Language, Philosophy and Culture
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): Africana Studies/History
2. Course prefix and number: AFST/HIST 345 3. Texas Common Course Number: N/A
4. Complete course title: Modern Africa 5. Semester credit hours: 3
6. This request is for consideration in the following Foundational Component Area:
   □ Communication  □ Creative Arts
   □ Mathematics    □ American History
   □ Life and Physical Sciences □ Government/Political Science
   □ Language, Philosophy and Culture □ Social and Behavioral Sciences
   [CURRENT Core: YES  CURRENT ICD: YES]
7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes  □ No  N/A
8. How frequently will the class be offered? at least once a year
9. Number of class sections per semester: 1
10. Number of students per semester: 45
11. Historic annual enrollment for the last three years: 2012-2013=30  2011-2012=44  2010-2011=20

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

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

13. Submitted by:
    Course Instructor: [Signature] Date 5/28/2013
    Approvals: [Signature] Date 5/29/2013
14. Department Head: [Signature] Date 6/2/13
15. College Dean/Designee: [Signature] Date

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

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

Foundational Component Area: Language, Philosophy and Culture  

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

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

HIST 345/AFST 345 examines selected topics in the history of Africa since 1800. The principal aim of the course is to provide students with a historical foundation for understanding contemporary Africa. Much of what is reported in the popular media about events and trends in Africa today lacks historical context. In an effort to correct these misperceptions and to expand our knowledge of the people of this fascinating continent, we will examine Africa’s history during three crucial periods: the 19th century up to about 1880 (that is, the period prior to the European conquest and “partition” of Africa); the colonial period (roughly 1880 to 1960); and the post-colonial or “national” period (1960 to the present). Throughout the course, emphasis will be placed on the great diversity of Africa’s historical experiences over the last two centuries.

Core Objectives  

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

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

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

This course develops the core objective of critical thinking by asking students to interpret, discuss and connect course lecture and reading materials, including maps and material culture, and to craft written arguments on topics such as the social and economic diversity of the continent prior to European conquest and “partition” in the 1880s and the reworking of social and political structures during the period of European colonialism from 1880 through the 1960s. Student learning will be evaluated through a map quiz, mid-course essay exams, a short analytical essay and a final essay exam.

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

This course develops the core objective of communication by asking students to evaluate and synthesize lecture and reading materials, to view material artifacts and paintings and discuss how they serve as primary sources, and to write responses to essay questions based on those discussions and other topics such as the PanAfrican movement, decolonization in Africa and post-colonial politics. Student learning will be evaluated through a map quiz, mid-course essay exams, a short analytical essay and a final essay exam, all of which draw on lecture, readings and discussion.
Texas A&M University

Core Curriculum

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

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

This course will address social responsibility by requiring students to identify the great diversity of Africa’s historical experiences over the last two centuries through a study of its peoples’ nineteenth and twentieth-century economic, social and political history. It also addresses social responsibility by exposing students to various forms of African cultural expression- art, architecture, literature (oral and written), and ritual- and discussing how these have shaped and been shaped by European colonialism. Students learning will be evaluated through a map quiz, mid-course essay exams, a short analytical essay and a final essay exam.

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

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (through quizzes and essay exams) how ethnocentric and racist American images of Africa and Africans developed throughout the nineteenth and twentieth centuries and how they intertwined with and influenced current American conceptions of African history. Students will be asked to reflect on how these images influenced things like American policy toward African nations and how they might shape students own understandings of racial difference. Student learning will be evaluated through discussion, mid course essay exams, an analytical written essay and a final essay exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST/AFST 345: Modern Africa  
GLAS 008, Spring Semester 2013, 9:35-10:50 AM

Dr. Larry W. Yarak  
Office: 106A History Building (located opposite the entrance to Evans Library)  
Office Hours: T-Th 2:15-3:00 PM; or by appointment  
History Department phone: 845-7151 (nb: it's best to contact me by email)  
E-Mail: yarak@tamu.edu  
Course Website: http://people.tamu.edu/~yarak/345/hist345.html

Course Description: This course will examine selected topics in the history of Africa since 1800. The principal aim of the course is to provide students with a historical foundation for understanding contemporary Africa. Much of what is reported in the popular media about events and trends in Africa today lacks historical context and is rooted in hoary American stereotypes about Africa and Africans. In an effort to correct these misperceptions and to expand our knowledge of the people of this fascinating continent, we will examine Africa’s history during three crucial periods: the 19th century up to about 1880 (that is, the period prior to the European conquest and “partition” of Africa); the colonial period (roughly 1880 to 1960); and the post-colonial or “national” period (1960 to the present). Throughout the course, emphasis will be placed on the great diversity of Africa’s historical experiences over the last two centuries.

Prerequisites: Junior or senior classification.

Core Objectives for Language, Philosophy and Culture Foundational Component Area

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

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

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

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

Student Learning Outcomes:

Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings related to the history of Africa since 1800.

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

3) identify historical and social contexts that created diversity in the African past and in human cultures more generally.

4) identify ethnocentric and racist American images of Africa and Africans and assess critically their impact on popular American conceptions of African history.

5) apply knowledge about the human condition— in Africa’s past and present— to their personal lives and studies.

**Texts:** The following paperback books are **required** and are available for purchase at the campus bookstore, other bookstores in town, and online:


In addition, several articles and documents have been assembled for this course. They are available for download on the course website. These materials are **required reading** and will be covered in the scheduled examinations and class discussions.

**Evaluation:** Grading in the course will be based on the following:

1. A map quiz, scheduled for January 31 – 5% of the student’s final grade.
2. An in-class examination, scheduled for February 19 – 20% of final grade.
3. A second in-class examination, scheduled for April 2 – 25% of final grade.
4. A 5-8 page essay, due in class on April 16 – 25% of final grade.
5. A non-cumulative final examination, scheduled for May 3 – 25% of the final grade.

Specific information regarding the map quiz and the essay assignment will be provided later in class. The examinations will include terms for identification, short answer questions and an essay question, which will be announced in the class meeting immediately preceding the exam date. Please **bring a blue book** to all three examinations.
(but not including the map quiz). Success in the course depends on **careful study of the assigned reading material**. The grading scale (in percentages) is as follows: 90-100 – A; 80-89 – B; 70-79 – C; 60-65 – D; 59 and lower – F.

**Attendance Policy.** Attendance in class is strongly encouraged. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence in excess of three, your final grade will be dropped by three percentage points. Assignments that are submitted late will be penalized by a grade reduction of 10% for every 24 hour period, except in the case of university-excused absences or by prior arrangement with the instructor. Please see <http://student-rules.tamu.edu/rule07> for current policy on university-excused absences. I will handle all absences and work related to them in accordance with this policy.

**Classroom Etiquette and Student Conduct.** The classroom is a space of intellectual engagement which has as its goal the production and acquisition of knowledge. Students must conduct themselves in a manner that enhances active participation in a learning community. Recording of lecture and discussion is not permitted. Computers may be used only for note-taking. In order to avoid disruption, cell phones must be switched off and stored off the desk prior to the start of class. No eating is allowed during class. Physical or verbal abuse, sexual misconduct or harassment will not be tolerated.

**Schedule of Course Readings and Lectures:** Reading assignments should be done as much as possible before the Tuesday of the week for which they are assigned.

**Week 1:** Introduction: American misperceptions of Africa. Reading: Keim, “Changing Our Mind about Africa” and “Our Living Ancestors” (download from course website).


**Map Quiz: Thursday, January 31.**

**Week 4:** Late precolonial Africa: Islamic reform and revolution. Reading: B. Mack and J. Boyd, *One Woman’s Jihad*; “Usman dan Fodiyo explains the reasons for jihad,” (course website).

Week 6: European imperialism and the partition of Africa. Reading: Boahen, ch. 2; view videos, "Africa," Program 6: "This Magnificent African Cake" and "King Leopold's Ghost," both available online through mediamatrix or in Evans Library EDMS.

First Exam: Tuesday, February 19.

Week 7: Colonial rule in Africa: an overview. Reading: Boahen, ch. 3-4; F. Cooper, *Africa Since 1940*, ch. 1.

Week 8: The experience of colonialism on the ground. Reading: J. Vansina, *Being Colonized*.

Spring Break: March 1-15.

Week 9: Freedom regained: varieties of African decolonization. Reading: Cooper, ch. 2-4; view video, "Africa," Program 7 "The Rise of Nationalism," available online through mediamatrix or in EDMS.

Week 10: Southern Africa’s late "decolonization." Reading: Cooper, ch. 6; J. Herbst, "South Africa After the Age of Heroes" (course website).

Week 11: Postcolonial Africa: social and economic change. Reading: Cooper, pp. 85-90 and ch. 5; T. Callaghy, "Africa and the World Political Economy" (course website).

Second Exam: Tuesday, April 2.


Essay due in class on Tuesday, April 16.


Third (Final) Exam: Friday, May 3, 12:30-2 PM.

Please Note:
1) **The handouts and presentations in this course are copyrighted.** By “handouts and presentations” I mean all instructional materials generated for this class, including, but not limited to, syllabi, quizzes, exams, in-class materials (such as computer presentations), and review sheets. Because these materials are copyrighted, you do not have the right to copy them for any purpose other than your individual use in this class, unless I expressly grant permission, and under no circumstances are you to give copies to persons who are not students in this class.

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

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

4) **Careers in History:** History majors who wish to explore career ideas are encouraged to contact the History Department Undergraduate Advisors, Dr. Philip Smith (pms@tamu.edu) or Ms. Robyn Konrad (robyn-konrad@tamu.edu), in Room 105, Glasscock Building, or the Career Advisor for Liberal Arts, Tricia Barron (patriciab@careercenter.tamu.edu) in 209 Koldus for more information.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: CLAS/HIST 429

3. Texas Common Course Number:

4. Complete course title: The Roman Empire

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? In rotation with CLAS/HIST 426, 427 and 428

9. Number of class sections per semester: F: 1; S: 1 [at least 1 section of 4 course rotation offered per semester]

10. Number of students per semester: F: 40; S: 40 [at least 1 section of 4 course rotation offered per semester]

11. Historic annual enrollment for the last three years: '12-13: 40 '11-12: 41 '10-11: 36

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: C. F. Conrad

   Course Instructor

   Date 5/28/2013

14. Department Head

   Date 4/30/2013

15. College Dean/Designee

   Date

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (CLAS/HIST 429, The Roman Empire) is a survey of Roman History from the late 1st century BC to the end of the 6th century AD, with focus on the consolidation of autocratic rule under the principate, the administration of Roman imperial rule throughout the Mediterranean, the conflict between Christianity and the Roman state, and the eventual disintegration of the empire and creation of Germanic successor kingdoms in the west. Students learn about some of the most important political, military, social, legal, religious, and cultural developments in Classical Antiquity, as well as about the geography of the ancient world. Topics to be covered include principles and institutions of Roman government, society, law, religion, and warfare in contrast to those of other cultures (e.g., Germans, Dacians, Huns, Parthians/Persians) and religions (Jews, Christians) that interacted with or were part of the Roman world during this period. In tracing the transformation of the Roman empire into the world of medieval Europe and Byzantium, the course examines questions of political and cultural cooperation and conflict.

Core Objectives

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

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

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

This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources (e.g., Suetonius, Ammianus Marcellinus, Eusebius), and modern scholarly literature dealing with the social, political, cultural, and military history of the period covered in this course. An important component of this course is introducing students to the methods of scholars who study the Classical Graeco-Roman world. Student development in this area is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course enhances communication skills by requiring students to summarize and explain the importance of assigned readings in class discussions and to investigate, defend, and critique Roman values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Roman world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Development of student interpretation and communication skills is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of (the) Romans, with regard both to their interaction with others inside and beyond the empire (e.g., Germans, Dacians, Huns, Parthians/Persians) while maintaining world power and to the challenge posed to the Roman state by a fundamentally different form of religion such as Christianity. Students will examine Roman views on issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare; consider how and why the belief systems of the ancient world differ from our own; and explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent. Student development of this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which freedom of religion serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth. Students' active engagement with this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
CLAS/HIST 429-500: The Roman Empire

Spring 2014

TR 3:55-5:10

PETR 106

Instructor: C. F. Konrad
Office: Academic 120
Hours: TR 2:30-3:30 and by appointment
Phone: 764-2802 (home) 845-2124 (department)
e-mail: konradc@tamu.edu

Course Information and Syllabus

Subject: A survey of Roman History from the late 1st century BC to the 6th century AD, with emphasis on the imperial period from the consolidation of the Principate to the disintegration of the Empire in Late Antiquity. Topics given special attention: the consolidation of autocracy; Roman Government and Imperial Administration; Roman Religion and the rise of Christianity; Family, Law, and Society; the Army; Popular Culture; the Caesars; Geography of the Empire.

Prerequisites: Junior or Senior classification, or approval of instructor.

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

1) Demonstrate expanded knowledge of the human condition and of human cultures in the context of the Ancient World;

2) Reason logically and respond critically, in speech and writing, to historical evidence, with regard both to ancient sources and modern scholarship;

3) Appreciate Roman society, government, politics, and culture in their historical context, and demonstrate awareness of the scope and variety of historical issues and interpretations;

4) Discuss how the beliefs and values of the Romans differed widely from our own on a variety of important topics (e.g., the role of religion in government and public life, the best form of government, the use of war as a means of conflict resolution, the role of women in law and society) and explain why these beliefs were so widely accepted.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources, and modern scholarly literature dealing with the social, political, cultural, and military history of ancient Rome from the late 1st century BC to the end of the 6th century AD. Class discussion as well as written work are exercises in which students demonstrate critical thinking skills.

Communication Skills: This course enhances communications skills by requiring students to summarize and explain the importance of assigned readings in class discussions and written work, and to investigate, defend, and critique Roman values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Roman world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Students will examine and explore visual representations of themes from Roman life (e.g., buildings, dress, portraits) and follow the geographic setting of historical events on maps of Rome, Italy, and the Mediterranean.
Social Responsibility: This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of (the) Romans, with regard both to their interaction with others inside and beyond the Empire (e.g., Germans, Dacians, Huns, Parthians/Persians) while maintaining world power and to the challenge posed to the Roman State by a fundamentally different form of religion such as Christianity. This will allow and encourage students to examine Roman views on a number of vexing issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare, and to explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent.

Personal Responsibility: This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which freedom of religion serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth.

Grading Policy: 3 Midterm Essays (take-home) = 60%
Final Examination (comprehensive) = 40%

Essays will be judged by a letter grade converting to a Term Point value as follows:
A = 8  B = 6  C = 4  D = 2  F = 0
A- = 7  B- = 5  C- = 3  D- = 1

The Final Examination will consist of ca. 80-90 short questions graded by percentage of correct answers, and converted to Term Points as follows:
100-95 = 8A  89-85 = 6B  79-75 = 4C  69-65 = 2D  59-50 = 0F
94-90 = 7A-  84-80 = 5B-  74-70 = 3C-  64-60 = 1D-

Term Grade: A = 8.0-6.6; B = 6.5-4.6; C = 4.5-2.6; D = 2.5-0.6; F = 0.5 and less.

Term Grade Computation (example):
ME = B = 6, ME = C- = 3, ME = B- = 5, M = 14 + 3 = 4.66 x .6 = M = 2.8
FEX = A = 7 x 4 = 2.8
Term Score and Grade: M + FEX = 5.6 = B

Attendance: Important. This course covers a large amount of unfamiliar material. Be advised that exams will include items discussed in class but not easily extracted from your readings alone. You are responsible for signing your name on the attendance sheet circulated during each class. You will be allowed 1 (one) unexcused absence. For each additional absence without a valid excuse, one-half (0.5) term point may be subtracted from your Term Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add one-half (0.5) term point to your Score. Please see http://student-rules.tamu.edu/rule01 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence form class was necessary will be required (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).
Disabilities: The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute 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 that you have a disability requiring an accommodation, please contact Disability Services, B-118 Cain Hall (845-1637). For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

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

**Required Texts:** You may use an electronic version of the texts below if it contains the same pagination or book/chapter/section division as the editions ordered for this class.

- **CP** = *Course Packet*. Will be posted on eLearning.
- **Amm.** = Ammianus Marcellinus, *The Later Roman Empire*. Assignments are by *book* and *chapter* numbers.
- **Euseb.** = Eusebius, *The History of the Church*. Assignments are by *book* and *chapter* numbers.
- **Lives** = [Anonymous], *Lives of the Later Caesars*. Assignments by *Life*.
- **Suet.** = Suetonius, *The Twelve Caesars*. Assignments by *Life* and *chapter* numbers.

**Optional Reading:**

- **Proc.** = Procopius, *The Secret History*.
- **CRE** = R. MacMullen, *Christianizing the Roman Empire*.
- **DRR** = S. Williams, *Diocletian and the Roman Recovery*.
- **RWom** = E. D’Ambra, *Roman Women*.

**Course Packet and Handouts:** These are chiefly intended for review and exam preparation. Be advised that the material contained in them is selective and that a large amount of important information appears only in class lectures and assigned readings. Unless indicated otherwise, all items in *bold* or *bold italics* are expected to be known for a passing performance on exams. Terms in regular *italics* (mostly Latin words) are primarily for your information. Roman names and Latin terms which appear in the Course Packet or in class handouts are to be learned. This includes their correct spelling.

**Maps:** You are expected to study with care the maps contained in the Course Packet. Be prepared to answer geographical questions or fill in blank maps in exams.
**Lectures:** A considerable amount of names and terms will appear on the overhead projection screen or the blackboard during lectures. All items spelled in CAPITAL letters are expected to be known for a passing performance on exams; items written 'normally' are primarily for your information. Overhead text for each lecture will be posted on eLearning, usually during the night before each class. The following color scheme will be employed to help you distinguish certain aspects of the material:

**Emperors:** the name by which an Emperor is commonly known appears in red; however, Emperors mainly active in only one region of the Empire appear in the appropriate regional color (e.g., blue, green, purple; West = red).
**black:** Names of Roman individuals, of all ranks.
**red:** (a) Roman/Latin events, terms, and institutions, including offices/appointments held by men of Senatorial Rank (SenR). (b) Place names in Italy and the central part of the Empire.
**orange:** Offices/appointments held by individuals of Equestrian Rank (EqR).
**yellow:** (a) Offices/appointments held by men of neither Senatorial nor Equestrian Rank.
   (b) Items (persons, places, events, etc.) relating to Africa.
**gray:** (a) Offices/appointments held by Freedmen. (b) Items (persons, places, events, etc.) relating to Spain.
**green:** Items relating to the northern frontier of the Empire (Gaul, Rhine, Germany, Britain).
**blue:** Items relating to the Danubian frontier (Illyricum, Greece, Thrace).
**purple:** Items relating to the Near Eastern frontier of the Empire (Asia Minor, Syria, etc.).
**brown:** Items in the Near East outside the Empire (Egypt until 30 BC, Parthia, etc.).

**Abbreviations:** The following standard abbreviations for Roman officials and titles will be used on screen and in the Course Packet:

- Cos. = Consul
- Des. = Designate
- D. N. = Dominus Noster
- Imp. = Imperator
- Leg. = Legate
- Leg. Pro Pr. = Legatus pro praetore (Prasocratic Legate)
- Mag. Mil. = Magister Militum (Master-of-Soldiers)
- Mag. Mil. Praes. = Magister Militum Praesentalis
- Pont. Max. = Pontifex Maximus
- Pr. = Praetor
- Praef. = Prefect
- Praef. Prat. = Praetorian Prefect
- Pro Cos. = Proconsul
- Pro Pr. = Propraetor
- Q. = Quaestor
- Tr. Pot. = Tribunician Power (*tribunicia potestas*)
Part I. The First Man in Rome: 30 BC–AD 68

1. T Jan. 14: Empire without End
   The Roman Republic: origins and government

2. R Jan. 16: Ties that Bind: RW 3-28; CP 6-42, 73-74;
   Roman religion and society; Fides; ideology of ruling elite

   Creation of the Empire; crisis of the Late Republic; The Second Civil War (all). Optional: CP 43-73.

   Constitutional and political foundations of the Principate; government and provincial administration

   The Roman Army; Pax Augusta and the Wars of Augustus Opt’l: RWom 1-91.

   State security services; law, family, and marriage Opt’l: RWom 94-180.

   Arts, buildings, propaganda; the search for a successor Suet. Tiberius 39-76, Gaius (all).

8. R Febr. 6: Dynasty, AD 14-41: RW 49-53; Suet. Claudius (all); Nero 1-19.
   Tiberius and Caligula

   Claudius, Agrippina, and Nero

Part II. The Limits of Empire: AD 68–251

    1st Essay assigned
    The Third Civil War

11. T Febr. 18: The Silver Age, AD 70-81: RW 65-71, 152-170; Suet. Vespasian, Titus,
    Consolidation of the Principate: the Flavians

    1st Essay due
    Blood sports in the arena; Germany and the Danube

    Dacia and Parthia: greatest extent of the empire


    The Fourth Civil War; the changing empire; the House of Severus

March 10 – March 14: SPRING BREAK

Part III. *Novus ordo saeclorum*: AD 251–395


19. T March 25: Defenders of the Faith, AD 250-304: RW 338-360; Euseb. 7.1-13; 8 (all); Christianity and the Roman State Amm. XVI (all); XXI.1-2, 9-16. Opt’: DRR 140-185.


The failure of the Tetrarchy and the rise of Constantine

21. T April 1: The Thirteenth Apostle, AD 325-337: LRE 256-300; Amm. XXV(all); The New Empire of Constantine XXVI.1-5; XXVII.6-8; XXVIII.1-4. Opt’: CRE 1-42.

22. R April 3: Imperial Echoes, AD 337-378: LRE 70-84, 155-173; CP 105-109, 114; Amm. 2nd Essay due XXIX (all); XXX.5-10; XXXI (all). Opt’: CRE 43-73. The Later Roman Empire; the beginning of barbarian invasions


Part IV. The Waning of the Ancient World: AD 395–602

24. R April 10: Twilight’s Red Gleaming, AD 395-429: LRE 89-113. Opt’: CRE 102-119. The divided Empire in East and West; the Visigoths and the first sack of Rome; loss of Spain and Britain

25. T April 15: Last of the Romans, AD 429-455: LRE 113-120; CP 115. Opt’: FR 1-83. The Vandal conquest of Africa; the Huns; the second sack of Rome

26. R April 17: Brave New World, AD 435-526: LRE 120-125, 191-224. Opt’: FR 87 183. 3rd Essay assigned The fall of the Roman Empire in the West; the Germanic successor kingdoms in Italy, Spain, and Gaul


Tuesday, May 6, 1:00 pm: FINAL EXAMINATION
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): Communication

2. Course prefix and number: COMM 301

3. Texas Common Course Number: none

4. Complete course title: Rhetoric in Western Thought

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 1 section

10. Number of students per semester: 200-225


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

12. Submitted by:

13. Date

14. Department Head

15. College Dean/Designee

Date

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Communication, has both a social-scientific and a humanities tradition. COMM 301 focuses on the humanities tradition. In the humanities, we are interested in the historical roots of human action, ethical aspects of our social practices, and the careful reading of texts. The humanities tradition in Communication is called “rhetorical studies,” and is, along with philosophy, the very oldest of modes of academic inquiry in Western culture. In this course, we discuss the development of rhetorical theory and practice with an emphasis on ancient Greece and Rome. Starting in the second half of the semester, we focus on contemporary rhetorical theory and the intersection of rhetoric and civic life. For example, in a examination of rhetoric and politics, we might use as case studies of rhetorical practice texts from recent presidential elections, bringing in not only the oral and written components of rhetoric, but visual aspects of communication, as well.

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):

Metaphors, narratives, and ideographs are key elements of rhetoric. They frame perception, can be used to alter perceptions and therefore each must be interrogated in order to be evaluated. Students must inquire into the contextual features as they analyze texts in order to evaluate each element with thoroughness. Students are led through the processes that scholars from antiquity to current times have used to elicit new and fresh insights. The synthesis of these many factors leads to creative thinking in the sense that students are asked to view texts from a fresh perspective and to question both convergent and divergent interpretations. The ability to think critically about rhetoric is assessed by student response to standard examination items.

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

Examples of texts/artifacts include: speeches, advertisements, photos, monuments, films, songs, bodies, documentaries, and newspaper articles. Therefore, this wide range of rhetorical acts provides numerous options for studying how others have developed, interpreted and expressed ideas in written, oral and visual communication. Additionally, students gain insight into development, interpretation and expression of their own written, oral and visual rhetorical acts. The ability to communicate effectively and to assess effective communication is assessed by student response to standard examination items.
Texas A&M University

Core Curriculum

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

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

Rhetoric is the action involved in using words, non-verbal communication and visual images to construct social reality. A key concept is the notion of public vocabulary (see Luetke and Condit, for example,) the "culturally established and sanctioned" terms that constitute our presupposed understanding of our shared existence. The examination of these presuppositions is a critical feature of intercultural competence (defined, for example, as "the knowledge, skills, and personal attributes needed to live and work in a diverse world," gvuw.edu.) The civic responsibility piece comes into play with the mastery of the concept that, while it may be claimed that rhetoric is neutral, our language choices do not have a neutral effect on others in our shared society. The rhetoric shapes the way people understand themselves individually and in relation to communities, publics and cultures. The way that rhetoric influences the ability to engage in regional, national and global communities extends not simply from the immediate, one time impact of a message, but also from the way people see the world the same or differently for the long-term, after encountering a particular rhetorical act. A rhetorical act has deep social meanings that may vary as a feature of the audience whether it is an ethnic group, a country or an entire culture. People make decisions based on a shared understanding of the public vocabulary and they use rhetoric to bring about social change by managing society's views of the human condition. The ability to reflect critically about rhetoric and social responsibility is assessed by student response to standard examination items.

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

The use of rhetoric is an action and people can be held accountable for the actions they take. While an individual may or may not intend to accomplish a particular purpose with a rhetorical act, they can be held responsible for the act's effects. Therefore, individuals must consider the effects of their actions whenever they communicate. Rhetorician Gerald Miller, for example, held that every act of communication is inextricably intertwined with ethics. In the study of rhetoric, ethics refers to the standards of both the procedures and skills used and the outcomes desired by use of a rhetorical act. Therefore, students examine firsthand the stated intentions and contexts that shape the perception and interpretation of meaning for the speaker (or producer) of the text. Additionally, the choice of a particular text, as well as mode for that text, relates back to the ethical frame. Each of these decision-points and choices reflect on the personal responsibility of the speaker (producer) of the text. Competence in articulating the relationship between rhetorical choices and personal responsibility is assessed through student responses to standard examination items.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Rhetoric in Western Thought

 Instructor: Dr. Tasha N. Dubriwny
 Department: Communication and Women’s & Gender Studies
 Office: Bolton Hall, 202C
 Office Hours: Tuesday 11:15-12:15, Wednesday 9-12, and by appointment
 Department of Communication Phone: 979-845-5500
 Email: tdubriwny@tamu.edu

Course Description: Historical and critical evaluation of rhetorical theory from the classical era to the contemporary period from Aristotle to Kenneth Burke. Major theories of communication and persuasion developed in Europe and America.

Course Perspective: Communication, like political science or sociology, has both a social-scientific and a humanities tradition. COMM 305 introduces students to the main traditions of social-science research in the field, while COMM 301 introduces the humanities tradition. In the humanities, we are interested in the historical roots of human action, ethical aspects of our social practices, and the careful reading of texts. The humanities tradition in Communication is called “rhetorical studies,” and is, along with philosophy, the very oldest of modes of academic inquiry in Western culture. In this course, we will discuss the development of rhetorical theory and practice with an emphasis on ancient Greece and Rome. Starting in the second half of the semester, we will turn our focus to contemporary rhetorical theory and the intersection of rhetoric and politics, using as case studies of rhetorical practice texts from recent presidential elections.

Learning Outcomes: The successful student will:
- Explain the origins of rhetorical theory and practice.
- Analyze critically the changes in rhetorical theory and practice through the centuries.
- Identify major trends and ideas in rhetorical theory.
- Compare and contrast different theories of rhetoric.
- Cite rhetorical theory in the analysis of political texts.

Required Text:
**All other readings will be available through e-reserve at the library or available online (web addresses provided).**

Course Assignments:
Exams: There are three exams, each worth 100 points. The exams will be multiple choice and true/false questions. You will need the large gray scantron for each of the exams. The first two exams are noncumulative. The final exam will focus largely on new material (material we have covered after exam 2), but will also include a few questions regarding material from earlier in the semester. FYI:
- I consider “fair game” for the exams any material from my lectures and the readings.
- I will hand out in class or post on Blackboard a review sheet for each exam.
- I will need a documented reason (see http://student-rules.tamu.edu/rule07) if you miss an exam. If you miss an exam due to an unexcused absence, you will receive a zero on the exam.

Test Dates:
- Thursday, 2/14
- Tuesday, 4/2
- Wednesday, 5/8
Attendance: I do not keep attendance in this course; however, I urge you to attend regularly. My lectures will include information not found in the readings.

Grades: You begin this course with 0 points. You have the opportunity to earn 300 total points. See the following breakdown for your final grade.

270-300 = A  
240-269 = B  
210-239 = C  
180-209 = D  
179 and below = F

I am happy to discuss your performance in this course at any time. However, please respect my integrity/principles as a teacher (and the hard work of your fellow students who earned their grades) by NOT asking me to "bump up your grade."

Additional Course Policies:
Technology:
Students will be expected to access this course on Blackboard (at clearning.tamu.edu). Announcements and will be posted on the Blackboard website. If you are having problems, contact ITS at 845-8300.

Academic Honesty:
According to the Aggie Honor Code, “An Aggie does not lie, cheat or steal, or tolerate those who do.” Academic dishonesty involves acts other than plagiarism. For more information, please consult the Aggie Honor System Office website (aggiehonor.tamu.edu) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” All violations of the Aggie Honor Code will be reported. If you cheat on a test in this course, you will receive a zero for the course.

Students with 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 accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Miscellaneous:
Readings are to be done in full before the class meeting.

Cell phones should be turned off. Not on low or vibrate or music, but OFF. If your cell phone rings during class, I will ask you to leave.

I expect you to respect your classmates, yourself, the learning process, and me. In a large lecture class such as COMM 301, this means that I expect all of us to be engaged in learning, not talking with each other or texting. If I perceive that your behavior in class is disruptive to your peers, I will excuse you for the day. Please do not leave class early without contacting me and offering an explanation.
Course Schedule
Readings below should be read before coming to class.
For the readings in the Williams textbook, you are only responsible for reading the pages listed below. Readings marked “ER” are on e-reserve at the library.  Library.tamu.edu

Tues 1/15: Introduction to Course (review of syllabus)

Unit 1: Classical Greek Rhetoric
Thurs 1/17: Overview of Greek Civilization
  • Williams, Chapter 1 (pp. 9-36)

Tues 1/22: The Sophists
  • Williams, Chapter 3, Protagoras & Gorgias (pp. 51-67)
Thurs 1/24: Plato & the Sophists
  • Williams, Chapter 4, Introduction to Plato and Gorgias (pp. 109-114, 142-189)

Tues 1/29: Plato, Philosophy & Rhetoric
  • Williams, Chapter 4, The Phaedrus (pp. 190-221)
Thurs 1/31: Aristotle
  • Williams, Chapter 5 (pp. 222-270)

Tues 2/5: Aristotle, continued
  • Williams, Chapter 5 (pp. 222-270)
  • Case Study, read Sen. Edward Kennedy’s Chappaquiddick apologia at:
    http://www.americanrhetoric.com/speeches/tedkennedychappaquiddick.htm
Thurs 2/7: Test Review

Tues 2/12: Guest Lecture
  • Reading TBA
Thurs 2/14: TEST 1

Unit 2: Roman Rhetoric

Tues 2/19: Introduction to Roman rhetoric
  • Williams, Chapter 6 (pp. 273-315)
Thurs 2/21: Cicero
  • Williams, Chapter 7 (pp. 316-375)

Tues 2/26: Cicero, continued
  • Williams, Chapter 7 (pp. 316-375)
  • MLK Jr’s Roman eloquence: read “Letter from Birmingham Jail” at
    http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf

Thurs 2/28: Quintilian
  • Williams, Chapter 9 (pp. 392-415)
Tues 3/5: America’s Ciceronian founding
  • Declaration of Independence, available at
    http://www.archives.gov/exhibits/charters/declaration_transcript.html
Unit 3: Contemporary Rhetorical Theory and Action: Part 1: Presidential Rhetoric
Thurs 3/7: The Rhetorical Presidency
- Stuckey and Anczak, “The Rhetorical Presidency” (ER)
- FDR, “Pearl Harbor Address”
  http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm
- Richard M. Nixon, “The Great Silent Majority”
  http://www.americanrhetoric.com/speeches/richardnixongreatsilentmajority.html

Tues 3/12-Thurs 3/14: SPRING BREAK

Tues 3/19: Rethinking the Rhetorical Presidency
- Stuckey, “Rethinking” (ER)
- Barack Obama, “Victory Speech”

Thurs 3/21: Rhetorical Situation
- Bitzer, “The Rhetorical Situation” (ER)
- Vatz, “The Myth of the Rhetorical Situation” (ER)

Tues 3/26: Rhetorical Situation Case Study
- George W. Bush, September 11 Speech #1 (video)
  http://www.youtube.com/watch?v=H9xu32_ti8Q
- George W. Bush, September 11 Speech #2 (video)
  http://www.youtube.com/watch?v=3uefmgCZbW4
- George W. Bush, September 11 Speech #3
- George W. Bush, September 20 Speech

Thurs 3/28: TEST REVIEW

Tues 4/2: TEST 2

Unit 3: Contemporary Rhetorical Theory and Action: Part 2: Audience and Ideology
Thurs 4/4: Audience Matters
- Black, “The SecondPersona” (ER)

Tues 4/9: Audience Matters
- McGee, “In Search of ‘The People’: A Rhetorical Alternative” (ER)
- Wander, “The Third Persona” (ER)

Thurs 4/11: Audience Matters
- Angelina Grimke Weld, Speech at Pennsylvania Hall, 1838
  http://www.pbs.org/wgbh/iai/part4/4h2939t.html
- Lyndon B. Johnson, “We Shall Overcome,” 1965
  http://www.historyplace.com/speeches/johnson.htm

Tues 4/16: Feminine Style
- Dow & Tonn, “Feminine Style and Political Judgment” (ER)
- Bill Clinton’s 1992 convention film at http://www.youtube.com/watch?v=X_u5R9ZQofE
- Barack Obama 2008 convention video at http://www.youtube.com/watch?v=_oZn1G_wRJw
- Mitt Romney 2012 convention video at http://www.youtube.com/watch?v=ruSi4K5KCq8
Thurs 4/18: Ideographs
• McGee, "The Ideograph: A Link Between Rhetoric and Ideology" (ER)

Tues 4/23: Ideographs
• Laura Bush, Radio Address, November 17, 2001
• Hillary Clinton, Remarks to the U.N.
  http://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm
Thurs 4/25: TEST REVIEW

Final Exam: Wednesday, May 8th, 8:00 AM
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): Communication

2. Course prefix and number: COMM 327

3. Texas Common Course Number: none

4. Complete course title: American Oratory

5. Semester credit hours: 3

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

   CURRENT CORE: YES
   CURRENT ICD: YES

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

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

9. Number of class sections per semester: 1 section per long term

10. Number of students per semester: 100


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

13. Submitted by:
   - [Signature]

   Course Instructor

   Approvals:
   - [Signature]

   Date

   7/9/13

14. Department Head
   - [Signature]

   Date

   7/21/13

15. College Dean/Designee

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The United States of America began with a rhetorical act. Before “America” was recognized as a sovereign entity, its meaning was expressed in the Declaration of Independence. Affirmations, challenges, and alterations to our conception of national identity and values have, in kind, emerged through numerous public debates and episodes of rhetorical discourse. This class is designed to familiarize students with significant speeches, documents, and rhetorical movements that have shaped our conception of United States culture from colonial times to the present. First and foremost, this course demonstrates the importance of public discourse in the formation, continuation, and mutation of social and political ideas. Language is framed within culture defined by time period and context. Language defines and frames our ‘national philosophy.’ By considering these important texts as relevant to a longer, ongoing conversation, students gain further insight into the diverse political and rhetorical context of American existence, as well as enhance their ability to think critically about the longer history of ideas that have shaped our conceptions of public life.

Core Objectives

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

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

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

The rhetorical acts, which are American oratory, frame perception. Rhetoric can be used to alter perception, and therefore, each speech is interrogated, in order to be evaluated. Students are required to inquire into the contextual features (speaker, message, audience) as they analyze texts in order to evaluate each element with thoroughness. Students are led through the processes that scholars from antiquity to current times have used to elicit new and fresh insights. The synthesis of these many factors leads to creative thinking in the sense that students are asked to view texts from a fresh perspective and to question both convergent and divergent interpretations. The ability to think critically about rhetoric is assessed by student response to standard examination items.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Some of the speeches examined, exist today only in written form. However, eyewitness accounts of the original presentation exist in some cases. Archival sources often provide drafts that provide a view of the processes involved in development of the speeches. Speeches delivered after the means to record them existed, have these same archival sources to aid in examination of invention, and feature the means to study development, interpretation and expression of message in written form, oral form and visual form. Visual communication is especially important in analysis of the speaker’s delivery, artifacts and response of the audience to the message. The ability to think critically about communication is assessed by student response to standard examination items.

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

Speeches are made up of rhetoric. Rhetoric is the action involved in using words, non-verbal communication and visual images to construct the social reality, which is the United States of America. A key concept is the notion of public vocabulary (see Lucaites and Condit, for example,) the "culturally established and sanctioned" terms that constitute our presupposed understanding of our shared existence. The examination of these presuppositions is a critical feature of intercultural competence (defined, for example, as "the knowledge, skills, and personal attributes needed to live and work in a diverse world." gvsu.edu.) The civic responsibility piece comes into play with the mastery of the concept that, while it may be claimed that rhetoric is neutral, our language choices do not have a neutral effect on others in our shared society. The rhetoric shapes the way people understand themselves individually and in relation to communities, publics and cultures. The way that rhetoric influences the ability to engage in regional, national and global communities extends not simply from the immediate, one time impact of a message, but also from the way people see the world the same or differently for the long-term, after encountering a particular rhetorical act, in this case hearing a particular speech. A speech has deep social meanings that may have different meanings for different audiences whether the audience is an ethnic group within our country, our country as a whole or a co-culture within the United States. People make decisions based on a shared understanding of the public vocabulary and they use rhetoric to bring about social change by managing society’s views of our national condition. The ability to reflect critically about rhetoric and social responsibility is assessed by student response to standard examination items.

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

Speaking is an action and people will be held accountable for the actions they take. While an individual may or may not intend to accomplish a particular purpose with a speech in the process of oratory, they can be held responsible for the speech’s effects. Therefore, individuals must consider the effects of their speech whenever they communicate. Rhetorician Gerald Miller, for example, held that every act of communication is inextricably intertwined with ethics. In the study of American Oratory, ethics refers to the standards of the procedures and skills used in oratory, as well as, the outcomes desired by use of a rhetorical act. Therefore, students examine firsthand the stated intentions and contexts that shape the perception and interpretation of meaning for the speaker (or producer) of the speech. Additionally, the choice of a particular speech, as well as mode for that speech, relates back to the ethical frame. Each of these decision points and choices reflect on the personal responsibility of the speaker (producer) of the speech. Competence in articulating the relationship between rhetorical choices and personal
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum responsibility is assessed through student responses to standard examination items.

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 Communication
COMM 327: American Oratory
Request for International and Cultural Diversity Designation

This course is designed to familiarize students with significant speeches, documents and rhetorical movements that have shaped our conception of United States cultures from colonial times to the present. Speeches from diverse U.S. cultures are included in the course. While there is an historical component designed to provide context, 30% of content is on scholarship from the last 50 years and examples are updated each year to bring in speeches drawn from current events.
COMM 327—American Oratory
Texas A&M University Semester 2XXX
Rich. 106 MWF 9:10-10:00AM

Course Director and Instructor
Dr. Jennifer Jones Barbour
E-Mail: jonesbarbour@tamu.edu

Office: Bolton Hall 209C
Office Hours: MW 11:30AM-1:30PM, F 2:00-4:00PM, and by appointment

Course Description:
Communication 327 survey of significant American oratory; critical analysis of important speeches in their historical, political, social, and philosophical contexts

Course Overview:
The United States began with a rhetorical act. Before “America” was a recognized as a sovereign entity, its meaning was expressed in the Declaration of Independence. Affirmations, challenges, and alterations to our conception of national identity and values have, in kind, emerged through numerous public debates and episodes of rhetorical discourse. This class is designed to familiarize students with significant speeches, documents, and rhetorical movements that have shaped our conception of United States culture from colonial times to the present. First and foremost, this course demonstrates the importance of public discourse in the formation, continuation, and mutation of social and political ideas. No single class can comprehensively cover such an expansive topic. However, by considering these important texts as relevant to a longer, ongoing conversation, students will gain further insight into the political and rhetorical context of American existence, and the longer history of ideas that have shaped our conceptions of public life.

Course Learning Outcomes:
By the end of the semester, the successful COMM. 327 student will be able to:

1. Define public discourse and describe the importance of oratory to civic and political contexts.

2. Identify, describe, and contrast various ideological perspectives relative to political and social movements in American public address.

3. Critique rhetorical texts for their communicative and ethical values, including argumentative strategies, constitutive impact, and popular/political response.

Course Format:
This is a lecture class. My presentations will add to your understanding of the assigned readings, however, neither presentations nor lecture notes will be reproduced outside of class.
CLASS POLICIES

Attendance:
Attendance is required in order for students to succeed. While I will not "take roll" each day, understanding the concepts and information discussed in lecture will be essential for performing well in this course. Without consistent class attendance and active listening, you will be at a severe disadvantage when preparing for exams.

Course Evaluation of Learning
Your grade will be determined by three exams taken throughout the semester. The first and second exam will cover material from the preceding units (both reading assignments and class discussion). The third exam is cumulative of all material covered throughout the semester. All assigned readings are considered relevant to course exams. Lastly, each exam requires that you bring a Scantron sheet (remember your student ID for test dates). Review sheets will be available prior to each exam.

Make-up Exams:
All exams must be completed to pass the course. Students may not make up an exam without an appeal for an excused absence recognized in University Rules. For an elaborate overview on the University's position on excused absences, please refer to: [http://studentrules.tamu.edu/rule07].

A General Note on American Oratory and COMM. 327.
American public address is full of controversial topics, positions, and statements. As a student enrolled in this university, you do not have a right to not be offended by what you read or discuss in the classroom. It is perfectly okay to disagree with something we read or talk about in this class. It's not okay, however, to forget that reasonable people disagree on questions of value and policy all the time, and that part of your development as a scholar and citizen is to understand a wide array of positions that inform American political thought. In other words, it is imperative that we understand American oratory more for what it teaches us about the evolution of our public language, and less for whether we personally agree or disagree with a given speech text. Reading speeches for indications of how individuals create, arrange, and deliver a message will be much more fulfilling than answering your personal "agree/disagree" position on the subject. If you attend class, read the material, and keep an open mind you will get along fine throughout the semester.

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

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

As a student of this university, your performance in the classroom reflects the integrity of the Honor Code. Ignorance of student rules does not excuse you from the requirements of the TAMU Honor System. I don't tolerate cheating and neither should you. Any recorded instance of academic dishonesty will be pursued to its fullest measure.

COURSE GRADES:
You will receive a letter grade for each exam. That's three letter grades in total. To calculate your overall course grade, you need to calculate a weighted grade point average based on those letter grades using the following weights:

Exam 1 - 33%
Exam 2 - 33%
Exam 3-Final - 34%

Letter grades have the following numerical equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>0.667</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
</tr>
</tbody>
</table>

To calculate your course grade point average, use this formula.

\[
\text{Course GPA} = \left( \frac{\text{Exam 1} \times 0.33}{3} \right) + \left( \frac{\text{Exam 2} \times 0.33}{3} \right) + \left( \frac{\text{Exam 3} \times 0.34}{3} \right)
\]

To convert your course GPA into a course letter grade, use this scale.

<table>
<thead>
<tr>
<th>Course GPA</th>
<th>Course Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5000 and up</td>
<td>A</td>
</tr>
<tr>
<td>2.5000 and up</td>
<td>B</td>
</tr>
<tr>
<td>1.5000 and up</td>
<td>C</td>
</tr>
<tr>
<td>0.5000 and up</td>
<td>D</td>
</tr>
<tr>
<td>below 0.5000</td>
<td>F</td>
</tr>
</tbody>
</table>

So, for example, a student who earned an A- (3.667) on the first exam, a B+ (3.333) on the second, and an A- (3.667) on the third would have a course average of 3.5567 = (3.667*0.33) + (3.333*0.33) + (3.667*0.34). Looking at the scale, a 3.5567 would be an A.

Grades are updated regularly on elearning. Questions regarding grades should always be asked in-person and not over e-mail whenever possible. Also, students should wait 24 hours after feedback has been received to discuss grades. Never hesitate to make an appointment to meet and discuss your progress in this course.
### Calendar
(Unexpected circumstances may cause slight changes to the semester schedule. Should this occur, you will receive notice via TAMU neo email.)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>READING</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Week One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 1/14</td>
<td>Introduction to Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 1/16</td>
<td>The Study of Public Address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 1/18</td>
<td>&quot;Introduction to the Study of Oratory&quot;</td>
<td></td>
<td>(Reid/Klump) 1-19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Eulogy for Martin Luther King, Jr.&quot; (1968)</td>
<td></td>
<td>R. F. Kennedy (American Rhetoric)</td>
<td></td>
</tr>
</tbody>
</table>

_Last Day to Add/Drop for Spring Semester_

### POLITICAL OCCASIONS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>READING</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Week Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 1/21</td>
<td>MLK HOLIDAY—CLASS DOES NOT MEET</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 1/23</td>
<td>&quot;A Tale of Two Constructs&quot;</td>
<td></td>
<td>Medhurst (EL)</td>
<td></td>
</tr>
</tbody>
</table>

_Inaugural Addresses_

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>READING</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 1/25</td>
<td>First Inaugural (1789)</td>
<td></td>
<td>Washington (RK), 186-202</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Inaugural (1933)</td>
<td></td>
<td>Roosevelt (RK), 747-751</td>
<td></td>
</tr>
</tbody>
</table>

### Week Three

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>READING</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 1/28</td>
<td>National Eulogies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Challenger Address&quot; (1986)</td>
<td></td>
<td>Reagan, (EL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Speech for Victims of the Oklahoma City Bombing&quot; (1995)</td>
<td></td>
<td>Clinton (EL)</td>
<td></td>
</tr>
</tbody>
</table>

### Convention Speeches

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>READING</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 1/30</td>
<td>&quot;A Time for Choosing&quot; (1965)</td>
<td></td>
<td>Ronald Reagan (RK) 756-766</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;A Tale of Two Cities&quot; (1984)</td>
<td></td>
<td>Mario Cuomo (American Rhetoric)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Address to the RNC&quot; (2012)</td>
<td></td>
<td>Condoleezza Rice (American Rhetoric)</td>
<td></td>
</tr>
</tbody>
</table>

### Memorializing

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>READING</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 2/1</td>
<td>&quot;Oration in Memory of Abraham Lincoln (1876)</td>
<td></td>
<td>Frederick Douglass (EL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Boston Massacre Oration&quot; (1774)</td>
<td></td>
<td>John Hancock (RK), 98-107</td>
<td></td>
</tr>
</tbody>
</table>

### Framing Revolution

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>READING</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Week Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 2/4</td>
<td>&quot;On the Writs of Assistance&quot; (1761)</td>
<td></td>
<td>James Otis (EL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Liberty or Death&quot; (1774)</td>
<td></td>
<td>Patrick Henry (RK), 108-112</td>
<td></td>
</tr>
<tr>
<td>W 2/6</td>
<td>&quot;Common Sense&quot; (1776)</td>
<td></td>
<td>Thomas Paine (RK), 112-127</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;The Declaration of Independence&quot; (1776)</td>
<td></td>
<td>Thomas Jefferson (EL)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Author/Source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 2/8</td>
<td>“Opening the Constitutional Convention” (1787)</td>
<td>E. Randolph (RK), 138-142</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Closing the Constitutional Convention” (1787)</td>
<td>B. Franklin (RK), 145-148</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 2/11</td>
<td>“Virginia Ratifying Convention” (1788)</td>
<td>Henry and Madison (RK), 148-173</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 2/13</td>
<td>“Farewell Address” (1796)</td>
<td>G. Washington (RK), 186-202</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“An Address on Life as a Female Revolutionary Soldier” (1797)</td>
<td>D. S. Gannett (EL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 2/15</td>
<td>“First Inaugural” (1801)</td>
<td>Thomas Jefferson (RK), 203-207</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Exam One Review</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 2/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Week Six</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EXAM ONE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>RELIGIOUS SPEECH</strong></td>
<td><strong>(RE)DEFINING CIVIL RELIGION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 2/20</td>
<td>“A Model of Christian Charity” (1630)</td>
<td>John Winthrop (RK), 24-36</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Sinners in the Hands of an Angry God” (1741)</td>
<td>Jonathan Edwards (RK), 65-78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 2/22</td>
<td>“Houston Ministerial Association” (1960)</td>
<td>J. F. Kennedy (RK) 831-836</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 2/25</td>
<td>“To the Hebrew Congregation in Newport” (1790)</td>
<td>G. Washington (EL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 2/27</td>
<td>“Appeal to the Coloured Citizens of the World” (1829)</td>
<td>David Walker (EL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“To the Public” (1831)</td>
<td>William Lloyd Garrison (RK), 286-290</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Address at Pennsylvania Hall” (1838)</td>
<td>Angelina Grimké (EL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Declaration of Sentiments” (1848)</td>
<td>Seneca Falls Convention (RK), 331-334</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Week Eight</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 3/4</td>
<td>“Slavery as a Positive Good” (1837)</td>
<td>John Calhoun (EL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“What to the Slave is the Fourth of July?” (1852)</td>
<td>Frederick Douglass (EL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“The Irrepressible Conflict” (1858)</td>
<td>William Seward (EL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 3/6</td>
<td>“Cooper Union” (1860)</td>
<td>Abraham Lincoln(RK), 426-441</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“First Inaugural” (1861)</td>
<td>A. Lincoln (RK), 448-455</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Inaugural Address” (1861)</td>
<td>Jefferson Davis (RK), 442-447</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 3/8</td>
<td>“Gettysburg Address” (1863)</td>
<td>A. Lincoln (RK), 456-458</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Second Inaugural Address” (1865)</td>
<td>A. Lincoln (RK), 460-462</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 3/11-3/15</td>
<td><strong>SPRING BREAK—CLASS DOES NOT MEET</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Week Nine

M 3/18
“The New South” (1886)  Henry W. Grady (RK), 492-500
“The Labor Question” (1888)  Samuel Gompers (RK), 607-613
“Wealth” (1889)  Andrew Carnegie (RK), 559-567

W 3/20
“The Solitude of Self” (1892)  Elizabeth Cady Stanton (RK), 647-655
“Why Women Should Vote” (1910)  Jane Addams (EL)

F 3/22
“A Moral Necessity for Birth Control” (1921)  Margaret Sanger (RK) 819-830
“Choices and Change” (1990)  Barbara Bush (EL)
Exam Two Review

Week Ten

M 3/25
EXAM TWO

FORGING (INTER)NATIONALISM  |  APPEALING JUSTICE

W 3/27
“Ain’t I A Woman?” (1851)  Sojourner Truth (EL)
“Speech to the Women’s Rights Convention” (1855)  Lucy Stone (EL)

F 3/29
READING DAY—CLASS DOES NOT MEET

Week Eleven

M 4/1
“Cotton States Exposition” (1895)  Booker T. Washington (RK) 504-508
“Of Mr. Booker T. Washington” (1903)  W.E.B. DuBois (RK), 509-518

Tuesday, April 2nd—Last Day to Q-Drop Without Penalty

W 4/3
“The Man With the Muck Rake” (1906)  Theodore Roosevelt (RK) 586-595
“War Message” (1917)  Woodrow Wilson (RK), 690-699

F 4/5
“Free Speech in Wartime” (1917)  Robert LaFollette (RK) 812-818
“Statement to the Court” (1918)  Eugene V. Debs (EL)

Week Twelve

M 4/8
“First Fireside Chat” (1934)  Franklin Roosevelt (RK) 752-755
“Every Man a King” (1934)  Huey Long (EL)

W 4/10
“War Message” (1941)  Franklin Roosevelt (RK) 730-732
“The Truman Doctrine” (1947)  Harry Truman (American Rhetoric)
“Address to Congress” (2001)  George W. Bush (RK), 804-810

F 4/12
“The Serious Situation in Little Rock” (1957)  D. Eisenhower (EL)
“We Shall Overcome” (1965)  Lyndon Johnson (EL)
### Week Thirteen

**M 4/14**
- "I Have a Dream" (1963)  
  Martin Luther King, Jr. (RK), 837-843
- "The Ballot or the Bullet" (1964)  
  Malcolm X (American Rhetoric)

**W 4/16**
- "The Rainbow Coalition” (1984)  
  Jesse Jackson (American Rhetoric)
- "A More Perfect Union” (2008)  
  Barack Obama (American Rhetoric)
- "The Whisper of AIDS” (1992)  
  Mary Fisher (American Rhetoric)

**F 4/18**
- "Speech at Harvard University” (1947)  
  George C. Marshall (EL)
- "Address to Congress” (1951)  
  Douglas MacArthur (EL)
- "Final Address to West Point” (2011)  
  Robert Gates (American Rhetoric)

### WARNING | APOLOGY | PERSISTING QUESTIONS

### Week Fourteen

**M 4/21**
- "Farewell Address” (1961)  
  Dwight Eisenhower (EL)
- "A Crisis of Confidence” (1979)  
  Jimmy Carter (American Rhetoric)

**W 4/23**
- "Checkers” (1952)  
  Richard Nixon (American Rhetoric)
- "Chappaquiddick” (1969)  
  Edward Kennedy (American Rhetoric)

**F 4/25**
- "Statement to the House Judiciary Committee” (1974)  
  Barbara Jordan (EL)
- "Pardoning Richard Nixon” (1974)  
  Gerald Ford (American Rhetoric)

### Redefined Days

**M 4/28**
  Iowa Supreme Court (EL)
- "Address on Religious Tolerance” (2010)  
  M. Bloomberg (American Rhetoric)

**T 4/29**
- REDEFINED DAY—Review for Exam Three

---

**Tuesday, 5/7**
- **Final Exam—8:00-10:00AM**
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ENGL 228

3. Texas Common Course Number: 2328

4. Complete course title: American Literature: Civil War to Present

5. Semester credit hours: 03

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

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

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

9. Number of class sections per semester: 2 - 5

10. Number of students per semester: 460 - 700

11. Historic annual enrollment for the last three years: 733 576 460

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

12. Submitted by:

   Course Instructor

   Approvals: [Signature]

   Department Head

   College Dean/Designee

13. Date

   2/25/2013

   2/26/15

   3/8/13

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

English 228 is an exploration of American Literature from the Civil War to the present. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and historical values that mark the literary movements of realism, naturalism, and modernism, but the course also aims to improve the ability of each student to read, understand, and appreciate literary texts. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American writers of different racial and ethnic origins, and ultimately, help students develop an appreciation for what the study of literature of ethnic groups that may be different from theirs can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

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

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

*Communication Skills (CS)*: The course enhances communication skills through small and large group
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum
discussion of ideas, issues, questions, and themes central to course reading. The course will help
students learn how to develop a greater understanding of American Literature from the Civil War to the
present that may involve guided writing assignments in which they will receive feedback, exams in
which students will be expected to effectively convey key ideas from the course succinctly and clearly,
and classroom discussion in which students will learn how to express questions and thoughts about the
subtleties of each text under examination. Material from this course will include written texts and such
visual representations as photographs, illustrations, films, or theatrical performances.

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

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

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with
moral and thorny ethical issues that arise in class readings. The course material throughout the
semester will offer students an opportunity to reflect upon personal responsibility through such topics
as alienation, free will, and the search for meaning, ambition, personal happiness, and the larger social
good, the quest for equality and human rights, immigration and cross-cultural conflict, war and its
victims, and tradition vs. change. Students will explore these topics through group discussion, writing
assignments, and exams.

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

ENGL 228: American Literature Civil War to Present

Request for International and Cultural (ICD) Designation

English 228 traces the diverse international, ethnic, and cultural influences that shape the development of American literature from the time of the Civil War to the present. Students will assess the impact of new voices from varied backgrounds on the American literary conversation in this key phase of its development.
English 228: American Literature Civil War to Present
TR 12:45-2:00 PM LAAH 3XX

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

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

American Literature: Civil War To Present. ENGL 228. Credit 3. Expressions of the American experience in realism, regionalism and naturalism; varieties of modernist and contemporary writing; the rise of ethnic literature and experimental literary forms; includes such writers as Dickinson, Twain, James, Crane, Frost, Eliot, Fitzgerald, Hemingway, Faulkner, O'Neill, Baldwin, and Rich.

Course Description and Goals: English 228 is an exploration of American Literature from the Civil War to the present. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and historical values that mark the literary movements of realism, naturalism, and modernism, but the course also aims to improve the ability of each student to read, understand, and appreciate literary texts and their visual representations.

LEARNING OUTCOMES
1. Identify the major themes and techniques of important writers from this period.
2. Articulate the aesthetic and historical values that mark the literary movements of realism, naturalism and modernism.
3. Apply methods and techniques presented in the course to analyze and discuss literary texts and their visual representations.

Core Curriculum Objectives:

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

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

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

Evaluation of Core Objectives

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

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

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as alienation, free will, and the search for meaning, ambition, personal happiness, and the larger social good, the quest for equality and human rights, immigration and cross-cultural conflict, war and its victims, and tradition vs. change. Students will explore these topics through group discussion, writing assignments, and exams.

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

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

Assignments and Grading: Regular attendance and timely completion of all reading assignments are expected. Your final grade will be based on your performance on three
exams (80%) and a series of daily one-minute papers (20%). The three exams will be made up of objective and short answers. All three exams and scores will be added up for a maximum total of 160 which will divided into two for 80% of the grade. The exams will emphasize both the assigned reading and the material covered in class.

The daily one-minute paper consists of students writing a one sentence reflection about what they learned in class that day. In the daily one-minute papers students will be expected to demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures, and philosophical outlooks shape the development of a literary tradition, including their own.

On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.

Attendance: All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic Dishonesty:
All policies, including those on academic dishonesty, outlined in TAMU’s Student Rules (aggiehonor.tamu.edu) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

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

Required Texts:
- Norton Anthology of American Literature (7th edition), Part II, Volumes C, D, E
- Hemingway, In Our Time (Scribner’s)
- Fitzgerald, The Great Gatsby (Scribner’s)
- Maxine Hong Kingston, The Woman Warrior

Reading Assignments: All page numbers below refer to the Norton Anthology of American Literature. You should have completed reading the assigned texts by the date noted below.

Week 1 T Introduction
Bierce, “An Occurrence at Owl’s Creek Bridge,” 360-366. Daily-one
minute paper. (DMP)

Mark Twain, Adventures of Huckleberry Finn, 108-294. DMP

Twain continued.
Dunbar, “When Malindy Sings,” “An Antebellum Sermon,” “We Wear
the Mask,” “Sympathy,” 1041-1044. DMP.

James, “Daisy Miller,” 391-429. DMP.

522-528; Wharton, “Roman Fever,” 843-852. DMP.

Chopin, The Awakening, 535-625. DMP.

Chopin continued. DMP.

Sui Sin Far, “In the Land of the Free,” 880-886.
Du Bois, “The Forethought” and “Of Our Spiritual Strivings,” 894-901;
Crane, “The Open Boat,” 1000-1016. DMP.

London, “To Build a Fire,” 1057-1067; Wharton, “The Other Two,” 830-
843. DMP.

First Exam (Realism and Naturalism)

“Design” 1388-1411. DMP.

Cather, My Antonia, 1214-1349 in volume D. DMP.

Cather, My Antonia, 1214-1349 in volume D continued. DMP.

March 15-19 Spring break

Wasteland,” 1587-1599. DMP.

Reread Eliot, “The Wasteland.”
Cummings, “anyone lived in a pretty how town,”
Moore, “Poetry,” pp. 1532-1533. DMP.

Hemingway, In Our Time. DMP.
TH Hemingway continued.
Fitzgerald, “Winter Dreams,”
Williams, “The Red Wheelbarrow,” 1469, and “This Is Just to Say,” 1472;
Millay, “I being born a woman,” 1805. DMP.

Week 10 T Second exam (Modernism)

Cullen, poems, 2061-2065.
Hughes, poems, 2027-2037. DMP.

Week 11 T Miller, Death of a Salesman, 2327-2392 in volume E. DMP.

TH Stevens, Poems on 1439-1455 in volume D: “The Snow Man,”
“Disillusionment of Ten O’Clock,” “The Emperor of Ice Cream,” “Sunday Morning,” “Anecdote of the Jar,” “Idea of Order at Key West.” DMP.

Week 12 T Ellison, selections from Invisible Man, 2298-2314.
Malamud, “The Magic Barrel,” 2285-2297. DMP.

Roethke, “The Waking” and “I Knew a Woman” on 2143-2145.
Ginsburg, ‘Howl.” 2574-2583. DMP.

Week 13 T Kingston, The Woman Warrior. DMP.

TH Kingston, The Woman Warrior continued. DMP.

Week 14 T LeGuin, Schroedinger’s Cat,” 2665-2670
Carver, “Cathedral,” 2828-2838. DMP.

TH Walker, “Everyday Use,” 3010-3016
Anaya, “Dos,” 2807-2815. DMP.

Final Exam. The exams will emphasize both the assigned reading and the material covered in class. On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American Literature from the Civil War to the present.
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: GEOG 305

3. Texas Common Course Number: None

4. Complete course title: Geography of Texas

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 1.66 (mean since Fall 2009)

10. Number of students per semester: 299.5 (Fall and Spring only; Summer excluded)


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
   - Erik Brust
   - Course Instructor
   - 21 JUNE 2013
   - Date

14. Approvals:
   - [Signature]
   - Date: 6/24/13

15. Department Head
   - [Signature]
   - 24/6/13
   - Date

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

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Geography 305 describes and explains the geographic structure and character of the State of Texas. Geographic structure denotes the system of routes, places, and cultural regions that constitute the geography of Texas and its situation within the United States and North America. The course explains this structure as a complex artifact, constructed over the course of centuries by diverse peoples, and expressive of the changing technologies, economies, and cultural attitudes of these peoples. Emphasis is placed on the ways in which this geographic structure has been affected by cultural evaluations of physical environments, diverse peoples, and the meaning of the “good life.”

Students are taught how to interpret the political, religious, and cultural meanings that are inscribed in the human landscapes of Texas as well as its distinct subregions. Students are encouraged to appreciate the bold and subtle beauties of Texas’ many natural landscapes that contribute to the different cultural regions. Students who complete this course understand that the patterns they see on a map, and the landscapes they see out the window, are products of an ongoing process of interaction between many cultures and environments of this vast and varied state.

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):

Geography 305 engages students in their knowledge and assumptions of knowledge about Texas. Critical thinking in this regard is identifying and questioning assumptions and refusing to take “givens” without proper examination. This is important in human geography because spatial patterns and built landscapes appear to the untutored eye as natural and necessary aspects of a taken-for-granted reality. Students will employ concepts of demography, cultural history, socio-economic development and political territoriality to summarize Texas in larger geographic scales such as ration and globe as well as smaller geographic scales of region and place.

Student mastery of critical thinking will be assessed through objective exams that include significant map identification and understanding of current events and trends in the state. In addition, the landscape portfolio reflects multiple core objectives of critical thinking (creative thinking and synthesis of information) and communication (effective expression of ideas).

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

Geography 305 employs a large range of communication media. Somewhat unique to geography is cartographic communication that combines both visual and textual elements that represent not only static features but dynamic spatial and temporal processes. Students are taught how to interpret historic and contemporary maps, how to understand and appreciate photographs and landscape paintings, how to read graphs and statistical tables, and how to make use of historical documents and texts.
Texas A&M University

Core Curriculum

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

Student mastery of communication will be assessed through different types of graded and ungraded work. Students complete a landscape portfolio that demonstrates landscape interpretation and effective visual and written presentation. Students will write small place descriptions of their hometowns or of suitable places that they use in their landscape projects. Students will produce a map with proper textual components and manipulate digital files of their landscape photography. In addition, students complete small group in-class problem-solving activities that lead to group conversation and class discussion. The other graded work is in the form of objective exams that incorporate proper understanding of map reading skills including interpolation.

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

Geography 305 explains the geographic structure of Texas as the product of human agency both past and present. The geographies and environments we inhabit today are the product of past decisions, and that the current and future generations are responsible for the future geographies we inhabit. Geography of Texas pays attention to the geographical expressions of economic and ecological exploitation, and social segregation as they pertain to larger national and global trends such as the diffusion of slavery to Texas and direct European migration to Texas.

Student mastery of social responsibility will be assessed through objective exams that include questions about these mobility processes as well as demonstrate an understanding of the constantly changing and diverse demographics of the state. Students aware of the interconnections of Texas to national and global scales are prepared to be engaged citizens at all geographic scales (local to global). Additionally, some exam questions require an understanding of how political and economic systems play a role in the overall society and how the individual fits into the structures of society.

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

Geography 305 addresses individual responsibility as citizens who are local and regional agents of change. Like exams before them that made a difference in the way we think about the state, they are future leaders and collective decision makers (in a democracy) that will make choices not only for their own quality of life but future generations. Geography of Texas, because of its local and regional (Texas) approach, develops an environmental awareness of surroundings that include human agency, human-environmental interaction, and aesthetics for natural landscapes. Student mastery of personal responsibility will be assessed through the landscape portfolios through their selection of topics and personal photography that demonstrate an awareness of choices, actions, and consequences. Additionally, exam questions require an understanding of personal responsibility in terms of how planning is used to address environmental pollution and land set-asides in Texas.

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

Geography of Texas
TEXAS A & M UNIVERSITY
Fall Semester, 2014

INSTRUCTOR
Dr. Erik Prout
Office Hours: W 12:00-3:00, and by appt.
Office: CSA 301-C (Teague/CIS Annex)
Office Phone: 979-485-3379
Geography Dept. (J&M 810) Phone/message: 979-845-7141
E-mail: prout@geog.tamu.edu

COURSE
GEOG 305-501
Lecture format for three credits
Class meets in ZACH 102
TR 12:45-2:00
Internet: http://elearning.tamu.edu

Statement:

Geography 305 is an introductory course in regional geography that examines the cultural and physical geography of Texas. Geography as a discipline inquires about the fundamental relationships between people, places, and environments. The purpose of this course is to explore the diverse geographies of Texas as well as introduce some important geographical concepts such as region and landscape. As you are aware, Texas has a strong regional personality—maybe more identifiable than any other American region—therefore it is important to discuss how "Texas" is represented to and interpreted by the world at large.

The successful outcome of this course, which is my goal, is to (1) facilitate your understanding of the various cultural and ecological contexts found in Texas, (2) increase your knowledge and proficiency in Texan place-names and regions including their relative locations, (3) develop a dialogue of Texas in regards to landscape & representation, and (4) convey the importance of intellectual pursuits that construct geographical places, regions, and ideas.

Learning Objectives:

1) Students will be able to identify the significant geographic features and patterns of Texas, as indicated on a variety of contemporary and historic maps.
2) Students will be able to explain the causes and consequences of these features and patterns in terms of economic, cultural, and political processes.
3) Students will be able to interpret the cultural significance of selected landscapes and landscape representations.
4) Students will be able to delineate the culture regions of Texas and describe their origin and character.

Requirements:

There are no prerequisites for this course, so there is no presumption of prior geographical study. However, it is an upper-level course that assumes a sophisticated level of reading comprehension, note-taking, and study habits on your part. I assume all university students are capable and willing to learn, and I will help you become a better student if you ask. You must take responsibility for your learning by attending lectures, completing assignments, reading textbooks, and above all else evaluating your own learning and trying to improve. I highly recommend you form small study groups as soon as possible. One feature of a geography course that differs from other university courses is the frequent need to use atlases and maps; be prepared for memorization of geographical features (both human and physical such as cities and rivers) and their locations on different maps of Texas.
RESOURCES & ATTENDANCE: Readings about the Geography of Texas are diverse so a multitude of perspectives and ideas can be engaged. My intent is for students to read from different authors and types of writing. However, the primary reading for this course will be from a first edition textbook by the instructor, and additional readings will come from a variety of sources. It is imperative that you keep up with the readings. You will need to have regular internet access for communication and out-of-class learning: NEO, E-Learning (WebCT), E-Reserve, and MediaMatrix. Attendance is always a key factor in academic performance and becomes a crucial component of doing well and earning the grade you desire. In summary, most test related material will be mentioned in class! Miss class at your own peril, and if you should, contact your fellow students for notes, handouts, and general impressions. Use your time wisely and take special note of the days listed below as evaluation dates.

The following resources will be REQUIRED to successfully pass this course:
3. Copy Corner packet (copyrighted readings and maps)
4. Access to internet/web:
   NEO & E-Learning (WebCT) (for official email and evaluation results)
   E-Reserve (electronic reserves hosted by Evans Library website)
   Mediamatrix (video clips with Real Player from EdMS in Evans Annex)
5. Four large gray scantrons & soft lead pencil.
6. Equipment and supplies associated with landscape projects and portfolio materials.
7. Maps of Texas (acquire on your own from websites, readings, etc.).

Evaluation / Grading:
I use a total point scheme for grading. Every examination and exercise has a set value of points, and the final grade is determined from the total number of points accumulated. The primary sources of points are from the exams: the two midterm exams and the final exam is worth 75% of the possible 1000 points. The remaining 25% or 250 points consists of an atlas exercise and a landscape project (more details can be found at e-learning or in the Reader).

The exams will be electronically graded; therefore you will need to bring the appropriate scantron on examination day (large gray type). A note on electronically scanned grading: you are responsible for providing a scantron that is free of folds, rips, or any deformity that prevents it from running through the machine.

The final grade is based on the total points and ranking of your points, not the percentage of points. I reserve the right to modify the thresholds downward after evaluating the entire class and the point distribution.

1000-900 = A  800-899 = B  700-799 = C  600-699 = D  0-599 = F

Excused absences are by university policy! Any examination date or due-date missed is a tentative zero (see schedule). Exam day emergencies require immediate notification (a phone call to me, the Department of Geography, or an appropriate university official) and written verification of emergency promptly to my office. Alternative evaluations may be essay oriented at my discretion.

Point Table:

<table>
<thead>
<tr>
<th>Evaluation (date)</th>
<th>Possible Points</th>
<th>Average Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlas Exercise</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Thursday 9/13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm (parts</td>
<td>225</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&amp;2) (Tuesday 10/2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm (parts</td>
<td>225</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&amp;3) (Thursday 11/1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscape Projects</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Tuesday 11/20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam (parts</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4&amp;5) Wednesday 12/12 (according to registrars schedule)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Classroom Policies:

I have high expectations of my students. Because we are in a learning environment, we should set high goals and standards. In return, I commit myself to equally reasonable expectations; here are a few key points.

- **Conducive learning environment is foremost**: You must minimize the distractions especially unnecessary noise because it interferes with others ability to hear me. Discretely let me know if the screen is out of focus or if my voice is too low. I will try to project my voice and I will pester those who waste our class time.

---

- **Late arrivals and early departures should be extreme situations; disruptive behavior of any sort is wrong.** Let me know if you have a circumstance that necessitates frequent disruptions; take responsibility to sit in the least disruptive seat (exit the rear door).

---

- **Food & drink are okay with me, but smells, crunches, and wrappers are not; the university policy is to not allow food and tobacco in all lecture halls. Pack your trash out of the room including newspapers; this room is used the rest of the day by other students so leave it clean.**

---

- **Turn off your cell phone (or at least the audible ringer) before you enter the lecture hall. Do not answer your phone inside a lecture hall or any other classroom.**

- **Academic Integrity Statement**: I will not tolerate any form of dishonesty (personal and academic). The Aggie Honor Code is: "An Aggie does not lie, cheat, or steal or tolerate those who do."

Please refer to the Aggie Honor Code and Honor Council Rules and Procedures on the web at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). 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. Simply put, do not do it! On evaluation days, bring ID card and only what is necessary. Instead of devising ways to cheat or plagiarize, devote that time to studying. If you have questions concerning integrity, honesty, and plagiarism, ask me—ask someone.

- **Questions**: YES, ask questions. Be inquisitive. The best questions start with why, where, or who. If you are curious or unsure, probably others in class are thinking the same thing. I will respond. Please communicate with me; I realize this is a very large lecture section so if you are hesitant to ask questions in front of everyone, at least ask after class or during office hours.

- **Communication/Office Hours**: I try to return phone calls and emails in a timely manner if appropriate, but I rarely respond instantaneously. I do my best to keep office hours and will post any last-minute changes on my door. When emailing me, please write out your name and exact course inside the message as well as filling in the subject line. Remember, serious communication should be in person.

- **FERPA grade disclosure**: All personal information concerning your performance/grade in this course is covered by federal privacy legislation. No grades or status questions will be addressed over the telephone or by email.

- **ADA 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 Office of Services for Students with Disabilities (SSD) at Cain Hall, room B116. The phone number is 845-1637.

- **Copyrights**: All course material is copyrighted. Taping, photographing, and reproducing of course material for other than personal use will be regarded as copyright infringement and referred to the University lawyers for action. Before tape recording or taking photos, ask me first. Professional notetakers must be enrolled in this course (university policy) and receive my permission prior to any commercial transaction involving course notes (state law).
Tentative Course Schedule:
*schedule may change due to unforeseen events and pedagogical necessity*

<table>
<thead>
<tr>
<th>Date / Topic</th>
<th>Initial Readings (Part One)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART ONE – Introduction to the Geography of Texas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Prout (Geography of Texas)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First day of class, (Howdy)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geo-ideas, Regional Geography &amp; Maps</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td><em>Profile</em> pp 8-18, 80, 150, 415</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defining Texas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mediametric: Giant trailer</td>
<td></td>
</tr>
<tr>
<td><strong>PART TWO – Historical and Cultural Geography of Texas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia Exchange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Culture History; Historical Geography of Texas: Native, Spanish, Mexican, and Republic of Texas</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Atlas Exercise: (R 9/13)</strong></td>
<td>50</td>
</tr>
<tr>
<td>Week 4</td>
<td>Cultural Geography:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language and Religion;</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Cultural Landscape: Ranching, Courthouse Squares, and Cemeteries</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>MIDTERM EXAM I, (T 10/2)</strong></td>
<td>225</td>
</tr>
<tr>
<td><strong>PART THREE – Physical Geography of Texas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Physiography / Physical Regions</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Climate and the Gulf;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vegetation and Wildlife</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Hydrology, Energy, Agriculture</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Environmental Resources / Hazards</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>MIDTERM EXAM II, (R 11/1)</strong></td>
<td>225</td>
</tr>
<tr>
<td><strong>PART FOUR – Modern Human Geography of Texas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Demography and Population growth;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban systems and cities</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Texas Society: Political and Economic Geographies</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td><strong>Landscape Projects Due, (T 11/20)</strong></td>
<td>200</td>
</tr>
<tr>
<td></td>
<td><em>no class or office hours during Thanksgiving holiday</em></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Leisure Geographies: tourism</td>
<td></td>
</tr>
<tr>
<td><strong>PART FIVE – Conclusion to the Geography of Texas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Popular regions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– last class T 12/4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Future geographies; conclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>FINAL EXAM</strong></td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Wednesday, Dec 12 (8:00–10:00)</td>
<td></td>
</tr>
</tbody>
</table>
NAME (print): ____________________________________________

University Identity Number (UID): __________________________

1. Do you consider yourself a Texan?

2. What part of the state (hometown/region) do you associate with most?

3. What is(are) the defining (physical and/or cultural) feature(s) of that part of Texas?

4. What other parts of Texas have you traveled through or lived in?

5. Why are you taking this class and what do you hope to learn?

PLEASE READ THE SYLLABUS CAREFULLY AND SIGN BELOW
I have my own copy of the syllabus and I have read through it.
I understand the grading process in this course.
I take responsibility to access email and website accounts as necessary.
I am aware that the instructor will only post evaluation results on an electronically controlled location. Grades and point totals will not be given over the phone or via email.
I am aware of and understand the Aggie Honor Code.

Signature ___________________________ Date ____________________
Texas A&M University

Core Curriculum

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

1. This request is submitted by (department name): History/Africana Studies

2. Course prefix and number: HIST/AFST 345

3. Texas Common Course Number: N/A

4. Complete course title: Modern Africa

5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years: 2012-2013=30
    2011-2012=44
    2010-2011=20

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

12. Submitted by:
    
    Course Instructor
    
    Approvals:
    
    David Vaughn
    
    Department Head
    
    College Dean/Designee

13. Date
    5/28/2013

14. Date
    5/28/2013

15. Date
    6/21/2013

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

HIST 345/AFST 345 examines selected topics in the history of Africa since 1800. The principal aim of the course is to provide students with a historical foundation for understanding contemporary Africa. Much of what is reported in the popular media about events and trends in Africa today lacks historical context. In an effort to correct these misperceptions and expand our knowledge of the people of this fascinating continent, we will examine Africa’s history during three crucial periods: the 19th century up to about 1880 (that is, the period prior to the European conquest and “partition” of Africa); the colonial period (roughly 1880 to 1960); and the post-colonial or “national” period (1960 to the present). Throughout the course, emphasis will be placed on the great diversity of Africa’s historical experiences over the last two centuries.

Core Objectives

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

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

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

This course develops the core objective of critical thinking by asking students to interpret, discuss and connect course lecture and reading materials, including maps and material culture, and to craft written arguments on topics such as the social and economic diversity of the continent prior to European conquest and “partition” in the 1880s and the reworking of social and political structures during the period of European colonialism from 1880 through the 1960s. Student learning will be evaluated through a map quiz, mid-course essay exams, a short analytical essay and a final essay exam.

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

This course develops the core objective of communication by asking students to evaluate and synthesize lecture and reading materials, to view material artifacts and paintings and discuss how they serve as primary sources, and to write responses to essay questions based on those discussions and other topics such as the PanAfrican movement, decolonization in Africa and post-colonial politics. Student learning will be evaluated through a map quiz, mid-course essay exams, a short analytical essay and a final essay exam, all of which draw on lecture, readings and discussion.
Texas A&M University
Core Curriculum

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

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

This course will address social responsibility by requiring students to identify the great diversity of Africa’s historical experiences over the last two centuries through a study of its peoples’ nineteenth and twentieth-century economic, social and political history. It also addresses social responsibility by exposing students to various forms of African cultural expression—art, architecture, literature (oral and written), and ritual—and discussing how these have shaped and been shaped by European colonialism. Students learning will be evaluated through a map quiz, mid-course essay exams, a short analytical essay and a final essay exam.

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

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (through quizzes and essay exams) how ethnocentric and racist American images of Africa and Africans developed throughout the nineteenth and twentieth centuries and how they intertwined with and influenced current American conceptions of African history. Students will be asked to reflect on how these images influenced things like American policy toward African nations and how they might shape students own understandings of racial difference. Student learning will be evaluated through discussion, mid course essay exams, an analytical written essay and a final essay exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST/AFST 345: Modern Africa  
GLAS 008, Spring Semester 2013, 9:35-10:50 AM

Dr. Larry W. Yarak  
Office: 106A History Building (located opposite the entrance to Evans Library)  
Office Hours: T-Th 2:15-3:00 PM; or by appointment  
History Department phone: 845-7151 (nb: it’s best to contact me by email)  
E-Mail: yarak@tamu.edu  
Course Website: http://people.tamu.edu/~yarak/345/hist345.html

Course Description: This course will examine selected topics in the history of Africa since 1800. The principal aim of the course is to provide students with a historical foundation for understanding contemporary Africa. Much of what is reported in the popular media about events and trends in Africa today lacks historical context and is rooted in hoary American stereotypes about Africa and Africans. In an effort to correct these misperceptions and to expand our knowledge of the people of this fascinating continent, we will examine Africa’s history during three crucial periods: the 19th century up to about 1880 (that is, the period prior to the European conquest and “partition” of Africa); the colonial period (roughly 1880 to 1960); and the post-colonial or “national” period (1960 to the present). Throughout the course, emphasis will be placed on the great diversity of Africa’s historical experiences over the last two centuries.

Prerequisites: Junior or senior classification.

Core Objectives for Language, Philosophy and Culture Foundational Component Area

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

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

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

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

Student Learning Outcomes:

Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings related to the history of Africa since 1800.

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

3) identify historical and social contexts that created diversity in the African past and in human cultures more generally.

4) identify ethnocentric and racist American images of Africa and Africans and assess critically their impact on popular American conceptions of African history.

5) apply knowledge about the human condition - in Africa's past and present - to their personal lives and studies.

**Texts:** The following paperback books are **required** and are available for purchase at the campus bookstore, other bookstores in town, and online:


In addition, several articles and documents have been assembled for this course. They are available for download on the course website. These materials are **required reading** and will be covered in the scheduled examinations and class discussions.

**Evaluation:** Grading in the course will be based on the following:

1. A map quiz, scheduled for January 31 - 5% of the student's final grade.
2. An in-class examination, scheduled for February 19 - 20% of final grade.
3. A second in-class examination, scheduled for April 2 - 25% of final grade.
4. A 5-8 page essay, due in class on April 16 - 25% of final grade.
5. A non-cumulative final examination, scheduled for May 3 - 25% of the final grade.

Specific information regarding the map quiz and the essay assignment will be provided later in class. The examinations will include terms for identification, short answer questions and an essay question, which will be announced in the class meeting immediately preceding the exam date. Please **bring a blue book** to all three examinations.
(but not to the map quiz). Success in the course depends on careful study of the assigned reading material. The grading scale (in percentages) is as follows: 90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; 59 and lower – F.

**Attendance Policy.** Attendance in class is strongly encouraged. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence in excess of three, your final grade will be dropped by three percentage points. Assignments that are submitted late will be penalized by a grade reduction of 10% for every 24 hour period, except in the case of university-excused absences or by prior arrangement with the instructor. Please see <http://student-rules.tamu.edu/rule07> for current policy on university-excused absences. I will handle all absences and work related to them in accordance with this policy.

**Classroom Etiquette and Student Conduct.** The classroom is a space of intellectual engagement which has as its goal the production and acquisition of knowledge. Students must conduct themselves in a manner that enhances active participation in a learning community. Recording of lecture and discussion is not permitted. Computers may be used only for note-taking. In order to avoid disruption, cell phones must be switched off and stored off the desk prior to the start of class. No eating is allowed during class. Physical or verbal abuse, sexual misconduct or harassment will not be tolerated.

**Schedule of Course Readings and Lectures:** Reading assignments should be done as much as possible before the Tuesday of the week for which they are assigned.

**Week 1:** Introduction: American misperceptions of Africa. Reading: Keim, “Changing Our Mind about Africa” and “Our Living Ancestors” (download from course website).


**Week 3:** Late precolonial Africa: Asante. Reading: B. Davidson, “The Road Not Taken,” and J. Wilks, “She Who Blazed a Trail: Akyawaa Yikwan of Asante” (course website).

**Map Quiz: Thursday, January 31.**

**Week 4:** Late precolonial Africa: Islamic reform and revolution. Reading: B. Mack and J. Boyd, *One Woman’s Jihad,* “Usman dan Fodiyo explains the reasons for jihad,” (course website).

**Week 6:** European imperialism and the partition of Africa. Reading: Boahen, ch. 2; view videos, "Africa," Program 6: “This Magnificent African Cake” and “King Leopold’s Ghost,” both available online through mediamatrix or in Evans Library EDMS.

**First Exam:** Tuesday, February 19.

**Week 7:** Colonial rule in Africa: an overview. Reading: Boahen, ch. 3-4; F. Cooper, *Africa Since 1940*, ch. 1.

**Week 8:** The experience of colonialism on the ground. Reading: J. Vansina, *Being Colonized*.

**Spring Break:** March 1-15.

**Week 9:** Freedom regained: varieties of African decolonization. Reading: Cooper, ch. 2-4; view video, “Africa” Program 7 “The Rise of Nationalism,” available online through mediamatrix or in EDMS.

**Week 10:** Southern Africa’s late “decolonization.” Reading: Cooper, ch. 6; J. Herbst, “South Africa After the Age of Heroes” (course website).

**Week 11:** Postcolonial Africa: social and economic change. Reading: Cooper, pp. 85-90 and ch. 5; T. Callaghy, “Africa and the World Political Economy” (course website).

**Second Exam:** Tuesday, April 2.

**Week 12:** Addressing Africa’s postcolonial development dilemma: evidence of some recent success. Reading: S. Radelet, *Emerging Africa*.

**Week 13:** Postcolonial Africa: problems of political stability. Reading: Cooper, ch. 7-8.

**Essay due in class on Tuesday, April 16.**


**Third (Final) Exam:** Friday, May 3, 12:30-2 PM.

**Please Note:**
1) **The handouts and presentations in this course are copyrighted.** By “handouts and presentations” I mean all instructional materials generated for this class, including, but not limited to, syllabi, quizzes, exams, in-class materials (such as computer presentations), and review sheets. Because these materials are copyrighted, you do not have the right to copy them for any purpose other than your individual use in this class, unless I expressly grant permission, and under no circumstances are you to give copies to persons who are not students in this class.

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

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

4) **Careers in History:** History majors who wish to explore career ideas are encouraged to contact the History Department Undergraduate Advisors, Dr. Philip Smith (pms@tamu.edu) or Ms. Robyn Konrad (robyn-konrad@tamu.edu), in Room 105, Glasscock Building, or the Career Advisor for Liberal Arts, Tricia Barron (patriciaab@careercenter.tamu.edu) in 209 Koldus for more information.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: HIST/CLAS 429
3. Texas Common Course Number: 

4. Complete course title: The Roman Empire
5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? In rotation with CLAS/HIST 426, 427 and 428
9. Number of class sections per semester: F: 1; S: 1 [at least 1 section of 4 course rotation offered per semester]
10. Number of students per semester: F: 40; S: 40 [at least 1 section of 4 course rotation offered per semester]
11. Historic annual enrollment for the last three years: '12-'13: 40 '11-'12: 41 '10-'11: 36

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] C.F. Kenne Date 05/29/2013

14. Department Head [Signature] Date 06/14/13

15. College Dean/Designee

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

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

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

The course (CLAS/HIST 429, The Roman Empire) is a survey of Roman history from the late 1st century BC to the end of the 6th century AD, with focus on the consolidation of autocratic rule under the principate, the administration of Roman imperial rule throughout the Mediterranean, the conflict between Christianity and the Roman state, and the eventual disintegration of the empire and creation of Germanic successor kingdoms in the west. Students learn about some of the most important political, military, social, legal, religious, and cultural developments in Classical Antiquity, as well as about the geography of the ancient world. Topics to be covered include principles and institutions of Roman government, society, law, religion, and warfare in contrast to those of other cultures (e.g., Germans, Dacians, Huns, Parthians/Persians) and religions (Jews, Christians) that interacted with or were part of the Roman world during this period. In tracing the transformation of the Roman empire into the world of medieval Europe and Byzantium, the course examines questions of political and cultural cooperation and conflict.

Core Objectives

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

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

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

This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources (e.g., Suetonius, Ammianus Marcellinus, Eusebius), and modern scholarly literature dealing with the social, political, cultural, and military history of the period covered in this course. An important component of this course is introducing students to the methods of scholars who study the Classical Graeco-Roman world. Student development in this area is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.
Texas A&M University
Core Curriculum

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

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

This course enhances communications skills by requiring students to summarize and explain the importance of assigned readings in class discussions and to investigate, defend, and critique Roman values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Roman world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Development of student interpretation and communication skills is evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of (the) Romans, with regard both to their interaction with others inside and beyond the empire (e.g., Germans, Dacians, Huns, Parthians/Persians) while maintaining world power and to the challenge posed to the Roman state by a fundamentally different form of religion such as Christianity. Students will examine Roman views on issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare; consider how and why the belief systems of the ancient world differ from our own; and explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent. Student development of this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

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

This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which freedom of religion serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth. Students’ active engagement with this objective will be evaluated through class discussion, three written essay examinations, and a final exam that incorporates material from lectures and readings as well as visual images and maps.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course Information and Syllabus

Subject: A survey of Roman History from the late 1st century BC to the 6th century AD, with emphasis on the imperial period from the consolidation of the Principate to the disintegration of the Empire in Late Antiquity. Topics given special attention: the consolidation of autocracy; Roman Government and Imperial Administration; Roman Religion and the rise of Christianity; Family, Law, and Society; the Army; Popular Culture; the Caesars; Geography of the Empire.

Prerequisites: Junior or Senior classification, or approval of instructor.

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

1) Demonstrate expanded knowledge of the human condition and of human cultures in the context of the Ancient World;

2) Reason logically and respond critically, in speech and writing, to historical evidence, with regard both to ancient sources and modern scholarship;

3) Appreciate Roman society, government, politics, and culture in their historical context, and demonstrate awareness of the scope and variety of historical issues and interpretations;

4) Discuss how the beliefs and values of the Romans differed widely from our own on a variety of important topics (e.g., the role of religion in government and public life, the best form of government, the use of war as a means of conflict resolution, the role of women in law and society) and explain why these beliefs were so widely accepted.

Core Objectives:

Critical Thinking Skills: This course enhances critical thinking by requiring students to analyze, interpret, and synthesize materials from lectures, ancient historiographical and biographical sources, and modern scholarly literature dealing with the social, political, cultural, and military history of ancient Rome from the late 1st century BC to the end of the 6th century AD. Class discussion as well as written work are exercises in which students demonstrate critical thinking skills.

Communication Skills: This course enhances communications skills by requiring students to summarize and explain the importance of assigned readings in class discussions and written work, and to investigate, defend, and critique Roman values, attitudes, and practices with regard to a variety of issues. The geography and iconography of the Roman world will be closely considered through visual images and maps, both on display during each lecture and made available to students as part of a course packet. Students will examine and explore visual representations of themes from Roman life (e.g., buildings, dress, portraits) and follow the geographic setting of historical events on maps of Rome, Italy, and the Mediterranean.
Social Responsibility: This course enhances social responsibility by requiring students to consider how historical experiences and cultural differences shaped the identity and self-expression of (the) Romans, with regard both to their interaction with others inside and beyond the Empire (e.g., Germans, Dacians, Huns, Parthians/Persians) while maintaining world power and to the challenge posed to the Roman State by a fundamentally different form of religion such as Christianity. This will allow and encourage students to examine Roman views on a number of vexing issues such as war, ethnicity, slavery, violence, gender, religion, and social welfare, and to explain why some of these views are seen as foundational to our own while others have come to be considered abhorrent.

Personal Responsibility: This course offers students the opportunity to reflect on topics conducive to the promotion of personal responsibility, including but not limited to: how we form and defend ethical judgments, the degree to which freedom of religion serves the interests of society, how different cultures define in different ways the responsibilities of the individual to the community, and how the study of ancient cultures and their alien belief systems puts our own beliefs in sharper perspective, thereby prompting personal reflection and growth.

Grading Policy: 3 Midterm Essays (take-home) = 60%
Final Examination (comprehensive) = 40%

Essays will be judged by a letter grade converting to a Term Point value as follows:
A = 8  B = 6  C = 4  D = 2  F = 0
A- = 7  B- = 5  C- = 3  D- = 1

The Final Examination will consist of ca. 80-90 short questions graded by percentage of correct answers, and converted to Term Points as follows:
100-95 = 8A  89-85 = 6B  79-75 = 4C  69-65 = 2D  59-0 = 0F
94-90 = 7A-  84-80 = 5B-  74-70 = 3C-  64-60 = 1D-

Term Grade: A = 8.0-6.6; B = 6.5-4.6; C = 4.5-2.6; D = 2.5-0.6; F = 0.5 and less.

Term Grade Computation (example):
ME\textsuperscript{1} B\textsuperscript{1} = 6, ME\textsuperscript{2} C\textsuperscript{2} = 4, ME\textsuperscript{3} B\textsuperscript{2} = 5: M\textsubscript{T} = 14 + 3 x .6 = M\textsubscript{I} 2.8
F\textsubscript{EX} 92 - A\textsuperscript{-} = 7 x .4 = 2.8

Term Score and Grade: M\textsubscript{T} + F\textsubscript{EX} = 5.6 = B

Attendance: Important. This course covers a large amount of unfamiliar material. Be advised that exams will include items discussed in class but not easily extracted from your readings alone. **You are responsible for signing your name on the attendance sheet circulated during each class.** You will be allowed 1 (one) unexcused absence. For each additional absence without a valid excuse, one-half (0.5) term point may be subtracted from your Term Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add one-half (0.5) term point to your Score. Please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).
Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute 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 that you have a disability requiring an accommodation, please contact Disability Services, B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

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

Required Texts: You may use an electronic version of the texts below if it contains the same pagination or book/chapter/section division as the editions ordered for this class.

CP = Course Packet. Will be posted on eLearning.
Amm. = Ammianus Marcellinus, The Later Roman Empire. Assignments are by book and chapter numbers.
Euseb. = Eusebius, The History of the Church. Assignments are by book and chapter numbers.

Optional Reading:

CRE = R. MacMullen, Christianizing the Roman Empire.
DRR = S. Williams, Diocletian and the Roman Recovery.
RWom = E. D'Ambra, Roman Women.

Course Packet and Handouts: These are chiefly intended for review and exam preparation. Be advised that the material contained in them is selective and that a large amount of important information appears only in class lectures and assigned readings. Unless indicated otherwise, all items in bold or bold italics are expected to be known for a passing performance on exams. Terms in regular italics (mostly Latin words) are primarily for your information. Roman names and Latin terms which appear in the Course Packet or in class handouts are to be learned. This includes their correct spelling.

Maps: You are expected to study with care the maps contained in the Course Packet. Be prepared to answer geographical questions or fill in blank maps in exams.
**Lectures:** A considerable amount of names and terms will appear on the overhead projection screen or the blackboard during lectures. All items spelled in CAPITAL letters are expected to be known for a passing performance on exams; items written ‘normally’ are primarily for your information. Overhead text for each lecture will be posted on eLearning, usually during the night before each class. The following color scheme will be employed to help you distinguish certain aspects of the material:

- **Emperors:** the name by which an Emperor is commonly known appears in **red**; however, Emperors mainly active in only one region of the Empire appear in the appropriate regional color (e.g., **blue**, **green**, **purple**; West = **red**).
- **black:** Names of Roman individuals, of all ranks.
- **red:**
  1. **(a)** Roman/Latin events, terms, and institutions, including offices/appointments held by men of Senatorial Rank (SenR).
  2. **(b)** Place names in Italy and the central part of the Empire.
- **orange:** Offices/appointments held by individuals of Equestrian Rank (EqR).
- **yellow:**
  1. **(a)** Offices/appointments held by men of neither Senatorial nor Equestrian Rank.
  2. **(b)** Items (persons, places, events, etc.) relating to Africa.
- **gray:**
  1. **(a)** Offices/appointments held by Freedmen.
  2. **(b)** Items (persons, places, events, etc.) relating to Spain.
- **green:** Items relating to the northern frontier of the Empire (Gaul, Rhine, Germany, Britain).
- **blue:** Items relating to the Danubian frontier (Illyricum, Greece, Thrace).
- **purple:** Items relating to the Near Eastern frontier of the Empire (Asia Minor, Syria, etc.).
- **brown:** Items in the Near East outside the Empire (Egypt until 30 BC, Parthia, etc.).

**Abbreviations:** The following standard abbreviations for Roman officials and titles will be used on screen and in the Course Packet:

- **Cos.** = Consul
- **Des.** = Designate
- **D. N.** = Dominus Noster
- **Imp.** = Imperator
- **Leg.** = Legate
- **Leg. Pro Pr.** = Legatus pro praetore (Propraetorian Legate)
- **Mag. Mil.** = Magister Militum (Master-of-Soldiers)
- **Mag. Mil. Praes.** = Magister Militum Praesentalis
- **Pont. Max.** = Pontifex Maximus
- **Pr.** = Praetor
- **Praef.** = Prefect
- **Praef. Prat.** = Praetorian Prefect
- **Pro Cos.** = Proconsul
- **Pro Pr.** = Propraetor
- **Q.** = Quaestor
- **Tr. Pot.** = Tribunician Power (tribunicia poestas)
Part I. The First Man in Rome: 30 BC–AD 68

1. T Jan. 14: Empire without End
   The Roman Republic: origins and government

2. R Jan. 16: Ties that Bind: RW 3-28; CP 6-42, 73-74;
   Roman religion and society; Fides; ideology of ruling elite

3. T Jan. 21: The Late, Great Roman Republic, 264-30 BC: RW 29-36; Suet. *Julius Caesar*
   Creation of the Empire; crisis of the Late Republic; The Second Civil War (all). Optional: CP 43-73.

   Constitutional and political foundations of the Principate; government & provincial administration

   The Roman Army; *Pax Augusta* and the Wars of Augustus
   Opt’l: RWom 1-91.

   State security services; law, family, and marriage

   Arts, buildings, propaganda; the search for a successor

   Tiberius and Caligula

   Claudius, Agrippina, and Nero

Part II. The Limits of Empire: AD 68–251

    1st Essay assigned
    The Third Civil War

    Consolidation of the Principate: the Flavians

    1st Essay due
    Suet. *Domitian*.
    Blood sports in the arena; Germany and the Danube

    Dacia and Parthia: greatest extent of the empire


    The Fourth Civil War; the changing empire; the House of Severus
The New Persian (Sassanid) Empire; Alamanni, Franks, and Goths

March 10 – March 14: SPRING BREAK

Part III. Novus ordo saeclorum: AD 251–395

The Crisis of the Third Century

18. R March 20: Emperors Four, AD 293-305: LRE 46-62; CP 105, 112; Amm. pp. 13-38;
Diocletian and the Tetrarchy: reinventing the Empire91-139; XV.8-9, 12. Opt’l: DRR 91-139.

19. T March 25: Defenders of the Faith, AD 250-304: RW 338-360; Euseb. 7.1-13; 8 (all);
Christianity and the Roman State Amm. XVI (all); XXI.1-2, 9-16. Opt’l: DRR 140-185.

20. R March 27: Sign of the Cross, AD 305-324: LRE 62-70, 225-255; Amm. XXII.1-14;
2nd Essay assigned XXIV; Euseb. 9 and 10; CP 113. Opt’l: DRR 186-219.
The failure of the Tetrarchy and the rise of Constantine

21. T April 1: The Thirteenth Apostle, AD 325-337: LRE 256-300; Amm. XXV(all);
The New Empire of Constantine XXVI.1-5; XXVII.6-8; XXVIII.1-4. Opt’l: CRE 1-42.

22. R April 3: Imperial Echoes, AD 337-378: LRE 70-84, 155-173; CP 105-109, 114; Amm.
2nd Essay due XXIX (all); XXX.5-10; XXXI (all). Opt’l: CRE 43-73.
The Later Roman Empire; the beginning of barbarian invasions


Part IV. The Waning of the Ancient World: AD 395–602

The divided Empire in East and West; the Visigoths and the first sack of Rome; loss of Spain and Britain

The Vandal conquest of Africa; the Huns; the second sack of Rome

3rd Essay assigned The fall of the Roman Empire in the West; the Germanic successor kingdoms in Italy, Spain, and Gaul

Consolidation of the Eastern Empire; Justinian’s re-conquest of Africa and Italy

3rd Essay due Outlook: the Greek transformation of the Roman Empire in the East; the rise of the Islamic Arab empire

Tuesday, May 6, 1:00 pm: FINAL EXAMINATION