International and Cultural Diversity (ICD)
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: THAR 101
   Introduction to Western Theatre and

3. Texas Common Course Number: DRAM 1311

4. Complete course title: Drama

5. Semester credit hours: 3 SCH

6. This request is for consideration in the following Foundational Component Area:
   ☑ Creative Arts
   ☐ American History
   ☐ Government/Political Science
   ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☑ Yes   ☐ No
   Note: this was approved 4-1-13

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

9. Number of class sections per semester: 2

10. Number of students per semester: 500

11. Historic annual enrollment for the last three years: 731 1357 544

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

13. Submitted by: [Signature]
   Course Instructor
   [Date] 2/18/2013

14. Department Head
   [Signature]
   [Date] 2/22/13

15. College Dean/Designee
   [Signature]
   [Date] 2/22/13

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

See form instructions for submission/approval process.

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Core Curriculum

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

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

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

Students will experience live and taped theatrical productions, and gain a deeper appreciation of the process through discussions of the production elements, the social and political ramifications, and the artistic design behind the plays. Discussions, group projects and lectures cover not only Western theatrical practices, but the global traditions and contemporary innovations that influence the art form. Students synthesize their knowledge and use their imagination to create group projects together, read and discuss selections from plays and write critical essays.

Core Objectives

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

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

THAR 101 addresses critical thinking by requiring students to discuss and critique different theatrical practices, historic and contemporary movements in theatre, and ways in which theatre has reflected and affected society. The ability to identify production elements, differentiate between performance spaces and describe dramatic structure are building blocks for successful discussions and critiques. Evaluated by participation in obligatory discussions, the writing of a critical essay, quizzes and exams.

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

THAR 101 addresses communication with required weekly discussions. Students use their textbooks in addition to outside research to respond to the topics in both oral and written form. Three graded group project assignments require students to interpret the knowledge they have acquired in conjunction with research, to draw connections and create a written, oral and visual presentation online.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

THAR 101 addresses teamwork by requiring students to work in smaller groups on assignments that analyze theatrical diversity, recognize and appreciate theatre as a form of personal and social communication. Group projects are evaluated based on 3 assignments throughout the semester, which require research and blogging.

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

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THAR 101 addresses both early and contemporary global theatrical movements. Students judge the merit of personal artistic expression in the face of social and political ramifications. Students attend a live theatre production and are given guidelines for audience etiquette in a social setting. Students are evaluated on their synthesis of this information via quizzes, exams, discussions and group projects.

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

THAR 101 Introduction to Western Theatre

Request for International and Cultural Diversity (ICD) Designation

Note: This document is an addendum to the proposal already sent forward. It didn’t make it to the CCC in time to be included on the February agenda, but it left the department before the CCC requested (in the February meeting) that ICD proposals be accompanied by an additional statement.

Introduction to Western Theatre examines every element of creating theatre, from technological aspects to social ramifications. Students are given an overview of historic and contemporary movements in theatre, as well as ways in which theatre has reflected and affected society. Western theatre has affected and been affected by global theatrical movements; in addition to spending two weeks of the semester focusing on global traditions, every topic is compared and contrasted to other diverse traditions or practices and is related to contemporary and local ones.

The study of modern theatre during the last 50 years challenges the traditional definition of theatre that is outlined earlier in the course. Students gain the foundation to better appreciate post-modern performances and the deconstruction of classical work. Modern theatre also becomes a tool for understanding how historical works can inform and affect modern life. This is enhanced by students seeing live productions of both recent and historic works, all realized with modern techniques and juxtaposed with modern life. The works of the past are how cultures identify and experience their cultural heritage today.

Approvals:

__________________________  3/20/13
Claudia Nelson  
Department Head  

__________________________  3/30/13
[Signature]  
College Dean/Designee  

Date  

THAR 101-501: INTRO TO WESTERN THEATRE AND DRAMA
Spring 2013          M/W/F 3:00pm – 3:50pm         CHEM 100

Anne Quackenbush                                           Office: 267 LAAH
aquack@tamu.edu                                             Office Hours: M/W/F 10am-12pm
979-845-7904

Course Description
Survey of the styles and genres of dramatic literature, theatrical production and tasks of the actor, director and designer. Examination of the diverse connections between society and theatre arts, locally and globally.

The course includes in-class discussions and quizzes, as well as lectures, and attendance is mandatory. Students will utilize “Poll Everywhere” for text or web-based feedback. This course also requires attending one play, reading from the textbook and watching media recordings outside of class. Students will be broken into groups to work on a project throughout the semester. There is no prerequisite for this course.

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

• Identify the elements involved in creating a theatrical production – playwrighting, producing, directing, designing, acting – and accurately describe their responsibilities.
• Differentiate between different types of performance and performance spaces, as well as the structure of plays and different dramatic forms.

The tools for these critical thinking skills (understanding and analyzing) include; attending lectures, textbook reading and media viewing.

• Discuss and critique different theatrical elements in theory and in practice, historic and contemporary movements in theatre, as well as articulate ways in which theatre has reflected and affected society.

The tools for these advanced critical thinking skills (evaluating and communication) include; participating in class discussions, writing a critique in essay form, taking quizzes and exams.

• Work with a group of peers in order to analyze theatrical diversity and theatre as a window into the conscience of a specific society.
• Recognize and appreciate theatre as a form of personal, often controversial, expression; and judge the merit of personal expression in comparison with its possible social and political ramifications.

The tools for teamwork and practicing personal responsibility include; participating in class discussions and group projects

• Experience theatre as a collaborative means of both global and communal expression by attending a live theatre production over the course of the semester, and following guidelines for audience etiquette.

Attendance of a live theatre performance expands social and personal responsibility.
Required Text
9780077845711 Theatre 101 (McGraw-Hill Custom) Author “Quackenbush”
This is a custom-book, loose-leaf format, with a Poll Everywhere access code included.
Access code only (ISBN 9780077893675) can be purchased here:

Course Requirements (detailed in paragraphs below)
- Online access to ELEARNING http://elearning.tamu.edu/
- Register with “POLL EVERYWHERE” (to be discussed first week of class)
- In-class use of text-enabled cell phones, tablets, or laptop computers with Poll Everywhere for
  attendance, responses and quizzes
- Assigned READINGS from the textbook. There may be additional handouts.
- Viewing of MEDIA assignments outside of class via https://mediamatrix.tamu.edu/
  (to be discussed first week of class)
- In-class DISCUSSIONS over the textbook reading and media viewed
- In-class and online QUIZZES over the textbook reading and media viewed
- Attendance of a LIVE THEATRE PRODUCTION
- 450-word ESSAY based on this production (to be uploaded to elearning)
- 3 EXAMS
- 1 GROUP PROJECT

Elearning
TAMU’s elearning web page will be discussed during the first day of class.
Check elearning OFTEN for due dates, quizzes, changes or to prepare for class.
On rare occasions, requirements, policies, and schedules are subject to change.
Students will be notified of changes through elearning announcements.

Poll Everywhere
During the first class there will be a demonstration and training for this tool (which takes the place of
clickers.) Poll Everywhere is an audience feedback system that utilizes text messages or web-based
responses to provide input from participants. Students can use text-enabled cell phones, tablets, or
laptop computers to answer multiple-choice questions or to provide narrative comments. The web-
based program requires no software downloads.

Textbook Reading/Viewing Media
Outside of class, students will be required to read selections from the textbook and watch assigned
media to prepare for in-class discussions and quizzes over the material.

Discussions
Discussion questions listed in the syllabus schedule are associated with reading from the textbook
and media viewed. I will call on students to discuss these questions. **If you are absent or
unprepared, you will be required to write 300 words over the material and submit online.** There
is no point value for these papers, however you cannot take the next exam if you have not submitted
discussion papers owed.

Quizzes
There are 3 ONLINE quizzes. TWO films are covered by each quiz. The quizzes include 20
questions, (10 questions per film), worth 2 points each.
There are 10 IN-CLASS quizzes covering course materials and media, worth 20 points each.
LIVE Theatre Production and Essay
A list of TAMU (and non-TAMU) productions will be posted on elearning. Students are required to write a 450-word essay about a live theatrical production attended. The essay requirements will be discussed in class and will be posted on elearning. Ticket stub and program must be turned in.

Feel free to join the “Texas A&M Department of Performance Studies” Facebook group – it’s an easy way to access information on ALL the events the department has to offer and how to get involved.

Groups/Group Project
At the beginning of the semester, students will be broken up into groups of 10-12. Throughout the semester there will be steps the groups must complete to create a “final project.” These steps will include researching and answering monthly questions and blogging on our elearning page. The details of this project will be discussed in class.

Exams
There will be a review beforehand, and study guides will be posted on elearning. Exams will cover material from discussions, in-class quizzes and from the textbook. Exams will start promptly. Late entry is allowed until the first student leaves the classroom. After the first student leaves, late entry will not be allowed.

Attendance
Students are expected to attend every class. Attendance will be tracked via Poll Everywhere. 1 point will be subtracted from the Bonus points for every unexcused absence. For more information about the University policy on excused absences, see the Student Rules at http://student-rules.tamu.edu/rule07

Grading
3 IN-CLASS EXAMS: 75 questions, 2 points per question, 150 points per exam.
3 ONLINE QUIZZES: 20 questions, 2 points each, 40 points per quiz
10 IN-CLASS QUIZZES: 20 points each
1 PERFORMANCE ESSAY: 100 points
1 GROUP PROJECT: 100 points

Exams..............................450
Quizzes.............................320
Essay..................................100
Group Project......................100
Bonus points.......................30
TOTAL POSSIBLE POINTS...1000

Grading Scale:
A=900-1000
B=800-899
C=700-799
D=600-699
F=below 599
Schedule
"Textbook reading" = come to class having already read the pages indicated
"Discussion" = be prepared to discuss the topics/questions indicated when called upon
"★" = starting a new chapter "▲" = group project assignment

WEEK ONE Jan 14-18
MONDAY
• Introduction to Course: review syllabus and address procedures and questions
WEDNESDAY
• Demonstration of Poll Everywhere – bring your text-enabled cell phones, tablets, or laptop computers
FRIDAY
• Group divisions and discussion of group projects
• In-class quiz on the first three pages of the syllabus

WEEK TWO Jan 21-25
MONDAY - HOLIDAY
WEDNESDAY
★ Textbook reading: Chapter 1, “Theatre: The Art Form” pp. 2-21
• Discussion: “Thinking About Theatre” – both topics on page 20
FRIDAY
• Lecture and in-class quiz

WEEK THREE Jan 28-Feb 1
MONDAY
• View media
• Discussion: Be prepared to apply the “criteria for criticism” on pp. 40-41 to the media viewed
WEDNESDAY
★ Textbook reading: Chapter 3, “Creating the Dramatic Script” pp. 44-73
• Lecture and in-class quiz
FRIDAY
• Discussion: “Who’s Afraid of Virginia Woolf” Which characters are in opposition to each other?
  How do shifts in power and control reveal the personalities of the character?
▲ GROUP PROJECT ASSIGNMENT DUE FEB 1 (see elearning folder)

WEEK FOUR Feb 4-8
MONDAY
• Lecture and media viewing
WEDNESDAY
★ Textbook reading: Chapter 4, “Theatrical Genres” pp.74-93
• Lecture and in-class quiz
FRIDAY
• Discussion: “A Doll’s House” What do you think it is about this drama that allows people in the 21st century to identify strongly with the characters and the situations?
  Re-write “Three Little Pigs” as a heroic drama OR melodrama OR theatre of the absurd.
WEEK FIVE  Feb 11-15
MONDAY
• Review for Exam 1, covering Chapters 1-4
WEDNESDAY
• EXAM 1 (which will include extra-credit questions over “Noises Off”)
• Online Quiz 1 closes
FRIDAY
• Media viewing and acting warm-up exercises

WEEK SIX  Feb 18-22
MONDAY
★ Textbook reading: Chapter 5, “Acting for the Stage” pp. 94-117
• Lecture and in-class quiz
WEDNESDAY
• Discussion: Research the idea of “viewpoints” as described in the writing by and about Anne Bogart. How do her ideas differ from Stanislavski’s? Would an actor trained in one tradition be more suited for certain types of roles than others?
FRIDAY
★ Textbook reading: Chapter 6, “The Director/Producer” pp. 118-135
• Lecture

WEEK SEVEN  Feb 25 – Mar 1
MONDAY
• Lecture and in-class quiz
WEDNESDAY
★ Textbook reading: Chapter 7, “Theatre Spaces” pp. 136-155
• “Guess That Stage” game show!
FRIDAY
★ Textbook reading: Chapter 8, “Scenery/Costumes” pp. 156-187
• Lecture
▲ GROUP PROJECT ASSIGNMENT DUE MAR 1 (see elearning folder)

WEEK EIGHT  Mar 4-8
★ Textbook reading: Chapter 9, “Lighting/Sound” pp. 188-205
• DURING THIS WEEK THERE WILL BE ONE IN-CLASS QUIZ AND WE WILL MEET IN THE THEATRE. DETAILS TO FOLLOW

SPRING BREAK  Mar 11-15

WEEK NINE  Mar 18 22
MONDAY
• Review for Exam 2, covering Chapters 5-9
WEDNESDAY
• EXAM 2 (which will include extra-credit questions over “The Importance of Being Earnest”)
• Online Quiz 2 closes at midnight
FRIDAY
• Media viewing
WEEK TEN  Mar 25-29
MONDAY
★ Textbook reading: Chapter 10, “Early Theatres” pp. 206-237
  • Discussion: Compare last Friday’s media viewing and “The Mysteries” to Classical Greek Old
    Comedy
WEDNESDAY
  • Lecture and in-class quiz
FRIDAY – NO CLASS, READING DAY

WEEK ELEVEN  Apr 1-5
MONDAY
★ Textbook reading: Chapter 11, “Early Asian Theatre” pp. 238-203
  • Lecture and media viewing
▲ GROUP PROJECT ASSIGNMENT DUE APR 1 (see elearning folder)
WEDNESDAY
  • Discussion: Some of the Asian theatres evolved into entertainment for the elite members of their
    societies. Name at least three examples of entertainment today that appeal primarily to a specific
    group of individuals.
FRIDAY
★ Textbook reading: Chapter 12, “Renaissance Theatre” pp. 264-297
  • Lecture and media viewing

WEEK TWELVE  Apr 8-12
MONDAY
  • In-class quiz
  • Discussion: What elements of commedia dell’arte are found in the filmed production of “The
    Taming of the Shrew”?
WEDNESDAY
★ Textbook reading: Chapter 13, “Restoration/Romanticism” pp. 298-325
  • Lecture and media viewing
FRIDAY
  • Discussion: Why was the emergence of the director in the eighteenth century so significant?
    Explain why a film or television show you have seen recently might be categorized as melodrama.

WEEK THIRTEEN  Apr 15-19
MONDAY
  • In-class quiz
WEDNESDAY
  • Lecture and media viewing
FRIDAY
  • Discussion: The director has been particularly influential in productions of the nonrealistic style
    (Craig, Meyerhold, Brecht, etc.). Discuss why the director might be more important in a
    nonrealistic production than in a realistic production.
WEEK FOURTEEN  Apr 22-26
MONDAY
☆ Textbook reading: Chapter 15, "Today's Diverse Global Theatre" pp. 364-399
☆ Lecture and in-class quiz

WEDNESDAY
☆ Discussion: Read selections from Augusto Boal's *Theatre of the Oppressed*. (Will be uploaded on elearning.) How does his idea of "Invisible Theatre" fit into our discussion of the nature of theatre? What purposes does it share with theatre of the past? What is different about its techniques?

FRIDAY
☆ Lecture and media-viewing

REDEFINED WEEK  Apr 29/30
MONDAY
☆ Review for Exam 3, covering Chapters 10-15
TUESDAY (Redefine)
☆ Review for Exam 3
☆ Performance Essay due online, programs and ticket stubs turned in during class

FINAL EXAM (EXAM 3)
TUESDAY, MAY 7, 10:30am-12:30pm IN CLASSROOM

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

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

Cheating in this class will not be tolerated. This includes plagiarism. Violators will receive a failing grade and be referred to the Academic Honesty Committee for disciplinary action ([http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)).

A Note on Content
Theatre, historically and currently, deals with complex and controversial issues; it is often challenging and at times uncomfortable. It would therefore be impossible to offer a meaningful introduction to theatre that did not engage, at times, with potentially difficult issues including religion, gender, race, sexuality, class, violence and politics. Many of us will have different responses to the plays we read and attend, and that is an excellent thing; in our discussions, all thoughtfully and respectfully expressed viewpoints are welcome and encouraged. However, no one will be excused from reading, viewing, or discussing a play based on its content. Students who are concerned about the content of this class or their ability to complete the required work should talk to me.
Texas A&M University

Core Curriculum Cover Sheet

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

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

2. Course prefix and number: ANTH 201

3. Texas Common Course Number: 2346

4. Complete course title: Introduction to Anthropology

5. Semester credit hours: 3

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

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

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

- Yes
- No

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

9. Number of class sections per semester: 2-4

10. Number of students per semester: 200-250


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

13. Submitted by: Michael Alvard

Course Instructor

Date

MARCH 26, 2013

Approvals:

14. Department Head

Date

3-26-2013

15. College Dean/Designee

Date

3/27/13

See form instructions for submission/approval process.

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

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

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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

ANTH 201, Introduction to Anthropology, is an existing course being proposed to be continued in the Social and Behavioral Sciences area of the TAMU Core Curriculum. This course examines anthropology as the holistic study of humankind. It provides students a survey of the four fields of anthropology: biological anthropology, archaeology, cultural anthropology, and linguistic anthropology. Three broad themes cross-cut these fields: evolution, culture, and diversity. While modern humans consist of a single biological species, their culture and biology varies across the globe. Students learn what makes us “human,” the combination of our shared common ancestry as well as the diverse cultural backgrounds that have emerged only within the past 15-10 millennia. The course covers empirical and scientific methods and theories used in the anthropologies as well as theoretical perspectives and knowledge borrowed from other social and behavioral sciences, and it calls upon scientific methods to explore and explain human behaviors (e.g., technologies, subsistence practices, land-use strategies, trade and exchange networks, symbols and belief systems, and gender roles) of the past and today. ANTH 201 gives students an appreciation for the complex web of behaviors and interactions among individuals, groups, institutions and events and further examines how these behaviors and interactions have impacted the individual, society, and culture. After completing this course, students have a well-rounded knowledge of humanity and human cultures both through time and across space. Lectures, readings and assignments are relevant, covering topics and problems faced by anthropologists today.

Core Objectives

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

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

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

In ANTH 201 students are required to examine problem-oriented topics in the four fields of anthropology. Every topic raised in readings and lectures is presented as a problem to be solved in which data and multiple interpretations of these data are discussed. Students must grapple with complex questions like “how do we know when humans first emerged,” instead of simply “when did humans first emerge” to “how and why do different cultural groups stigmatize disability” instead of just “when and where has disability been stigmatized among today’s human populations.” “How” and “why” questions typically reflect informed interpretations of evidence so students in class are repeatedly exposed to alternative theories and perspectives, instead of just observations and facts. Through the course students must learn to analyze, evaluate and synthesize new information, as well as critically evaluate interpretations and theories based on that information.
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Beyond being challenged to think critically during class lectures and discussions, students’ critical thinking skills are evaluated in two meaningful ways.

1) Written exams have essay questions that require students to defend a thesis by critically evaluating anthropological evidence, and diagram interpretation sections of exams require students to evaluate and synthesize the information provided in the associated chart, table, graph or map.

2) Article reviews challenge students to think outside the normal undergraduate box because students are given the opportunity to provide a “peer-review-style” critique of a professional scientific article. Students have to evaluate the work of others by identifying strengths and weaknesses of each article and the articles’ contributions to the discipline of anthropology and field of student it is more specifically in (e.g. biological anthropology, archaeology, cultural anthropology or linguistic anthropology or combination of these).

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

Through course texts and lectures, students taking ANTH 201 learn to effectively describe and express anthropological information by using accurate and technical vocabulary appropriate to the topic. Students are evaluated on their communication skills on exams, written assignments, and in class discussions.

1) Students learn methods of visual communication, analysis and interpretation by working with various graphic representations of anthropological data, including learning how to assess charts and graphs, tables, maps and other diagrams.

2) Students learn methods of written communication by comparing anthropological data with selections of contemporary publications to interpret human behavior and its relationship to societal and cultural traditions and norms.

3) Students engage in oral communication by formulating accurate and suitable questions and responses during lectures and class discussions. The course lectures are interactive to encourage students to actively participate.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

In this course students are exposed to specific research samples and case studies in lectures and the textbook. These examples demonstrate to students how manipulation and analysis of anthropological data can help us understand past human behaviors. Various types of anthropological data (e.g., morpho-metric traits, mtDNA haplogroups, stone tools, pottery, kinship, calories, morphemes, phonemes, cognates etc.) are presented, analyzed, and interpreted, showing students how to use these data to characterize various human behaviors such as levels of mobility, organization of technologies, subsistence practices, ancestry, language transmission, etc.

Students are also given opportunities to use these newly learned methods in three ways.

1) On exams students are given the opportunity to analyze and interpret data-rich graphs, tables, diagrams and charts. In essay questions, they are also asked to define and discuss anthropological evidence and critique that evidence.

2) In article reviews, students are expected to comment in meaningful ways on the data presented in scientific articles. Students are also asked to give insightful suggestions on how one could more effectively represent the data under consideration.

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

Social responsibility is an important part of being an anthropologist. Anthropologists have an ethical responsibility of championing intercultural competency, spreading knowledge of civic responsibility, and engaging effectively in regional, national, and global communities. Our goals are to educate people (and our students) about the rich diversity
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

of humanity, why difference is not something to fear but something to embrace, and the benefits of living and working in a highly diverse community. Through readings, lectures, and assignments students of ANTH 201 are instilled with these values and expected to come away from this course with a sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

1) Course content repeatedly demonstrates humanity’s deep past (>3 million years) and rich diversity of global cultural traditions that exist today, thereby instilling a sense of intercultural competency and sensitivity to other ways of doing, thinking, and being.

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

3) Lectures, readings, and assignments demonstrate how anthropology has evidenced the origins of the world’s major cultural traditions, providing students a means of becoming effective, educated members of a global community. This is especially important since the state and nation in which they live are increasingly becoming more and more diverse. Students leave ANTH 201 with a greater respect for other lifeways.

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

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
**International and Cultural Diversity (ICD)**

**ANTH 201**
Introduction to Anthropology presents students with an overview of the discipline of anthropology. In doing so, both present-day and past cultures, on a global scale, are discussed. More than two thirds of the course content covers international cultures and cultural diversity of contemporary peoples, teaching students how to become socially responsible in an increasingly diverse regional, national, and global context.

**ANTH 202**
Introduction to Archaeology presents students with an overview of this field in anthropology and teaches students about human cultural diversity both past and present. More than fifty percent of this course’s content covers the development of the world’s contemporary cultural traditions and culture areas. Throughout the semester this course also challenges students to consider ways in which contemporary global society and local cultures interpret perceptions of human past.

**ANTH 225**
Biological Anthropology presents students with an overview of this field in anthropology. This course teaches students about the biocultural evolution of our species, showing them how the development of human culture has gone hand-in-hand with our biological evolution and giving them a broad appreciation of the biocultural complexity of humanity. Half of this course focuses on the deep ancestry of humans, the other half covers the rich and diverse nature of our species today, dealing with modern-day issues such as human adaptability and variation.
Anthropology 201
Introduction to Anthropology
Section 500
Spring 2013

Instructor: Dr. Michael S. Alvard
Office: Anthropology - Rm. 227
Telephone: Anthropology main office: 845-5242
e-mail: alvard@tamu.edu (email is the best way contact the instructor)
Office Hours: MWF 10:00-11:00 am and by appointment

Teaching Assistant: Negan Leigh Greenfelder
Office Number Read 154B
Greenfern@neo.tamu.edu

Class Time: 09:10am -10:00am MWF
Location: SC TS 208

Course Description:
Anthropology is a holistic study of humankind. This course is an introduction to the discipline of anthropology through the examination of its four sub-fields: biological anthropology (paleoanthropology, human variation, human osteology, primatology); archaeology (prehistory and the archaeology of historic societies); cultural anthropology (the study of living peoples and their cultures); and linguistic anthropology (language origins, language description and classification, and sociolinguistics). Three broad themes cross-cut these fields: evolution, culture, and diversity. While modern humans consist of a single biological species, their culture and biology varies across the globe.

Prerequisites: None.

Course Learning Outcomes:
During the semester we will explore human diversity in time and space. We will discuss the evolution of humans from small-brained, bipedal ancestors beginning some 4-6 million years ago. The key developments in human prehistory after bipedalism were the evolution of larger brain sizes, the use of tools, the development of language and culture, and the evolution of culture that allowed the creation of larger, more complex human societies. By the end of the semester, you will understand the key issues in each of these developments and how they relate to contemporary societies and global issues.

Core Curriculum Objectives for Social and Behavioral Sciences
This course meets the Social and Behavioral Sciences core curriculum requirement; therefore, students will learn to think creatively, innovate, and make inquiries and analyze, evaluate and synthesize anthropological information. Students will learn to effectively develop, interpret and express ideas about humanity through written, oral, and visual communication when conveying anthropological information. Students will be expected to analyze anthropological data and observable facts, resulting in formation of informed conclusions about human behaviors both past and present. Students will also be expected to develop intercultural competency, gain knowledge of civic responsibility, and effectively engage in regional, national and global communities.
Course Standards, Requirements, and Grading Policies:
This is a 200-level introductory course that meets for 50 minutes, three days each week of the semester. Class meetings will consist primarily of lectures, but time will also be spent discussing current topics in anthropology as well as exams and class assignments (i.e., readings and exercises). Class discussions will instill core objectives: critical thinking, communication, and empirical and quantitative skills as well as an appreciation for human cultural diversity and need for social responsibility. These skills are necessary so students can appreciate and effectively comprehend, evaluate, and synthesize the content of this course.

Three exams
Exams will test students on course content. Exams will also evaluate implementation of student learning outcomes and core objectives. Students will be tested on materials learned in class lecture, discussion, and from readings. The first two exams will consist of a combination of multiple choice, matching, diagram/chart analysis, and short answers and they are not cumulative. The final exam will have the same format as Exams 1 and 2, but it will also include a section that tests students’ comprehensive knowledge gained throughout the semester.

Two Article Reviews
Two article reviews will give students the opportunity to practice what they are learning from lectures and readings: critical thinking, effective communication, empirical and quantitative skills, and social responsibility. Students will write two 2-page article review essays. In each review, students will critically evaluate a scientific article. Article reviews will be submitted in class and are due on the days indicated in the course schedule. These assignments will afford students the opportunity to analyze, evaluate, and synthesize the data, analyses and interpretations of anthropologists publishing in the discipline. They will also provide them a means through which to effectively communicate on the written and visual work of others. For each article review, the scientific article will be uploaded to the course’s e-learning site two weeks prior to the due date of the respective review.

Grading Procedure for the Semester

<table>
<thead>
<tr>
<th>Points Possible for Term:</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Article Reviews (2 x 50 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>Exams 1 and 2 (2 x 100 pts each)</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
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Final grades will be based on a traditional scale of grading with an A grade given to students who earn 90-100% (405-450 pts) of the total, B to those earning 80-89% (360-404 pts), C to those earning 70-79% (315-359 pts), D to those earning 60-69% (270-314 pts), and F to those earning less than 60% (<270 pts) of the total points for the course.

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


****Note: Readings are to be completed before class lecture****

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

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

**Academic Integrity Statement and Policy**
"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, please consult the TAMU Honor Council Rules and Procedures at the following web site: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>01/14</td>
<td>Introduction</td>
<td>EEP- Chapter 1</td>
</tr>
<tr>
<td></td>
<td>01/16</td>
<td>What is Anthropology?</td>
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<tr>
<td></td>
<td>01/18</td>
<td>&quot;</td>
<td></td>
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<tr>
<td>2</td>
<td><strong>01/21</strong></td>
<td><strong>Martin Luther King, Jr. Day Holiday</strong></td>
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<tr>
<td></td>
<td>01/23</td>
<td>How We Discover the Past</td>
<td>EEP- Chapter 2, 15</td>
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<td></td>
<td>01/25</td>
<td>Genetics</td>
<td>EEP- Chapter 3</td>
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<tr>
<td>3</td>
<td>01/28</td>
<td>Evolution; human variation</td>
<td>EEP- Chapter 3, 12</td>
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<td>01/30</td>
<td>&quot;</td>
<td>EEP- Chapter 4</td>
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<tr>
<td></td>
<td>02/01</td>
<td>&quot;</td>
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<tr>
<td>4</td>
<td>02/04</td>
<td>Living primates</td>
<td>EEP- Chapter 4, 5</td>
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<tr>
<td></td>
<td>02/06</td>
<td>&quot;</td>
<td></td>
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<tr>
<td></td>
<td>02/08</td>
<td>The First Hominids</td>
<td>EEP- Chapter 6</td>
</tr>
</tbody>
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( Article Review 1 due)
Week 5  02/11  "  
02/13  Emergence of Homo  
02/15  "  
EEP- Chapter 7

Week 6  02/18  "  
02/20  Exam # 1  
02/22  Emergence of Homo sapiens  
EEP- Chapter 8
EEF: Chapters 1-12

Week 7  02/25  Upper Paleolithic  
02/27  Culture  
03/01  "  
EEP- Chapter 9
EEP- Chapter 13

Week 8  03/04  Language  
03/06  Origins of food production  
03/08  "  
EEP- Chapter 16
EEP- Chapter 10

Week 9  03/11  Spring break  
03/13  Spring break  
03/15  Spring break  

Week 10  03/18  Getting food and Economic systems  
03/20  Origins of Cities and States  
03/22  "  
EEP- Chapter 17,18
EEP- Chapter 11

Week 11  03/25  Social Stratification  
03/27  "  
03/29  "Reading day"  
EEP- Chapter 19

Week 12  04/01  Exam #2  
04/03  Sex  
04/05  "  
EEF: Chapters 13-24
EEP- Chapter 20

Week 13  04/08  Marriage and Family  
04/10  "  
04/12  Kinship  
EEP- Chapter 21
EEP- Chapter 22

Week 14  04/15  Social organization  
(Article Review 2 due)  
04/17  "  
04/19  "  
EEP- Chapter 23, 24

Week 15  04/22  Religion  
04/24  "  
04/26  "  
EEP- Chapter 26

Week 16  04/29  Wrapping it up...  
EEP- Chapter 27
EEF: Chapters 25-36

Final Exam:  May 6, Monday, 8-10 a.m.