CHANGE IN COURSES
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DI’M)
2. Request submitted by (Department or Program Name): Hispanic Studies
3. Course prefix, number and complete title of course: HISP 364 Diversity Lessons from Medieval Spain

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested:
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☐ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☐ P/F (C/M/D)
7. If this course will be stacked, please indicate the course number of the stacked course:

   ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls-export-control-basics-for-distance-education).

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

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Approval recommended by:

María Moyna

Department Head or Program Chair (Type Name & Sign) Date

Donnalee Dax

Department Head or Program Chair (Type Name & Sign) Date (of cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services 08/14
RELS / HISP 474  
Convivencia and Its Limits: Modern Applications of Diversity Lessons from Medieval Spain

**Prerequisites:** none

This course seeks to study the crucible of cultures—Christian, Muslim, and Jewish—that was medieval Spain and to draw modern applications from this historical experiment in diversity. Readings of historical sources from all three cultural perspectives will demonstrate that “convivencia,” or “living together,” was a somewhat different thing in theory and in practice. The rich cultural heritage afforded to postmodern Spanish speakers from this diverse historical background will be analyzed through such short stories as Borges’ “Averroes’ Search.” The enduring fascination with this place and this time period, especially for Jewish and Islamic writers longing for a similar contemporary experiment, will be explored over the course of the semester through careful reading of A.B. Yehoshua’s novel *Journey to the End of the Millenium*. Students should leave the class with renewed hope for unity as well as enhanced awareness of the complexity which true diversity entails.

**Textbooks:**


**Learning Outcomes:**

Upon finishing this course, a student will:

- Develop heightened multicultural awareness
- Articulate strategies for “convivencia,” or living together, with other faiths
- Defend his or her religious and political positions clearly but courteously
- Examine received assumptions about Christianity, Judaism and Islam
- Apply medieval diversity lessons to postmodern problems
Schedule:

Week 1  The Visigothic Kingdom (Sixth and Seventh Centuries)

Film: “Islamic Spain”

JEM 1-20
A Catholic Bishop and an Arian King: *Lives of the Holy Fathers of Mérida* (MI 5-11)
The Visigothic Conversion to Catholicism (MI 12-20)

Week 2  The Muslim Arrival and Christian Reaction (Eighth Century)

JEM 20-40
Two Accounts of the Muslim Conquest (MI 29-36)
A Muslim-Christian Treaty (MI 37-8)
Christian Resistance in the North (MI 39-42)

Week 3  Umayyad al-Andalus and the Northern Kingdoms (Ninth and Tenth Centuries)

JEM 40-60
An Uprising Against the Amir al-Hakam (MI 45-7)
A Christian Account of the Life of Muhammad (MI 48-50)
Eulogius and the Martyrs of Córdoba (MI 51-5)

Week 4  The Taifa Period in al-Andalus (Eleventh Century)

JEM 60-80
On Forgetting a Beloved: Ibn Hazm, *The Ring of the Dove* (MI 77-80)
On the Inconsistencies of the Four Gospels (Ibn Hazm) (MI 81-3)
A Jewish Vizier Describes the Battle of Alfuente (MI 84-90)
The Political Dilemma of a Granadan Ruler (MI 103-8)

Week 5  Christian Expansion, Integration, and Urbanization (Eleventh and Twelfth Centuries)

JEM 80-100
Exile of the Cid and His Capture of Valencia (MI 111-17)
Redeeming a Captive Jewish Woman (MI 131-2)
The Pilgrimage to Santiago (MI 137-42)

Week 6  Review and Midterm
Weeks 7-8  Al-Andalus Under the Almoravids and Almohads (Twelfth and Thirteenth Centuries)

JEM 140-160
Market Regulations in Muslim Seville (MI 175-9)
Hispano-Arabic Poetry (MI 180-4)
Ibn Tumart and the Rise of the Almohads (MI 185-9)

JEM 160-180
The Doctrine of Divine Unity: The Almohad Creed (MI 190-7)
Jewish Listeners and an Arab Astrologer (MI 198-201)
The Life of an Andalusi Mystic (MI 203-6)

Week 9  Christian Conquest and Resettlement (Thirteenth Century)

JEM 180-200
The Christian Conquest of Valencia (MI 209-16)
Resettlement and Redistribution of Land (MI 228-31)
A Christian Alliance Against Granada (MI 232-6)

Weeks 10-12  Society Under Christian Rule (Twelfth to Fourteenth Centuries)

JEM 200-220
Everyday Life in the Crown of Aragon (MI 239-49)
The Proper Qualities of a King (MI 255-61)
Positions at the Royal Court (MI 262-8)

JEM 220-240
The Legal Status of Jews and Muslims in Castile (MI 269-75)
On Preaching and Conversion (MI 280-4)
Foundation of a Convent of Friars (MI 285-7)

JEM 240-260
The Evils of Money and Drink (MI 288-91)
Love Lyrics by a Catalan Queen (MI 292-3)
Memoirs of a Castilian Noblewoman (MI 302-6)
Week 13  The Christian Kingdoms and Muslim Granada (Fifteenth Century)

JEM 260-280
Marriage and Divorce in Muslim Granada (MI 323-6)
Heresy and Inquisition (MI 330-6)
The Expulsion of the Jews (MI 352-63)

Week 14  Review and Final Exam

JEM 280-309
Jorge Luis Borges, “Averroës’ Search” (handout)

Grading:

10 points  Participation (answering questions in class and raising your hand to make comments)

45 points  Midterm exam

25 points  Oral report on author or work in the textbook but not covered on the syllabus; just summarize its contents and importance (you may read a prepared text aloud to the class; I will be willing to read a draft beforehand)

45 points  Final exam

50 points  Final paper: apply one of the specific lessons you have learned from one or more of the readings in class to a modern or contemporary diversity problem. You may draw upon current events or personal experience. 10 pages, double-spaced. Due on the day of the final exam.

Grading scale:

(Points earned out of maximum number of 175 points)

157–175 = A
140–156 = B
122–139 = C
105–121 = D
below 105 = F
**Policies:**

**ACADEMIC INTEGRITY STATEMENT**

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**ATTENDANCE**

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**LATE WORK**

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Texas A&M University  
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Submit original form and attachments  

Form Instructions  
1. Course request type:  □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)  
2. Request submitted by (Department or Program Name):  Hispanic Studies  
3. Course prefix, number and complete title of course:  HISP 371 Hispanic Religions  

Attach a brief supporting statement for changes made to items 4a thru 4d, and 6 below.  

4. Change requested  
   a. Prerequisite(s): From:  To:  
   b. Withdrawal (reason):  
   c. Cross-list with:  
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.  
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5. Is this an existing core curriculum course?  □ Yes □ No  
6. If grade type is changing for existing course, indicate the new grade type:  Grade  S/U  P/F (CLMD)  
7. If this course will be stacked, please indicate the course number of the stacked course:  
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-contrles/export-control-basics-for-distance-education).  
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Approval recommended by:  

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<tr>
<td>Maria Moyna</td>
<td>[Signature]</td>
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Donna Lee Goz | [Signature] | 1/21/15 |  

Department Head or Program Chair (Type Name & Sign)  
Date  
Chair, College Review Committee  
Date  
Dean of College  
Date  

Submitted to Coordinating Board by:  

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<tr>
<th>Name</th>
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<td>Assistant Director, Curricular Services</td>
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Questions regarding this form should be directed to Sandra Williams at 845-8201 or sanda.williams@tamu.edu  
Curricular Services—08/14
Prerequisites: Junior or Senior classification, or approval of the instructor

Course description: Exploration of the history and practice of Hispanic religion, including spirit possession, evil eye, consumption of sacred substances, healing traditions, ex-votos, relics, prophecy, omens, monsters, astrology, witchcraft, the Inquisition, festivals, pilgrimage, mystics, and religious contributions of diverse ethnic groups. All required readings available on eCampus.

Learning Outcomes:

At the end of this class, the student should be able to:

- Apply correctly a basic Cultural Studies vocabulary.
- Deliver a 5-10 minute oral report.
- Formulate a coherent essay exam.
- Articulate reading comprehension through successful completion of quizzes.
- Relate interpretive tools of academic analysis to the study of religion.
- Express greater sensitivity to people of Hispanic cultures and their heritage.

Grading:

10 points Participation (answering questions in class and raising your hand to make comments)

15 points Quiz over Cultural Studies glossary [terms available on eCampus]

50 points Midterm essay exam in class

50 points Oral report (5-10 minutes) on topic NOT covered on the syllabus; report dates will be assigned the first week of class, depending on topics chosen and number of students enrolled.

50 points Final essay exam
**Grading scale:**

(Points earned out of maximum number of 175 points)

157–175 = A  
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**Syllabus [N.B. All readings available on eCampus]**

Week 1

T  Introduction to Cultural and Religious Studies

R  Quiz on key Cultural Studies terms (glossary on eCampus)

Week 2

T  Demonic possession and exorcism

*Malleus Maleficarum*, Heinrich Krämer and James Sprenger, 1486.  
(Excerpts on exorcism)

R  Conjuring rain, storms and locusts


Week 3

T  Sacred substances: Chocolate and Tobacco

R  Evil Eye


Week 4

T  Curanderas


R  Shamanism / Santería


Week 5

T  Ex-votos


R  Relics


Week 6

T  Prophecy

R  Evil omens


Week 7

T  Monsters

Niccoli, Ottavia. “Monsters, Divination, and Propaganda in Broadsheets.” *Prophecy and People in Renaissance Italy*. Trans. Lydia G. Cochrane. Princeton: Princeton UP, 1990. 30-60. [Note: southern Italy was occupied by Spain during the Renaissance]

R  MIDTERM EXAM

Week 8

T  Astrology


R  Witchcraft


Week 9

T  Inquisition

R  Crypto-Jews / Conversos


Week 10

T  Moriscos


R  Day of the Dead


Week 11

T  Pilgrimage I: Camino de Santiago


R  Pilgrimage II: Virgen de Guadalupe


Week 12

T  Midsummer’s Night

Werewolves and Chupacabras


Mystics: stigmata / levitation


Weeping or bleeding statues and icons


Holy Week


Feast of Corpus Christi

FINAL EXAM

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Texas A&M University

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Submit original form and attachments

Form Instructions

1. Course request type:
   - Undergraduate [ ]
   - Graduate [ ]
   - First Professional (DDS, MD, JD, PharmD, DVM) [ ]

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

3. Course prefix, number and complete title of course:
   RELS 312 Contemplative Practices in Modern World

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): _______________________________________________________
   c. Cross-list with: ___________________________

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

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5. Is this an existing core curriculum course?
   • Yes [ ]
   • No [ ]

6. If grade type is changing for existing course, indicate the new grade type:
   • Grade [ ]
   • S/U [ ]
   • P/F (LIMQ) [ ]

7. If this course will be stacked, please indicate the course number of the stacked course:
   ____________________________________________________________________________

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   Contemplative Practices in the Modern World
   Interdisciplinary approach to examining contemplative practices: origins in philosophy and religious traditions, goals and techniques of contemplation, contemplation in relation to cultural and social problems or needs.

Complete proposed course title and proposed catalog course description (not to exceed 50 words):
Contemplation in the Modern World
Interdisciplinary approach to examining contemplative practices: origins in philosophy and religious traditions, goals and techniques of contemplation, contemplation in relation to cultural and social problems or needs.

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Approval recommended by:

[Signature]
Nov. 25, 2014

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 08/14
November 24, 2014

To: Whom It May Concern

From: Dr. Donnalee Dox, Director Religious Studies Program

RE: Supporting Statement for Title Change of RELS 312

A change in Title for RELS 312 from *Contemplative Practices in the Modern World* to *Contemplation in the Modern World*, is requested to dispel student confusion. Students find the present title abbreviation in HOWDY confusing. We are attempting to dispel that confusion, by changing the course title to make abbreviation in HOWDY clearer. The original title *Contemplative Practices in the Modern World* abbreviates to *Contemp Pract Mod Wrld*. Students interpret this as *Contemporary Practices in the Modern World*, which makes no sense. The abbreviation should reflect the content of the course, *Contemplation Mod World*. 
Texas A&M University
Departmental Request for a Change in Course
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• Submit original form and attachments •

Form Instructions
1. Course request type: [✓] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Religious Studies Program
3. Course prefix, number and complete title of course: RELS 364 Diversity Lessons from Medieval Spain

Change requested
4. a. Prerequisite(s): From: ____________________________ To: ____________________________

b. Withdrawal (reason): ____________________________

c. Cross-list with: ____________________________

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Approval recommended by:
Donalee Dox ____________________________ 1/21/15
Department Head or Program Chair (Type Name & Sign)

Maria Moyna ____________________________ 1/21/15
Department Head or Program Chair (Type Name & Sign)

Chair, College Review Committee ____________________________ 2/26/2015
Dean of College ____________________________ 2/26/2015

Submitted to Coordinating Board by:
Associate Director, Curricular Services ____________________________ 02/27/2015

Questions regarding this form should be directed to Sandra Williams at 845-8204 or sandra.williams@tamu.edu
Curricular Services 08/14
RELS / HISP 474
Convivencia and Its Limits: Modern Applications of Diversity Lessons from Medieval Spain

Prerequisites: none

This course seeks to study the crucible of cultures—Christian, Muslim, and Jewish—that was medieval Spain and to draw modern applications from this historical experiment in diversity. Readings of historical sources from all three cultural perspectives will demonstrate that “convivencia,” or “living together,” was a somewhat different thing in theory and in practice. The rich cultural heritage afforded to postmodern Spanish speakers from this diverse historical background will be analyzed through such short stories as Borges’ “Averroes’ Search.” The enduring fascination with this place and this time period, especially for Jewish and Islamic writers longing for a similar contemporary experiment, will be explored over the course of the semester through careful reading of A.B. Yehoshua’s novel Journey to the End of the Millenium. Students should leave the class with renewed hope for unity as well as enhanced awareness of the complexity which true diversity entails.

Textbooks:


Learning Outcomes:

Upon finishing this course, a student will:

- Develop heightened multicultural awareness
- Articulate strategies for “convivencia,” or living together, with other faiths
- Defend his or her religious and political positions clearly but courteously
- Examine received assumptions about Christianity, Judaism and Islam
- Apply medieval diversity lessons to postmodern problems
Schedule:

Week 1  The Visigothic Kingdom (Sixth and Seventh Centuries)

Film: “Islamic Spain”

JEM 1-20
In Praise of Spain: Isidore of Seville, History of the Goths, Vandals, and Suevi (MI 3-4)
A Catholic Bishop and an Arian King: Lives of the Holy Fathers of Mérida (MI 5-11)
The Visigothic Conversion to Catholicism (MI 12-20)

Week 2  The Muslim Arrival and Christian Reaction (Eighth Century)

JEM 20-40
Two Accounts of the Muslim Conquest (MI 29-36)
A Muslim-Christian Treaty (MI 37-8)
Christian Resistance in the North (MI 39-42)

Week 3  Umayyad al-Andalus and the Northern Kingdoms (Ninth and Tenth Centuries)

JEM 40-60
An Uprising Against the Amir al-Hakam (MI 45-7)
A Christian Account of the Life of Muhammad (MI 48-50)
Eulogius and the Martyrs of Córdoba (MI 51-5)

Week 4  The Taifa Period in al-Andalus (Eleventh Century)

JEM 60-80
On Forgetting a Beloved: Ibn Hazm, The Ring of the Dove (MI 77-80)
On the Inconsistencies of the Four Gospels (Ibn Hazm) (MI 81-3)
A Jewish Vizier Describes the Battle of Alfuente (MI 84-90)
The Political Dilemma of a Granadan Ruler (MI 103-8)

Week 5  Christian Expansion, Integration, and Urbanization (Eleventh and Twelfth Centuries)

JEM 80-100
Exile of the Cid and His Capture of Valencia (MI 111-17)
Redeeming a Captive Jewish Woman (MI 131-2)
The Pilgrimage to Santiago (MI 137-42)

Week 6  Review and Midterm
JEM 100-120 Film, “El Cid”

JEM 120-140 Film, “El Cid”

Midterm Exam

**Weeks 7-8** Al-Andalus Under the Almoravids and Almohads (Twelfth and Thirteenth Centuries)

JEM 140-160
Market Regulations in Muslim Seville (MI 175-9)
Hispano-Arabic Poetry (MI 180-4)
Ibn Tumart and the Rise of the Almohads (MI 185-9)

JEM 160-180
The Doctrine of Divine Unity: The Almohad Creed (MI 190-7)
Jewish Listeners and an Arab Astrologer (MI 198-201)
The Life of an Andalusi Mystic (MI 203-6)

**Week 9** Christian Conquest and Resettlement (Thirteenth Century)

JEM 180-200
The Christian Conquest of Valencia (MI 209-16)
Resettlement and Redistribution of Land (MI 228-31)
A Christian Alliance Against Granada (MI 232-6)

**Weeks 10-12** Society Under Christian Rule (Twelfth to Fourteenth Centuries)

JEM 200-220
Everyday Life in the Crown of Aragon (MI 239-49)
The Proper Qualities of a King (MI 255-61)
Positions at the Royal Court (MI 262-8)

JEM 220-240
The Legal Status of Jews and Muslims in Castile (MI 269-75)
On Preaching and Conversion (MI 280-4)
Foundation of a Convent of Friars (MI 285-7)

JEM 240-260
The Evils of Money and Drink (MI 288-91)
Love Lyrics by a Catalan Queen (MI 292-3)
Memoirs of a Castilian Noblewoman (MI 302-6)
**Week 13**  The Christian Kingdoms and Muslim Granada (Fifteenth Century)

JEM 260-280  
Marriage and Divorce in Muslim Granada (MI 323-6)  
Heresy and Inquisition (MI 330-6)  
The Expulsion of the Jews (MI 352-63)

**Week 14**  Review and Final Exam

JEM 280-309  
Jorge Luis Borges, “Averroës’ Search” (handout)

**Grading:**

10 points  Participation (answering questions in class and raising your hand to make comments)

45 points  Midterm exam

25 points  Oral report on author or work in the textbook but not covered on the syllabus; just summarize its contents and importance (you may read a prepared text aloud to the class; I will be willing to read a draft beforehand)

45 points  Final exam

50 points  Final paper: apply one of the specific lessons you have learned from one or more of the readings in class to a modern or contemporary diversity problem. You may draw upon current events or personal experience. 10 pages, double-spaced. Due on the day of the final exam.

**Grading scale:**  
(Points earned out of maximum number of 175 points)

157–175 = A  
140–156 = B  
122–139 = C  
105–121 = D  
below 105 = F
Policies:

**ACADEMIC INTEGRITY STATEMENT**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students may 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 TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT**

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**ATTENDANCE**

Attendance is the responsibility of each student and it is critical to a student’s success in this class. Each university-unauthorized absence beyond three will result in a 1% reduction of your final grade PER ABSENCE. For more on university-excused absences please familiarize yourself with TAMU attendance policies [see http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**LATE WORK**

Late work will be accepted only on the basis of Student Rule 7. Each day the assignment is late will result in the loss of 10 points (the equivalent of one full letter grade), except in the case of a university-excused absence. Please visit [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for information concerning university-excused absences.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Exemptions
1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Religious Studies Program
3. Course prefix, number and complete title of course: RELS 371 Hispanic Religions

Change requested
a. Prerequisite(s): From: ________________ To: ________________
   b. Withdrawal (reason): ___________________________________________________________
   c. Cross-list with: ________________________________________________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☑ Yes  ☐ No

6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade  ☐ S/U  ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   [Check box]

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-basics-for-distance-education).

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

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

11. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:

DonnaLee Doe  1/15  1/2015
Maria Moyne  1/21/15

Department Head or Program Chair (Type Name & Sign)  Date
Chair, College Review Committee  Date
Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Effective Date  2/2/2015

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 08/14
Prerequisites: Junior or Senior classification, or approval of the instructor

Course description: Exploration of the history and practice of Hispanic religion, including spirit possession, evil eye, consumption of sacred substances, healing traditions, ex-votos, relics, prophecy, omens, monsters, astrology, witchcraft, the Inquisition, festivals, pilgrimage, mystics, and religious contributions of diverse ethnic groups. All required readings available on eCampus.

Learning Outcomes:

At the end of this class, the student should be able to:

- Apply correctly a basic Cultural Studies vocabulary.
- Deliver a 5-10 minute oral report.
- Formulate a coherent essay exam.
- Articulate reading comprehension through successful completion of quizzes.
- Relate interpretive tools of academic analysis to the study of religion.
- Express greater sensitivity to people of Hispanic cultures and their heritage.

Grading:

10 points Participation (answering questions in class and raising your hand to make comments)

15 points Quiz over Cultural Studies glossary [terms available on eCampus]

50 points Midterm essay exam in class

50 points Oral report (5-10 minutes) on topic NOT covered on the syllabus; report dates will be assigned the first week of class, depending on topics chosen and number of students enrolled.

50 points Final essay exam
Grading scale:

(Points earned out of maximum number of 175 points)

157–175 = A
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Syllabus [N.B. All readings available on eCampus]

Week 1

T  Introduction to Cultural and Religious Studies

R  Quiz on key Cultural Studies terms (glossary on eCampus)

Week 2

T  Demonic possession and exorcism

Malleus Maleficarum, Heinrich Krämer and James Sprenger, 1486. (Excerpts on exorcism)

R  Conjuring rain, storms and locusts


Week 3

T  Sacred substances: Chocolate and Tobacco

R  Evil Eye


Week 4

T  Curanderas


R  Shamanism / Santería


Week 5

T  Ex-votos


R  Relics


Week 6

T  Prophecy

R  Evil omens


Week 7

T  Monsters

Niccoli, Ottavia. “Monsters, Divination, and Propaganda in Broadsheets.” *Prophecy and People in Renaissance Italy*. Trans. Lydia G. Cochrane. Princeton: Princeton UP, 1990. 30-60. [Note: southern Italy was occupied by Spain during the Renaissance]

R  MIDTERM EXAM

Week 8

T  Astrology


R  Witchcraft


Week 9

T  Inquisition

Week 10

R  Crypto-Jews / Conversos


Week 11

T  Moriscos


R  Day of the Dead


Week 12

T  Pilgrimage I: Camino de Santiago


R  Pilgrimage II: Virgen de Guadalupe


T  Midsummer’s Night

R Werewolves and Chupacabras


Week 13

T Mystics: stigmata / levitation


R Weeping or bleeding statues and icons


Week 14

T Holy Week


R Feast of Corpus Christi

FINAL EXAM

Policies:

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