,500 to 3,000 words) covering a particular issue in East Asia. You can choose any topics you are interested in, but those related to environment/resources, economy, and geopolitics are highly recommended. **Due: Dec. 4, 2007.**

4. PRESENTATION: A professional in-class 10-minute presentation is required for each student. Students will have the freedom to choose the week of their presentations.

5. POLICIES ON DEADLINES AND EXTENSIONS: Each student is required to strictly follow the deadline for the term paper. Unless there is a legitimate excuse (refer to the student handbook for TAMU’s official policy), neither late submissions will be accepted nor extensions on deadlines will be granted. There will be no make-up exams unless the student has an official excuse.

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Weekly Lecture and Discussion Topics

Week 1 (Aug. 27 – 31)
Course organization and requirements
Setting the global context: Why should we care about East Asia?
The value of a geographic approach
Discussion topic: The end of history or the clash of civilizations?
Fukuyama vs. Huntington in East Asian context.

Week 2 (Sept. 3-7)
The Physical Environment & Natural Resources of East Asia
Discussion topic: The 2004 Tsunami disaster – are natural disasters natural?
Urban sprawl in East Asia

Week 3 (Sept. 10-14)
Population and Demographic transition in East Asia
Discussion Topic: The one-child policy and human rights in China
Japan’s shrinking population and its implications

Week 4 (Sept. 17-21)
Geography of Thoughts: To what extent East Asians think differently from people in other parts of the world?
Discussion topic: Cognitive/social psychology of East Asians and its implications for policy and business

Week 5 (Sept. 24-28)
Geography of Culture: The eastern way of being religious
Discussion topic: God’s Chinese son: Hong Xiu-quan’s Taiping heavenly kingdom
Diffusion of Christianity in East Asia and the recent Fa Lun Gong movement in China
A possible movie night: “Memoirs of a Geisha” (what geographical lessons can we learn?)

Week 6 (Oct. 1-5)
East Asian Economy I: Agriculture and Food Production
Discussion topic: Famine in North Korea and Amartya Sen’s entitlement theory
Who will feed China?
Week 7 (Oct. 8-12)
East Asian Economy II: Manufacturing and automobile production
Discussion topic: Will the 1997 Asian financial crisis happen again?
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Week 8 (Oct. 15-19)
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Googling in China?

Week 9 (Oct. 22-26)
Regional Security Issues I: The US-Japan Alliance
Discussion topic: Should US troops remain in Japan and the Korean peninsula?
Who really actually finance the war in Iraq?

Week 10 (Oct. 29-Nov. 2)
Regional Security Issues II: The nuclear issue in the Korean peninsula
Discussion Topic: How should the U.S. deal with North Korea?

Week 11 (Nov. 5-9)
Regional Security Issues III: The Taiwan Issue – Does it represent a land mine in
Sino-US relationships?
Discussion topic: Should the U.S. defend Taiwan if mainland China uses force for
reunification? Sun Tzu (Sun Zi) and the Art of War

Week 12 (Nov. 12-16)
The economic interdependence between US and China and its implications for
future Sino-US relationships.
Discussion topic: What if China does not democratize? Implications of changes
in the political system for war and peace.

Week 13 (Nov. 19-23)
China-Korea-Japan Relationships: Implications for the U.S.
Discussion topic: East Asia in global context: How competitive is East Asia
(especially in comparison with EU and North America)?

Week 14 (Nov. 26-30)
US Foreign Policy and East Asian Regionalism: Balancing the economic and
security considerations
Discussion topic: Back to Huntington again: Who are we? The challenges to
America's identity in the post 9/11 world

Dec. 4, 2007: Last day of class: Review for the final exam
Final Exam: Dec. 12 (Weds.), 2007, 1-3pm, CSA 303
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Submitted to the Chair, Core Council (CCC)
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1. This request is submitted by Department of Geography

and concerns (enter prefix, number, and complete title of course): GEOG 326, Geography of East Asia

2. Type of request (fill in the appropriate Core Curriculum distributive area):

a. To be added as an approved course in International & Cultural Diversity

b. To be withdrawn as an approved course in

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Because the International & Cultural Diversity requirement is an Institutionally Designated Option, THECB provides no specific Exemplary Educational Objectives. However, GEOG 326 is consistent with the broad perspectives in the core curriculum. Specifically, the course helps students to attain broad and multiple perspectives on their relationship to the larger society and world, and to understand the responsibilities of living in a culturally and ethnically diversified world. It stimulates the capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways in which to be a responsible member of society. It requires students to integrate knowledge from multiple disciplines to understand the geography of East Asia, which exhibits considerable cultural diversity within and between nations. The course also aligns with aspects of THECB’s humanities Exemplary Educational Objectives that are relevant to cultural and international diversity. In particular, students will develop an awareness of the scope and variety of cultures (e.g., religions, languages, politics) of East Asia. They also will demonstrate a knowledge of the influence of culture (e.g., religions and values) on intercultural experiences within East Asia, and also between East Asia and other world regions.

Signature: [Signature]

Course Instructor/Coordinator

(Date) 02/12/2009

Received: [Signature]

Chair, CCC

(Date) 2/13/09

Approvals:

College Dean: [Signature]

(Date) 2/24/09

Department Head: [Signature]

(Date) 2/13/09
February 11, 2009

MEMORANDUM

To: Douglas Slack, Chair
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