Language, Philosophy and Culture
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): General Academics

2. Course prefix and number: HIST 242

3. Texas Common Course Number: None

4. Complete course title: United States Maritime History

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

   "Current core - yes"

   "Note: Course proposed for both UP + C and ATT"

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

9. Number of class sections per semester: One

10. Number of students per semester: 100+

11. Historic annual enrollment for the last three years: N/A  N/A  N/A

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

12. Submitted by:
   Donald Witten
   Course Instructor

   Approvals:
   Mark Salwen
   Department Head

   Donna Colby
   College Dean/Designee

   Date April 5, 2013

13. Date 4-8-13

   Date 4-12-13

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

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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 242, will focus on the consideration of past events ideas, values, beliefs, and other expressions of cultural expression that led to and shaped the maritime history of the United States from colonial times to the present.

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Core Objectives

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

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

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

This course will enhance critical thinking skills of students through regular classroom lectures, assigned readings, class discussion, audio and visual presentations that re enforce the students understanding of United States maritime history. The evaluation of critical thinking skills will be based on the students ability to identify and analyze the different cultural, social, economic and political developments that molded the maritime history of the United States. This will be determined through the use of exams, both online and in class, and/or participation in class discussions.

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

This course will address the development of and application of communication by requiring students to evaluate and synthesize lectures and discussion material. This will be done in through small and large group discussion, both outside the classroom and/or online, of major ideas, issues and questions central to the development, interpretation, and personal analysis of the major topics of United States maritime history. The evaluation of the students communication skill will be based on exams, both online and in class, and/or participation in class discussions.

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

This class promotes social responsibility by requiring students to identify (in lectures and reading material) the cultural economic, social and political differences that arose between the various groups who vied for power within the United States maritime industry. Students will be asked to synthesize then evaluate the arguments made by each group,
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(labor, management, government) and apply them to the economic, strategic and theoretical dynamic of the global economy. Students will also be asked to analyze and evaluate the racial and gender disparities that arose within the United States maritime industry and apply them to present day scenarios. The evaluation of social responsibility skill will be based on exams, both online and in class, and/or participation in class discussions.

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 analyze and evaluate (through lectures, discussion and reading materials) how political, economic and legal choices in the United States maritime world influenced the politics and social organization of nations around the globe. Students also will be asked to reflect on how the ethical decision making processes outlined in class, particularly as they applied to racial and gender discrimination, may or may not be applied to their own contemporary contexts. Student learning will be evaluated through the use of exams, both online and in class, and/or participation in class discussions.

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

Course Title: United States Maritime History.
Course Number: HIST 242.
Course Term: Fall 2013.
Meeting Time: T.E.A.
Meeting Location: Galveston campus.

Course Description: History 242, United States Maritime History is a survey of American maritime history from Colonial America to the present with a focus on the American flagged merchant marine. The class will focus on the major events, technological achievements and legislation that has shaped the American Merchant marine.

Course Prerequisites: None.

Learning Outcomes:
1-Graduates will be able to describe and discuss the major events that have shaped American maritime history.
2-Graduates will be able to describe and analyze the major Supreme Court cases that have shaped the American merchant marine.
3-Graduates will be able to identify and interpret the major federal legislation that has influenced American maritime history.
4-Graduates will be able to describe and criticize American maritime labor.
5-Graduates will be able to recognize and explain the major technological achievements that have changed the American merchant marine.

Instructor Information:
Name: Dr. Donald Willett.
Telephone Number: 409 740-4722.
Email address: willettd@tamug.edu
Office: CLB 131.
Office Hours: T.B.A.

Textbook and/or resource material:
Philbrick In the Heart of the Sea.
Jordan Lone Star Navy.
Moses At All Cost.
Junger The Perfect Storm.

Grading policy: http://student-rules.tamu.edu/
There will be three one hour exams and a final. Each hour exam will be worth one hundred
points and the final, which is cumulative will be worth two hundred points. The instructor will announce the exact structure of each test. Each student must provide their own test taking material. All students must take the final exam at the regularly scheduled time. A student who misses an exam will be allowed to take a make-up test only if the student had prior approval of the instructor or a doctor’s excuse. All make-up exams will be administered on the reading day prior to final exams.

Grading scale:
- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F Less than 60

Course topics, calendar of activities, major assignment dates:

<table>
<thead>
<tr>
<th>Week</th>
<th>Test Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction.</td>
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<tr>
<td>2</td>
<td>Colonial America.</td>
</tr>
<tr>
<td>3</td>
<td>The American Revolution.</td>
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<tr>
<td>4</td>
<td>The Early Republic, finish Philbrick, End Test I.</td>
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<tr>
<td>5</td>
<td>Test I.</td>
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<td>6</td>
<td>The Golden Age of the American Merchant Marine.</td>
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<tr>
<td>7</td>
<td>The Civil War, finish Jordan, End Test II.</td>
</tr>
<tr>
<td>8</td>
<td>Test II.</td>
</tr>
<tr>
<td>9</td>
<td>The Dark Age of American Oceanic Enterprise.</td>
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<tr>
<td>10</td>
<td>Alfred Thayer Mahan.</td>
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<td>11</td>
<td>World War I, finish Moses, End Test III.</td>
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<tr>
<td>12</td>
<td>Test III.</td>
</tr>
<tr>
<td>13</td>
<td>World War II.</td>
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<tr>
<td>14</td>
<td>Postwar Merchant Marine, finish Junger, End Test IV.</td>
</tr>
<tr>
<td>15</td>
<td>Final.</td>
</tr>
</tbody>
</table>

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 Director of Counseling.

Statement on Academic Dishonesty: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)
For many years Aggies have followed a Code of Honor, which is stated in this very simple verse: ‘Aggies do not lie, cheat, or steal, nor do they tolerate those who do.’ As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course.
Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. **SPAN 201**
3. TCCNS SPAN 2311
4. SPAN 201 Intermediate Spanish I
5. 3 SCH
6. Foundational Component Area: **Language, Philosophy and Culture**
7. To be considered for International and Cultural Diversity
8. Course to be taught every fall, every spring, and every summer session
9. Eighteen sections to be taught per academic year
10. SPAN 201 will enroll 30 students per section each time it is taught (Total 540)
11. Previous enrollments have been: 2009-2010: 521; 2010-2011: 505; 2011-2012: 460
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curby, Director of Undergraduate Programs

14. Signature of Department Head: [Signature]
   Dr. Steven Oberhelman

15. Signature of College of Liberal Arts Dean or Designee:

16.
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Foundational Component Area: Language, Philosophy and Culture

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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?

Central to **SPAN 201** is the study of how members of another historical-cultural-linguistic background, specifically Hispanic/Spanish-speaking culture(s), express themselves, and how the Spanish language affects the expression of Hispanic culture. As students study the Spanish language with the objective of language acquisition, they explore expression through explicit and implicit comparisons and contrasts with their own language. Literary and cultural readings put students in contact with different aesthetic and intellectual perspectives on creativity and history, as well as themes universal to the human condition (love, death, family, religion, ethnicity, geography, identity...).

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Core Objectives

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

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

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

In pursuit of active skill competence, students must speak and write in Spanish, creating and expressing themselves in the language which they are working to acquire. Students read literary texts, they read descriptions of aspects of Hispanic culture, they are exposed to visual realia, and they listen to authentic and varied audio material. Students comprehend and analyze these literary and cultural forms in terms of both content and style. Inquiry into the context surrounding these texts, and synthesis of “reading” offer implicit opportunities for critical thinking because always implied is a comparison and contrast with the student’s own linguistic and cultural experience.

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

Students receive instruction in guided writing, and they write formal compositions expressing their ideas relative to pertinent cultural topics. With daily oral participation, students frequently must express their thoughts relative to literary and artistic texts, current events, customs, world views, etc. Their writing and speaking are evaluated as to content, style and formal correctness.
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Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students learn to use the Spanish language and to understand Hispanic culture through the study of the language and literary/cultural texts. The achievement of objectives of language and cultural competence prepares students to more effectively engage the local community. Glocal --> “global” in the sense of world Hispanism, and “local” in the sense that their own local communities and state, Texas, are increasing Hispanic.

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

While some of the literary and cultural texts studied provide insights into and opportunities for discussion of personal responsibility, the conduct of the course relates more directly to personal responsibility objectives. Though tutorial help and online translators are available to them, students must make the proper ethical choice of presenting their own work to express their opinions and in order to satisfy course requirements. While it may be tempting for them to offer others’ words and expressions as their own, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

The conduct of the course indexes personal responsibility by bringing students’ to an understanding of how to use sources ethically while composing oral arguments or written compositions in answer to formally posed questions about literary or cultural themes; the course involves practice individually and in teams and group discussion about sources for language and literary ideas and issues. The assessment of personal responsibility can be assessed in assignments in which students ethically cite others’ work in presentations and/or written compositions.

The normal conduct of the course includes periodic (approximately 5 times per semester) short in-class quizzes, which are graded immediately following testing. As students grade their own quizzes, they receive immediate feedback and there are opportunities for discussion. Grading their own work offers students an opportunity for ethical decision-making, and while it may be tempting for students to give themselves an inflated grade, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

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 HISPANIC STUDIES
SPAN 201: INTERMEDIATE SPANISH I
Section _______________ Spring 2013

Instructor:
E-mail:
Office:
Office hours:

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A student enrolling for the first time in a Texas A & M Spanish language course who has previously acquired knowledge of the language, whether acquired through high school study or cultural/family experience, and who has not received college credit for the language MUST have taken a placement test to determine the appropriate course for his/her level of ability.
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AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in Cain Hall, or call 845-1637. For additional information, visit http://disability.tamu.edu.

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

PREREQUISITES
The prerequisite for this course is SPAN 102 or SPAN 140 with a grade of C or better. Students who are enrolled in this class must have already taken the departmental placement test or college level prerequisite courses. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

COURSE LEARNING OUTCOMES
Through the review of existing communicative skills in Spanish and the acquisition of new ones, students are expected to be capable of the following by the end of the course: 1) demonstrate comprehension of Spanish spoken at normal speed on a variety of selected topics; 2) demonstrate the use of conversational skills in a variety of communicative situations, such as narrating in the past, making comparisons, dealing with invitations, and discussing likes and dislikes; 3) demonstrate accurate reading comprehension of level-appropriate cultural and literary material; and 4) produce written Spanish to meet practical needs as well as creative expression.

REQUIRED TEXTS AND TECHNOLOGY PACKAGE


**Grading Scale**
Grades will be assigned on the basis of the following scale (http://student-rules.tamu.edu/rule10):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
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<tr>
<td>F</td>
<td>0 – 59%</td>
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</tbody>
</table>

**Assessment**
The student’s final course grade will be determined by performance on the following (See below for further explanation):

- Midterm: 20%
- Final exam: 30%
- Compositions (2): 20%
- Homework (Online homework = 10% + Online post-tests = 5%): 15%
- Participation: 10%
- Quizzes: 5%

**Exams:** Tests will consist of listening, reading and writing sections. The midterm exam will cover chapters 1-2. The final exam is comprehensive (chapters 1-5).

**Compositions:** You will write two 250-300 word-long compositions during the semester. You will have to write two drafts for each composition:
- First draft:
  - 100% of the total composition grade
  - Written in class, during the last 30 minutes of the period.
  - You will only be allowed to use your notes from the pre-writing activities to help you write the composition.
- Second draft:
  - Correction and delivery ensures recording of the total composition grade
  - Correction based on instructor feedback
  - Written at home. Must be typed and double-spaced.
  - You must turn in both drafts and your pre-writing activities on the day assigned on the calendar. No credit will be given for a final version that is handed in without the first draft or the pre-writing activities.
  - No late compositions will be accepted unless you provide your instructor with university-authorized documentation (http://student-rules.tamu.edu/rule07).

**Homework:**
- **Daily online homework (SAM: Student Activities Manual):** You are responsible for completing the assigned online activities before each class (see course outline). These activities are computer-graded.
- **Online post-tests (Diagnostics):** After finishing each chapter, you will have to complete an online post-test on the material covered on that specific chapter. These tests are computer-graded.
- **Other homework:** Additional homework from your SAM, textbook or other sources may be assigned.

**Participation:** Please be aware that “participation” means not only your physical presence in the classroom, but also your active contribution to the class and interaction with the instructor and classmates.

**Quizzes:** During the semester, there may be short quizzes on vocabulary, grammar and/or on the assigned readings.

**Attendance**
Each university-unauthorized absence beyond three will result in a 1% reduction of your final grade PER ABSENCE beyond three. Also, without a university-authorized excuse, (1) tardiness or leaving class early will be counted as ½ of an absence, and (2) arriving more than 15 minutes late will be count as an absence. Please, familiarize yourself with TAMU attendance policies [See http://student-rules.tamu.edu/rule07].
MAKE-UPS AND LATE-WORK POLICY
No make-ups will be permitted for work missed due to unexcused absences. No late work will be accepted unless there is a university-approved excuse in writing.

HELP
Instructor office hours are listed above. You are strongly encouraged use that time if you are having trouble with a particular chapter or grammatical concept. Help is also available in the Language Support Office (LSO) in room 124 Academic. You are encouraged to visit the LSO to consult language problems you may be having, to practice with material from Rumbos, or to practice with the LSO staff.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Capítulo 1: LOS HISPANOHABLANTES</th>
<th>ANTES de clase</th>
<th>EN CLASE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>En tu libro</td>
<td>Tarea en línea</td>
</tr>
<tr>
<td>LUNES</td>
<td>1/14</td>
<td></td>
<td>Introducción al curso</td>
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<tr>
<td></td>
<td>MIÉRCOLES 1/16</td>
<td>#1-2, p.5</td>
<td>SAM(^2): 1-1, 1-2</td>
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<td></td>
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<td>Estudia el vocabulario(^1), p. 7</td>
<td>Rumbo a los Estados Unidos</td>
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<td>La geografía y el clima</td>
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<td></td>
<td>VIERNES 1/18</td>
<td>Lee <em>Diversidad racial en el mundo hispano</em>, p. 11</td>
<td>GT(^3): “Present indicative tense”, “Present...: spelling-change &amp; irregular verbs” y “Present...: stem-changing verbs”.</td>
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<tr>
<td></td>
<td></td>
<td>#1-13, p.12</td>
<td>SAM: 1-6, 1-8</td>
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<tr>
<td></td>
<td></td>
<td>Estudia las pp. 14-15</td>
<td><strong>Diversidad racial en el mundo hispano</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Presente de indicativo</strong></td>
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<tr>
<td>LUNES</td>
<td>1/21</td>
<td>Libre</td>
<td>Ser, estar, haber, tener</td>
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<tr>
<td></td>
<td>MIÉRCOLES 1/23</td>
<td>Estudia las pp. 18-19</td>
<td><strong>Los hispanos en los Estados Unidos</strong></td>
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<td><strong>EICH 1</strong></td>
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<td>VIERNES 1/25</td>
<td>Estudia el vocabulario, p. 23</td>
<td><strong>Las contribuciones de los hispanos</strong></td>
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<td>EICH 1 (pp. 3-8)</td>
<td>Concordancia y posición de adjetivos</td>
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<td></td>
<td>LUNES 1/28</td>
<td>Lee <em>Las contribuciones de los hispanos</em>, p. 27</td>
<td>¡A repasar y a avanzar! ¡A ver!</td>
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<td>#1-38, p. 28</td>
<td><strong>Ejercicios de pre-escritura</strong></td>
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<td></td>
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<td>Estudia las pp. 30-31</td>
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</table>

\(^1\) Practice pronunciation by listening to the vocabulary words on the vocabulary pages of your e-book.
\(^2\) SAM = Student Activities Manual
\(^3\) GT = Grammar Tutorial. You may access the GTs within 'Enrichment' OR by going to the grammar pages ('Estructura y uso') of your e-book and clicking on the video camera icon.
### Capítulo 2: LA FAMILIA

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<tr>
<th>Fecha</th>
<th>ANTES de clase</th>
<th>EN CLASE</th>
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<tbody>
<tr>
<td><strong>VIERNES</strong> 2/1</td>
<td>#2-2, p. 47</td>
<td>‘Post-test’ del cap. 1</td>
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<tr>
<td><strong>LUNES</strong> 7/4</td>
<td>Estudia el vocabulario, p. 49</td>
<td>Familias y tradiciones</td>
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<td></td>
<td>FCH 2 (pp 9-13)</td>
<td>RCH 2</td>
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<tr>
<td><strong>MIÉRCOLES</strong> 2/6</td>
<td>Lee ¿Qué es una familia?, p. 53</td>
<td>¿Qué es una familia?</td>
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<td></td>
<td>#2-12, p. 54</td>
<td>Pretérito e imperfecto:</td>
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<td></td>
<td>Estudia las pp. 56-57</td>
<td>diferencias básicas</td>
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<tr>
<td><strong>VIERNES</strong> 2/8</td>
<td>Estudia la p. 60</td>
<td>Pretérito e imperfecto:</td>
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<td><strong>LUNES</strong> 2/11</td>
<td>Estudia la p. 61</td>
<td>Más con pretérito e</td>
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<td>imperfecto</td>
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<tr>
<td><strong>MIÉRCOLES</strong> 2/13</td>
<td>Estudia el vocabulario, p. 65</td>
<td>Ritos, celebraciones y</td>
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<td>tradiciones familiares</td>
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<tr>
<td><strong>VIERNES</strong> 2/15</td>
<td>Estudia las pp. 72-73</td>
<td>Palabras negativas e</td>
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<td>indefinidas</td>
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<td><strong>LUNES</strong> 2/18</td>
<td>Lee Una quinceañera, p. 69</td>
<td>Una quinceañera</td>
</tr>
<tr>
<td></td>
<td>#2-39, p. 70</td>
<td>¡A repasar y a avanzar! ¡A</td>
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<td>ver!</td>
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<tr>
<td><strong>MIÉRCOLES</strong> 2/20</td>
<td>ECH 3 (pp. 16-21)</td>
<td>Repaso para el examen</td>
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<td>ECH 3</td>
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</tbody>
</table>

### Capítulo 3: LOS VIAJES

<table>
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<th>Fecha</th>
<th>ANTES de clase</th>
<th>EN CLASE</th>
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</thead>
<tbody>
<tr>
<td><strong>VIERNES</strong> 2/22</td>
<td>MIDTERM</td>
<td></td>
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<tr>
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Capítulo 4: El ocio
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Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. SPAN 202
3. TCCNS: SPAN 2312
4. SPAN 202 Intermediate Spanish II
5. 3 SCH
6. Foundational Component Area: Language, Philosophy and Culture
7. To be considered for International and Cultural Diversity
8. Course to be taught every fall, every spring, and every summer session I
9. Eighteen sections to be taught per academic year
10. SPAN 202 will enroll 30 students per section each time it is taught (Total 540)
11. Previous enrollments have been: 2009-2010: 503; 2010-2011: 468; 2011-2012: 474
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curry, Director of Undergraduate Programs

[Signature]

14. Signature of Department Head: __________________________
    Dr. Steven Oberhelman

15. Signature of College of Liberal Arts Dean or Designee: __________________________

[Submitted Feb., 2015]
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?

Central to SPAN 202 is the study of how members of another historical-cultural-linguistic background, specifically Hispanic/Spanish-speaking culture(s), express themselves, and how the Spanish language affects the expression of Hispanic culture. As students study the Spanish language with the objective of language acquisition, they explore expression through explicit and implicit comparisons and contrasts with their own language. Literary and cultural readings put students in contact with different aesthetic and intellectual perspectives on creativity and history, as well as themes universal to the human condition (love, death, family, religion, ethnicity, geography, identity...).

---

Core Objectives

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

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

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

In pursuit of active skill competence, students must speak and write in Spanish, creating and expressing themselves in the language which they are working to acquire. Students read literary texts, they read descriptions of aspects of Hispanic culture, they are exposed to visual realia, and they listen to authentic and varied audio material. Students comprehend and analyze these literary and cultural forms in terms of both content and style. Inquiry into the context surrounding these texts, and synthesis of “reading” offer implicit opportunities for critical thinking because always implied is a comparison and contrast with the student’s own linguistic and cultural experience.

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

Students receive instruction in guided writing, and they write formal compositions expressing their ideas relative to pertinent cultural topics. With daily oral participation, students frequently must express their thoughts relative to literary and artistic texts, current events, customs, world views, etc. Their writing and speaking are evaluated as to content, style and formal correctness.
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):

Students learn to use the Spanish language and to understand Hispanic culture through the study of the language and literary/cultural texts. The achievement of objectives of language and cultural competence prepares students to more effectively engage the glocal community. Glocal -- > “global” in the sense of world Hispanism, and “local” in the sense that their own local communities and state, Texas, are increasing Hispanic.

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

While some of the literary and cultural texts studied provide insights into and opportunities for discussion of personal responsibility, the conduct of the course relates more directly to personal responsibility objectives. Though tutorial help and online translators are available to them, students must make the proper ethical choice of presenting their own work to express their opinions and in order to satisfy course requirements. While it may be tempting for them to offer others’ words and expressions as their own, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

The conduct of the course indexes personal responsibility by bringing students’ to an understanding of how to use sources ethically while composing a oral arguments or written compositions in answer to formally posed questions about literary or cultural themes; the course involves practice individually and in teams and group discussion about sources for language and literary ideas and issues. The assessment of personal responsibility can be assessed in assignments in which students ethically cite others’ work in presentations and/or written compositions.

The normal conduct of the course includes periodic (approximately 5 times per semester) short in-class quizzes, which are graded immediately following testing. As students grade their own quizzes, they receive immediate feedback and there are opportunities for discussion. Grading their own work offers students an opportunity for ethical decision-making, and while it may be tempting for students to give themselves an inflated grade, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Instructor:
E-mail:
Office:
Office hours:

*************************************************************************
A student enrolling for the first time in a Texas A & M Spanish language course who has previously acquired knowledge of the language, whether acquired through high school study or cultural/family experience, and who has not received college credit for the language MUST have taken a placement test to determine the appropriate course for his/her level of ability.
*************************************************************************

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

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor

PREREQUISITES
The prerequisite for this course is SPAN 102 or SPAN 140 with a grade of C or better. Students who are enrolled in this class must have already taken the departmental placement test or college level prerequisite courses. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

COURSE LEARNING OUTCOMES
Through the review of existing communicative skills in Spanish and the acquisition of new ones, students are expected to be capable of the following by the end of the course: 1) demonstrate comprehension of Spanish spoken at normal speed on a variety of selected topics; 2) demonstrate the use of conversational skills in a variety of communicative situations, such as narrating in the past, making comparisons, dealing with invitations, and discussing likes and dislikes; 3) demonstrate accurate reading comprehension of level-appropriate cultural and literary material; and 4) produce written Spanish to meet practical needs as well as creative expression.

REQUIRED TEXTS AND TECHNOLOGY PACKAGE


**Grading Scale**
Grades will be assigned on the basis of the following scale (http://student-rules.tamu.edu/rule10):

- **A** 90 - 100%
- **B** 80 - 89
- **C** 70 - 79%
- **D** 60 - 69%
- **F** 0 - 59%

**Assessment**
The student’s final course grade will be determined by performance on the following (See below for further explanation):

- Midterm 20% Participation 10%
- Final exam 30% Quizzes 5%
- Compositions (2) 20%

Homework (Online homework = 10% + Online post-tests = 5%) 15%

**Exams:** Tests will consist of listening, reading and writing sections. The midterm exam will cover chapters 1-2. The final exam is comprehensive (chapters 1-5).

**Compositions:** You will write two 250-300 word-long compositions during the semester. You will have to write two drafts for each composition:
- **First draft:**
  - 100% of the total composition grade
  - Written in class, during the last 30 minutes of the period.
    - You will only be allowed to use your notes from the pre-writing activities to help you write the composition.
- **Second draft:**
  - Correction and delivery ensures recording of the total composition grade
  - Correction based on instructor feedback
  - Written at home. Must be typed and double-spaced.
    - You must turn in both drafts and your pre-writing activities on the day assigned on the calendar. No credit will be given for a final version that is handed in without the first draft or the pre-writing activities.
    - No late compositions will be accepted unless you provide your instructor with university-authorized documentation (http://student-rules.tamu.edu/rule07).

**Homework:**
- **Daily online homework (SAM):** Student Activities Manual: You are responsible for completing the assigned online activities before each class (see course outline). These activities are computer-graded.
- **Online post-tests (Diagnostics):** After finishing each chapter, you will have to complete an online post-test on the material covered on that specific chapter. These tests are computer-graded.
- **Other homework:** Additional homework from your SAM, textbook or other sources may be assigned.

**Participation:** Please be aware that “participation” means not only your physical presence in the classroom, but also your active contribution to the class and interaction with the instructor and classmates.

**Quizzes:** During the semester, there may be short quizzes on vocabulary, grammar and/or on the assigned readings.

**Attendance**
Each university-unauthorized absence beyond three will result in a 1% reduction of your final grade PER ABSENCE beyond three. Also, without a university-authorized excuse, (1) tardiness or leaving class early will be counted as ½ of an absence, and (2) arriving more than 15 minutes late will be count as an absence. Please, familiarize yourself with TAMU attendance policies [See http://student-rules.tamu.edu/rule07].
### Make-Ups and Late-Work Policy

No make-ups will be permitted for work missed due to unexcused absences. No late work will be accepted unless there is a university-approved excuse in writing.

### Help

Instructor office hours are listed above. You are strongly encouraged to use that time if you are having trouble with a particular chapter or grammatical concept. Help is also available in the Language Support Office (LSO) in room 124 Academic. You are encouraged to visit the LSO to consult language problems you may be having, to practice with material from Rumbos, or to practice with the LSO staff.

### Course Outline

#### Capítulo 6: El futuro

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1SAM = Student Activities Manual
2GT = Grammar Tutorial. You may access the GTs within ‘Enrichment’ OR by going to the grammar pages (‘Estructura y uso’) of your e-book and clicking on the video camera icon.
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<td><strong>VIERNES 3/8</strong></td>
<td>Lee <em>La arquitectura venezolana de ayer y de hoy</em>, p. 301</td>
<td>El imperfecto de subjuntivo (repeaso)</td>
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<tr>
<td></td>
<td>#8-12, p. 302</td>
<td>El pronombre relativo ‘que’</td>
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<tr>
<td>Fecha</td>
<td>SPRING BREAK</td>
<td>GT: “Relative clauses” SAM: 8-12, 8-13</td>
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<tr>
<td>LUNES 3/18</td>
<td>Estudia las pp. 308-309</td>
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<tr>
<td>MIÉRCOLES 3/20</td>
<td>ECH (pp. 138-146)</td>
<td>SAM: 8-14, 8-15</td>
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<td>VIERNES 3/22</td>
<td>Estudia la p. 313</td>
<td>SAM: 8-18, 8-19</td>
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<td>VIERNES 3/29</td>
<td>Libre</td>
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<tr>
<td>LUNES 4/1</td>
<td>ECH (pp. 160-169)</td>
<td>SAM: 8-A2, 8-A3-A, 8-A3-B, 8-A3-C, 8-A4</td>
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Capítulo 9: LA TECNOLOGÍA

<table>
<thead>
<tr>
<th>Fecha</th>
<th>En tu libro</th>
<th>Tarea en línea</th>
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<tr>
<td>#9-2, p. 333 Estudia la p. 335</td>
<td>‘Post-test’ del cap. 8 SAM: 9-1, 9-2</td>
<td>Rumbo a Argentina y Uruguay Para hablar de los inventos de ayer y de hoy</td>
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<td>MIÉRCOLES 4/3</td>
<td>Estudia la p. 344</td>
<td>GT: “The future perfect” SAM: 9-8, 9-9, 9-11</td>
<td>El futuro perfecto</td>
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<thead>
<tr>
<th>DÍA</th>
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<tr>
<td>VIERNES</td>
<td>Estudia la p. 347</td>
<td></td>
<td>SAM: 9-14, 9-16, 9-17</td>
<td>Para hablar de la ciencia y la ética</td>
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<td>LUNES</td>
<td>Estudia la p. 345</td>
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<td>GT: “The present perfect and the past perfect subjunctive” SAM: 9-20, 9-22</td>
<td>El pluscuamperfecto del subjuntivo</td>
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<td>4/10</td>
<td>ECH (pp. 170-176)</td>
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<td>LUNES</td>
<td>Lee La tecnología como arma de doble filo, p. 350 #9-30, p. 352</td>
<td></td>
<td>SAM: 9-26</td>
<td>La tecnología como...</td>
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<td>¡A escribir! [Ejercicios de pre-escritura]</td>
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<td>MIÉRCOLES</td>
<td>Revisa las pp. 392-393</td>
<td></td>
<td>SAM: 9-A3-B, 9-A3-C, 9-A3-D, 9-A4</td>
<td>Repaso de los tiempos verbales</td>
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<td>4/17</td>
<td>ECH (pp. 178-187)</td>
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<td>Repaso de los tiempos verbales</td>
<td>ECH “El abogado más..”</td>
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<td>LUNES</td>
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<tr>
<td>4/19</td>
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<td>Repaso para el examen final</td>
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<td>VERNIES</td>
<td>ECH (pp. 178-187)</td>
<td></td>
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<td>ECH “El abogado más..”</td>
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<td>4/22</td>
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<tr>
<td>MIÉRCOLES</td>
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<td>‘Post-test’ del cap. 9</td>
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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): Health and Kinesiology

2. Course prefix and number: SPMT 220

3. Texas Common Course Number: 

4. Complete course title: Olympic Studies

5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? Every fall, spring, and summer term

9. Number of class sections per semester: One; can also be developed as an online course

10. Number of students per semester: 30 per semester; more once developed as an online course

11. Historic annual enrollment for the last three years: New course

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:
   - Paul E. Krup
   - Course Instructor
   - Date 4/10/2013

14. Department Head
   - Date 4/16/13

15. College Dean/Designee
   - 
   - Date

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

See form instructions for submission/approval process.
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?

In this course, Olympic Studies, students will study the ancient and modern Olympic games. Through this they will be exposed to the variety of cultures throughout these time periods. Lectures, discussions, assignments, and exams will be designed for students to explore, analyze, compare, and contrast human behavior within their cultures during these Olympic time periods.

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):

Lectures and class discussions will be designed to expose the student to the specific cultures within each Olympiad (time period). Further, there will be two papers designed for students to display their critical thinking abilities. The first paper will have the students compare and contrast two cultures from the Olympic games. The second paper will have the students discover how an Olympiad culture defined the epitome of being a human. The students, if needed, will have the opportunity through lecture, discussion, and assignment to be brought to a level of critical thinking for successful completion of these papers.

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

There will be an expectation of discussion within the course. Discussions will occur within small groups and the group at large. As expressed earlier, two papers will be completed by each student. These papers will lead to discussions for small groups as they share their thoughts and findings. As part of the written assignments, the students will develop charts and maps visualizing what has been learned. These charts and maps will be shared with classmates during class discussions.

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

The Olympics are global by nature. The aspect of Olympism which Pierre de Coubertin, the founder of the modern games, expressed as a “philosophy of life”. This concept along with the Olympic movement provided an opportunity for global cultural awareness and the development of man. The concept of social responsibility takes on a new perspective as students explore the relationships, trials, and political issues the Olympics carry. Lectures and
Texas A&M University

Core Curriculum

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

discussions will be exciting as they discuss morals and ethics of different cultures; further, the discussions will debate moral behavior. In evaluating social responsibility of students written and oral discussions, portions of the civic engagement, intercultural knowledge, and global learning rubrics will be used to assess the progress of the students.

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

As expressed earlier, the students will have opportunities to explore and share their opinions of the morals and ethics surrounding the Olympic games. Imagine the discussion the 1972 Munich Olympics, the 1968 Mexico City Olympics, the 1936 Berlin Olympics, or the boycotted Olympics will allow for the students to reflect on personal responsibility. In evaluating personal responsibility of students' written and oral discussions, portions of the ethical reasoning and global learning VALUE rubrics will be used to assess the progress of the students.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
To: Core Curriculum Council

From: Paul Keiper, Ed.D.

Date: June 14, 2013

Subject: SPMT 220 Olympic Studies

It is my desire to have SPMT 220 Olympic Studies join the core curriculum and be included as an International and Cultural Diversity (ICD) course. After receiving your feedback regarding SPMT 220, I have made the following changes to hopefully fulfill the core curriculum requirements.

1. Visual communication – this was addressed on the syllabus and the core curriculum form. The students are required to develop a chart and map as part of their paper. These items will be shared with classmates. Further, these items will illustrate their findings and locations of their chosen cultures.
2. Evaluation of personal and social responsibility – this was addressed on both the syllabus and form as well. Students will be evaluated from their discussions and papers using an adapted version of several of the AAC&U VALUE rubrics. These are listed on the form.

I hope that I have fulfilled the requirements for inclusion into the core curriculum. If these requirements have not been met, please allow me the opportunity to make the necessary adjustments. I feel this course has the potential to be an excellent opportunity for our students to learn.

**Also, I would like to request that this course be considered as an ICD.** In understanding the Olympics, it is important to begin at its inception. This course will begin with the Ancient Olympics held in Greece and move toward the Olympics we see today. As you can see from the syllabus over 75% of the course will be spent analyzing the Modern Olympic Games. In fact, a little more than 50% of the class will be studying the games from 1936 (Berlin with Jesse Owens and Adolf Hitler) to the present. The 1936 Berlin Olympics are a significant point in world history in relation to the struggle against racism. From that point in history, in accordance with the guidelines for ICD courses, 30% of the class will feature the most recent games within the last 50 years. There will be a great deal of material, discussion, along with assignments covering numerous cultures and comparing them to the U.S. It is hoped that through this, the students at TAMU will benefit and grow as citizens from a global perspective.
SPMT 220: OLYMPIC STUDIES
TEXAS A&M UNIVERSITY
SPRING 2014

INSTRUCTOR INFORMATION:
Name: Paul E. Keiper, Ed.D.
Off. Loc.: Blocker 342BC
Phone: 458-2724
Email: pkeiper@hlkn.tamu.edu
Off. Hours: MW 1:00-2:00, or by appointment
Class Time: T/R 9:35-10:50
Class Loc.: Blocker 302
Course Websites: www.elearning.tamu.edu (You must check this site often for updates and communication from me.)

COURSE DESCRIPTION
History of the Olympic Games and its development over time; analyze, compare, and contrast the relationship between the Olympics, cultures, and societies; examination of central problems, accomplishments, and collaborations revolving around the Olympics from a variety of viewpoints.

LEARNING OUTCOMES
After completing this course, you should be able to:
• Clarify social anthropology regarding ancient Greece and your own culture.
• Create a theory of human nature and being a human – philosophical anthropology.
• Describe the impact of sport, more specifically the Olympics, in society.
• Determine the significance that Olympic history has had on today’s cultural issues.
• Compare and contrast the Modern Olympics and the Ancient Olympics.
• Take the concept of Olympism and discuss its usefulness today.

COURSE READINGS – REQUIRED

POINT STRUCTURE:
Tests: 4 each worth 100 points
keep your top 3 300 points
Paper x 2 100 points
Participation 100 points
Quizzes: 10 points x 4 quizzes = 40 points
TOTAL 540 points

GRADING STRUCTURE:
483-540 A
429-482 B
375-428 C
321-374 D
≤ 320 F
COURSE POLICIES AND EXPECTATIONS

General Course Rules.

As instructor of this course, I will only allow make up work for excused absences. You may find the university excused absences at http://student-rules.tamu.edu/rule07.

Plagiarism Statement.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those 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 have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy Statement

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

Copyright Statement

The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
POINT STRUCTURE AND GRADED MATERIAL:

1. **Exams or Tests (x4):** There will be four tests throughout the semester after each module. These tests will be based on materials discussed in class and on the readings. You will be able to drop your lowest test score. Test questions will be in any of the following formats: multiple choice, true-false, matching, and short answer. You will need the green Scantron 882 form for each test.

2. **Papers (x2):** You will develop and research a topic based on the general backgrounds given below. Each paper will require you to expound on the given topic. You will compile the data you discover into a 2-4 page paper (at least 600 words in the body and no more than 1200). You are expected to draw on outside materials to support your findings and arguments in the report; at least three references should be used not including the text or Wikipedia. **Do not plagiarize!** See previous rule regarding plagiarism. Again, the reports are to be between 2-4 pages of text (at least 600 words), plus additional pages for any references, tables, or figures. Style and formatting should be in accordance with the standards set forth by the *American Psychological Association Publications Manual* (6th ed.). A copy is available in the library. **You must submit this online via elearning and the turnitin.com link.** A rubric will be used to evaluate your papers.
   - **Paper #1:** Social Anthropology – how humans behave in their culture.
     - You will need to compare and contrast two cultures from the Olympic games. Ex. USA today vs. Ancient Greece B.C.
     - As part of your paper, you will complete a map and chart that can be shared with classmates which illustrates your findings and locations of the cultures.
   - **Paper #2:** Philosophical Anthropology – analyzing human behavior within the environment and individually.
     - You will need to discover how an Olympiad culture defined the epitome of being a human. Ex. An ancient Greek champion was revered, why? How did the culture determine who was the perfect human? You will need to argue your opinion of their determination and defend your stance.

3. **Participation:** There are 100 total points for participation. To receive these points you are expected to come prepared by having the material read for that day; 50% of the points are awarded based on how well you have prepared for class. Further, you are expected to actively participate in the class discussions; 50% of the points are awarded based on your active participation in the class discussion. Failure to prepare for class and failure to actively participate in class discussions will result in a deduction of participation points. A rubric will be used to evaluate your participation including the quality of participation.

4. **Quizzes:** Four quizzes will be administered throughout the semester on elearning, one during each section. These quizzes will be based on the readings. The quizzes will be in multiple choice, short answer, and/or true-false format. Each quiz is worth 10 points.
## Course Schedule:

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<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Origins and History of Ancient Games</td>
<td>Faulkner Chapter 1 and 4</td>
</tr>
<tr>
<td>2</td>
<td>776 B.C. – 393 A.D.</td>
<td>Faulkner Chapter 2 and 7</td>
</tr>
<tr>
<td>3</td>
<td>Famous Figures; PAPER DUE</td>
<td>Faulkner Chapter 6</td>
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<tr>
<td>4</td>
<td>Mythology, Culture, Politics; TEST</td>
<td>Faulkner Chapter 3 and 5</td>
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<tr>
<td>5</td>
<td>Pierre de Coubertin, IOC</td>
<td>Girginov Chapter 1</td>
</tr>
<tr>
<td>6</td>
<td>Modern Games Early Years</td>
<td>Girginov Chapter 3</td>
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<tr>
<td>7</td>
<td>Olympism and the Olympic Movement; TEST</td>
<td>Girginov Chapter 4 and 11</td>
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<tr>
<td>8</td>
<td>Years after W.W. II</td>
<td>Girginov Chapter 9</td>
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<tr>
<td>9</td>
<td>Commercialization and Amateurism</td>
<td>Girginov Chapter 6 and 9</td>
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<tr>
<td>10</td>
<td>Marketing and Economics; TEST</td>
<td>Girginov Chapter 7 and 8</td>
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<td>11</td>
<td>Politics</td>
<td>Girginov Chapter 10</td>
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<td>12</td>
<td>Social Issues</td>
<td>Girginov Chapter 5 and 13</td>
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<td>13</td>
<td>Ethics; PAPER DUE</td>
<td>Girginov Chapter 11 and 12</td>
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<tr>
<td>14</td>
<td>Anthropology and the Olympics; TEST</td>
<td>Girginov Chapter 14</td>
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### Topics or Modules:

1. **The Ancient Olympics (Weeks 1 – 4)**
   - a. Origins and History
   - b. 776 B.C. – 393 A.D.
   - c. Interesting and famous figures of the Ancient Games
   - d. Mythology, Culture, Politics, and Events
   - e. Social Anthropology (Greece) - Paper
   - f. Test

2. **Beginning of The Modern Olympics (Weeks 5 – 7)**
   - a. Pierre de Coubertin
   - b. Early Years 1896 – World War II
   - c. Olympism, Olympiad, Olympics, The Olympic Movement
   - d. IOC
   - e. Test

3. **Growth of the Olympics (Weeks 8 – 10)**
   - a. The years following World War II to present
   - b. Commercialization
   - c. Amateurism
   - d. Marketing
   - e. Economics
   - f. Test

4. **Societal Aspects of the Games (Weeks 11 – 14)**
   - a. Politics
   - b. Social Issues
     - i. Paralympics
   - c. Ethics
   - d. Philosophical Anthropology (What is a human being?) - Paper
   - e. Test
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): General Academics - Galveston

2. Course prefix and number: ENGL 335

3. Texas Common Course Number: none

4. Complete course title: Literature of the Sea

5. Semester credit hours: 03 SCH

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

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 15-30

11. Historic annual enrollment for the last three years: 25 25 22

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: Stephen Curley
   Course Instructor

14. Department Head
   Date 5-3-13

15. College Dean/Designee
   Date 5-3-13

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.

MAY 8 2013
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Texas A&M University
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

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

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

English 335, Literature of the Sea, is a thematic survey of how the sea has been used in literature (chiefly American and British) in various eras. The course focuses on fictional (novels, short stories, plays and/or poems) and one non-fictional account in which the sea plays a major role as background, setting, image, symbol, and the like. The course reveals how our interaction with the sea reflect ideas, values, and beliefs that affect human experience. The course helps students develop an appreciation for what the study of literature of different societies and eras can teach us about ourselves and our shared humanity.

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):

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through reading and class discussion of key ideas in various literary treatments of the sea. The evaluation of critical thinking skills will be based on written work and class participation. Essay exams and an out-of-class essay will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion and journal entries will focus on helping students better understand the nuances and complexities of literary works about the sea.

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

Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about sea-related ideas, issues, questions, and themes. Material from this course will include written texts and such visual representations as paintings, photographs, or films. The course will help students learn how to develop a greater understanding of the meaning of the sea as setting and symbol. The evaluation of communication skills will be based on class participation in discussion and on written exams, essays, and journal entries.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history and broad social forces have shaped literary uses of the sea. The evaluation of social responsibility will be based upon written assignments throughout the semester, including journal entries on each class day’s reading, two essay exams, and a researched out-of-class essay that deal with their understanding of the way differing histories, cultures and philosophical outlooks shape the developments of a literary tradition based on the sea.

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 issues that arise in class readings. Students will be given the opportunity to reflect upon personal responsibility through such sea-related topics as interpersonal relationships on board a ship, the interrelated roles of leadership and loyalty, consequences of action and inaction, ethical uses of the sea, and voyages of quest. The evaluation of personal responsibility will be based upon how well students explore these topics through group discussion, writing assignments, and exams. Students will be expected to use sources ethically to support their interpretations.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Dr. Stephen Curley, spring 2012
Office: CLB 129; Office hours: MW 2:30-3:20, TR 1-1:50
Phone: (409) 740-4501; Email: curley@tamu.edu
Class meetings: CLB 215, TR 2:30-3:45

Description and Learning Outcomes
ENGL 335. Credit 3. Literature of the Sea. Significance of the sea in fictional and factual accounts such as novels, short stories, poems, and narratives of sailors and seafaring life. Prerequisite: 3 credits of literature at 200-level or above.

The journal tests your ability to:
- Write entries, each class day, of at least 150 words about the reading assignment.

Quizzes (multiple-choice, true-false questions) tests your ability to:
- Identify key characters, events, ships, and settings in the assigned readings.

The exam essays and out-of-class essays evaluate your ability to:
- Formulate a thesis that interprets how a theme, character, event, plot element, symbol, or setting is significant;
- Quote, paraphrase and summarize detailed evidence from the text, cited in MLA format, to support your thesis;
- Write structured and fluent prose at a college level;
- Organize your interpretation logically into coherent paragraphs; and
- For the out-of-class essay, cite published criticism in MLA format.

Core Curriculum Objectives
- Critical Thinking Skills (CTS): The course will enhance critical thinking skills through reading and class discussion of key ideas in various literary treatments of the sea.
- Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading.
- Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history and broad social forces have shaped literary uses of the sea.
- Personal Responsibility (PR): The course will teach personal responsibility by enhancing students' understanding of how to ethically use sources to craft a persuasive argument.

Core Curriculum Evaluation
- Critical Thinking Skills (CTS): The evaluation of critical thinking skills will be based on written work and class participation. Essay exams and an out-of-class essay will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion and journal entries will focus on helping students better understand the nuances and complexities of literary works about the sea.
- Communication Skills (CS): The evaluation of communication skills will be based on class participation in discussion and on written exams, essays, and journal entries. Students will demonstrate an understanding of the impact of the sea on each text assigned.
- Social Responsibility (SR): The evaluation of social responsibility will be based upon written assignments throughout the semester, including journal entries on each class day's reading, two essay exams, and a researched out-of-class essay that deal with their understanding of the way differing histories, cultures and philosophical outlooks shape the developments of a literary tradition based on the sea.
- Personal Responsibility (PR): The evaluation of personal responsibility will be based upon an out-of-class essay in which students will be expected to ethically cite another person's work to support their own original thesis. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument.
Assignments
The assigned reading is substantial. I recommend you read ahead when you have time available. At the start of class, you will be quizzed about that day’s reading assignment.

You will write in-class essays on given topics during two exams.

You will write an out-of-class essay\(^1\) that marshals evidence from one or two of the texts assigned and published criticism to support your interpretation of what you’ve read.

You will keep a reader’s journal of twenty-four 150-word entries about the day’s assignment. You will be asked to read an entry aloud during the semester.

Texts


Grade Determination
Here’s how I will determine your final grade\(^2\):

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes(^3)</td>
<td>10%</td>
</tr>
<tr>
<td>Researched Essay</td>
<td>35%</td>
</tr>
<tr>
<td>Journal(^4)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam(^5)</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Point-Grade Equivalents: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 or below.\(^6\)

Regulations

Academic Integrity
Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University at Galveston, you immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. You will be required to state your commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMUG community from the requirements or the processes of the TAMUG Honor System. You may read more about the Honor System at [http://www.tamu.edu/honor/](http://www.tamu.edu/honor/)

Academic dishonesty (like plagiarism) may result in a reduced grade or a grade of zero for the assignment, failure for the term, or worse.

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\(^1\) You must submit your essay electronically to Turnitin.com and in hard copy to me.

\(^2\) Work is due at the start of class; late work is penalized. Failure to complete a major assignment results in a semester grade of F.

\(^3\) You will drop your lowest quiz grade.

\(^4\) You earn 4 points for each complete entry, plus 4 points for reading one entry aloud.

\(^5\) An overall average of 90% exempts you from the final exam.

\(^6\) Honor Code violations will be handled as outlined in TAMUG regulations.
Disabilities Act
The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law 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 Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit [http://www.tamucc.edu/counseling/disability.shtml](http://www.tamucc.edu/counseling/disability.shtml).

Late Work
Submitting an assignment after the due date will result in a lateness penalty of 5 points per day for the first nine weekdays. On the tenth day, the grade for the missing assignment will be entered as a zero. Failure to complete a major assignment will result in a semester grade of F.

To be eligible to submit an assignment late for a situation beyond your control, you must notify me of your excuse in writing (acknowledged e-mail is acceptable) on the due date (or as soon as possible if it is impossible to contact me that day).

Incomplete Work
Only complete work will be given full credit.

The grade of a shorter-than-assigned essay will be reduced by its relative incompleteness. For example, an 1800-word essay is only 90% of the assigned 2000-word minimum. So its original grade, say 80, would be multiplied by 90%, resulting in a reduced grade of 72.

Attendance
If you are not in class when roll is called, you will be marked absent. To be marked late instead, you must inform me of your presence immediately after that class meeting.

To be eligible to make up lost credit for an excused absence, you must notify me in writing (acknowledged e-mail is acceptable) before the date of absence. When advance notification is not possible (e.g., accident or emergency), you must notify me by the end of the second weekday after the absence: include an explanation of why notice could not be sent before class. You may be dropped from the class for excessive absences, even if excused:

For excused absences of up to three weekdays, you must submit the “Explanatory Statement for Absence from Class” available at [http://www.tamucc.edu/counseling/student_absence_explanation.pdf](http://www.tamucc.edu/counseling/student_absence_explanation.pdf).

Electronics: computers, cell phones, earpieces, etc.
During class you may use devices like laptops, handhelds or PDAs only to take notes or read textbooks but not to text, email, play games, or surf the Web.

During class you must turn off and keep out of sight devices like cell phones, pagers, media players, and earpieces.

Exception: For an emergency, explain the situation to me before class—then I will permit you to turn on your cell phone to its noiseless mode.

Week  Topic and Assignments (Tuesday & Thursday classes)

1  Introduction. Instructor’s presentation: “The Voyage of Life.”
   Homer, *The Odyssey*, bk I-VIII. Discuss research essay. [Mon: drop/add deadline.]

   Homer, *The Odyssey*, bk IX-XVI.

   Homer, *The Odyssey*, bk XVII-XXIV.


Instructor’s presentation: “Poetry of John Masefield.” Email to curleys@tamu.tamu.edu the topic of your research essay.

8 Kipling, *Captains Courageous*, ch 1-5. Return exams.

Kipling, *Captains Courageous*, ch 6-10.

9 Instructor’s presentation: chanteys.” Email to curleys@tamu.tamu.edu an annotated bibliography of 3 sources for your research essay.


11 Hughes, *A High Wind in Jamaica*, ch 1-4. Visit the writing lab sometime this week. Email to curleys@tamu.tamu.edu the thesis of your researched essay with 3-5 sources in MLA format.

Hughes, *A High Wind in Jamaica*, ch 5-10. [Mon: submit essay to Turnitin.com.]


No class (instructor attending a conference on Sea Literature, History & Culture).

13 Forester, *Beat to Quarters*, ch. 8-16.


Last class. Greenlaw, *Hungry Ocean*, ch 8-appendix. Return essay and journals. Discuss the final exam and predicting your semester grade.

15 5:00-7:00 p.m.: FINAL EXAM. Bring a blue book.
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): ARCHITECTURE

2. Course prefix and number: CARC 331

3. Texas Common Course Number: NA

4. Complete course title: Field Studies in Design Philosophy

5. Semester credit hours: 3-0

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

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

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

   □ Yes □ No

8. How frequently will the class be offered? Fall Semester. Spring Semester. Summer Terms.

9. Number of class sections per semester: Fall, Spring and Summer: 2 (various locations)

10. Number of students per semester: Fall: 40 Spring 40 Summer 15

11. Historic annual enrollment for the last three years: Spring 2013: 40 Fall 2012: 38 Summer 2012: 13

   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

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

13. Submitted by: [Signature] Date 6.5.13

   Course Instructor

   Approvals: [Signature] Date 6.10.13

14. Department Head

   Date 6.11.13

15. College Dean/Designee

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at

Associate Provost
for Undergraduate Studies

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?

CARC 331 – Field Studies in Design Philosophy is open to majors throughout the University. The course is offered in locations abroad – primarily Italy, Spain and Germany. Bachelor of Environmental Design students in the College of Architecture take the class during their required study away semester. The CARC 331 course introduces design philosophy in international environments away from the Texas A&M campus. Through lectures, site visits and interactions with local artists and architects, students gain knowledge of a broad range of historical and philosophical perspectives that impact design decisions in international contexts, primarily in Europe. The course addresses design decisions from a multitude of scales - from sculpture, paintings, buildings and cities. Powerpoint slide presentations and class discussions introduce students to artistic thought over time. Students develop an understanding of how social, economic, and cultural influences shaped the arts of the specific region under study. A critical theme is the relationship between artists and architects, their ideas, and the context in which they worked.

Core Objectives

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

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

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

Students develop critical thinking skills through consideration and reflection of the lecture material, in-class discussions, interactions with guest lecturers, and the preparation of research papers. The research topics require students to synthesize and evaluate information in both written, oral and graphic formats. This information will be presented to the class as a whole at the mid-term and the end of the semester.

Students will complete required research papers in Paris. Creative thinking and innovation are encouraged as each pair is required to select and visit works of art and architecture that support the hypothesis in their research paper. Information gained through site visits are presented to the class. Creative thinking and innovation are encouraged as the information presented is discussed as being pertinent to other team projects.

Guest speakers who are practicing artists and/or architects in the local community present insights related to the material presented in class, and provide an opportunity for students to interact and discuss perspectives unique to their own.

Students discover processes with which to design coherent and responsible art and architecture in its context while adopting a commitment to social, economic and cultural concerns.
Texas A&M University

Core Curriculum

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

Students will be required to discuss and formulate questions in order to discover processes with which to design coherent and responsible art and architecture.

Quizzes will not only test the student’s reflection and comprehension of the course material. Open ended questions will require critical thinking and analysis of the material.

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

A variety of means are utilized to foster communication. Interactive class discussions, participation in team assignments, written and graphic expression through the research project will foster communication.

In-class discussions and scheduled field trips will provide opportunities for students to ask questions and to participate in a dialog related to specific topics.

Interaction is encouraged by the group research project. Multiple stages of critical analysis and constructive criticism allow for reflection and re-expression. Working on a team research project inherently requires interaction and oral communication from the initial topic selection, inquiry and analysis to the organization and synthesis of the final writing assignment and presentation.

Open ended questions on quizzes allow students to better examine their thought in written form.

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

Students come to understand the significant impacts art and architecture plays in our lives and the lives of others. Students come to understand these impacts are not dictated by the surrounding social, cultural, and economic forces; artists and architects have been and are engaged in defining communities. People react to art and architecture, and because of this reaction the creation of art and architecture carries responsibilities at multiple levels (regionally, nationally and globally).

Students are exposed to aspects of European architecture that are markedly different from their U.S. counterparts. Issues of urban history and politics, density, center vs. periphery, public space, public housing are not universal, and there are important lessons to be learned from each culture and in each context.

Adjunct professors local to the area and select lecturers who live and practice in the area give students insights into the local perspective, allowing them to better engage in the community in which they will be living.

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

Site visits include trips beyond the normal tourist destinations, giving students a better idea of life as lived in each context.

Site visits will expose students to the consequences of choice, action and ethical decision making. For example, the site visit to Colonia Guell, a preserved factory town that was conceived by a local businessman, enables students to understand that this project was a direct response to social conflicts in Barcelona at the time. Students will understand how this project, conceived by a single individual, improved social conditions of the factory workers and provided sponsored cultural activities.
Texas A&M University

Core Curriculum

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

Students will develop a sensitivity to architectural works as generators of redevelopment. Many of the sites visited have been redesigned, or are in the process of being redesigned, as a mixed use hybrid based on the creative city. This urban landscapes are respective of the urban dwellers and their needs.

Students will be exposed to the positive and the negative consequences of actions. This duality will enable the to more fully understand and connect choices and actions with outcome.

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 Architecture

CARC 331. Field Studies in Design Philosophy (3-0) Credit 3

Request for International and Cultural Diversity (ICD) Designation

CARC 331 provides for rich cultural immersion in study abroad sites on semester-long programs offered by the College of Architecture. The course focuses on investigation of historical and philosophical issues that impact design decisions in international settings. The course content is created in response to the specific study abroad location, with the associated cultural and historical philosophies reflected by the region.

TAMU Undergraduate Catalog 135, 2012-2013
Courses taken abroad, which are conducted in another country by a Texas A&M University faculty member, completed as reciprocal education exchange programs (REEP), or completed in another country through direct enrollment in another institution, can be used to satisfy the Core Curriculum requirement for International and Cultural Diversity. Note that currently credits earned through 285,291,485, 484 and 491 courses conducted abroad for which grades are determined by a Texas A&M University faculty member.
Department of Architecture
Texas A&M University

Course Title, Section Number and Term:
CARC 331.551  Spring 2012
Credit 3. (3-0)

Instructor Information:
Name: Suzanne Strum
Office: Barcelona Architecture Center - BAC
Office Hours: Tuesdays 9:30-1:30
Telephone: 34 663 412 157
Email: strum@coac.net

Catalog Description: Themes in Contemporary European Architecture
Design philosophy in international and domestic environments away from the Texas A&M University campus; emphasis on the historical. Philosophical, cultural, social and economic factors that influence design solutions. May be taken up to two times in the same semester.

This course is designed as a series of thematic lectures on some historic and current European architecture that are complemented by site visits in Barcelona and environs to illustrative works.

This class begins by posing the question: If American and European architects now occupy the same intellectual space, in international journals, schools, forums and competitions, then how can we define European architecture today? Issues of urban history and politics, density, center vs. periphery, public space, transportation networks and public housing are some aspects of European architecture that are markedly different from their US counterparts and that will be explored.

At the same time, European architecture now approaches an Americanized urbanism and building with globalized sites, enormous cultural containers, enclaves of consumption and theme parking. The selection of weekly readings assignments will explore these issues.

This seminar offers architecture students in Barcelona the opportunity to combine classroom lectures and activities with on-site itineraries, taking advantage of their semester in Barcelona to visit important works of architecture and urbanism.

Prerequisite:
None.

Course Objectives:
The objectives of this course are to explore aspects of European architecture especially the relation between built works, urban design and regeneration schemes.
The course will provide students with a vocabulary for addressing issues such as the postindustrial city, European peripheries, urban regeneration, adaptive reuse, creative cities, landscape urbanism, urban events and the role of culture in urban transformations. etc.

Course Schedule:
Meeting time: Tuesdays 9:30-1:30. The 10 classes will meet 4 hours weekly during the semester, with lectures alternating with site visits. The last session will be final presentations of projects by the students. Emphasis will be put on field itineraries in order to gain first-hand experience of contemporary architecture and urbanism in the city.
Week 1  Introduction and Old City Visit.
Assignment of topics: Itineraries to important architecture works in the Raval, Gothic and Ribera areas. The aim of this visit is to underscore the public programs that have regenerated the area and the creation of new institutions within historic and new buildings.

Week 2  Visit to Colonia Güell
This well preserved factory town was designed by Antoni Gaudi and his followers for the Güell family corduroy and velvet factory and its workers. It is an example of the 19th century English factory town model implemented in the Barcelona area. The crypt is an experimental work of architecture.

Week 3  Modernisme
The theoretical framework for turn of the century architecture and its manifestation and variations across Europe (Art Nouveau, Arts and Crafts, Secessionism). Special focus will be given to the work of Antoni Gaudi and other exponents of modernisme in Barcelona.

Week 4  Visit to Montjuic and public spaces in Sants
The itinerary will include the grounds of the 1929 World’s Exposition, Mies van der Rohe’s German Pavilion, Caixa Forum, the Botanical Garden, the Olympic Ring and three of the first public space making projects in Barcelona’s recent past.

Week 5  Spanish Architecture and Midterm Review
Survey of Spanish architecture as seen through important figures and their works. Special attention will be focused on the prewar and post war periods.

Week 6: Lecture on site: Walden 7 and Taller de Arquitectura offices by Peter Hodgkinson.
Talk and visit to two seminal works of the 1970’s.

Week 7  European Urban Peripheries: Vall d’Hebron Olympic Area and Montbau
Lecture on Site: Pavillion of the Spanish Republic with lecture by historian/archivist of the University of Barcelona, M. Lourdes Prades.
This session explores work on the city edge and the notion of the periphery in European cities. We will visit the Olympic area of Vall d’Hebron and the reconstructed Spanish Pavilion originally built by the CATCPAC in Paris in 1937. The historians in charge of the center will discuss the history of the building, its reconstruction, and the collection of civil war posters that it houses.

Week 8-9 The Post Industrial City:
Visit to Forum 2004/ Diagonal Mar Park/ Poble Nou park and 22@
This visit to a large sector of the city addresses issues about contemporary urbanism and architecture in the context of the post industrial city. The sites are in Barcelona’s former industrial area, now being redesigned as a mixed use hybrid programmed area based on the idea of the creative city. Many of the projects are examples of landscape urbanism.

Week 10-11 Urban triggers 1: Containers, Events, Infrastructures
In the last 20 years Paris, Berlin, Barcelona and other European cities have experienced major urban transformations in relation to political programs. An examination of architectural works as generators of redevelopment:
Week 11-12 Session 10: Contemporary themes and figures.
Lecture: Domingo + Ferre arquitectes.
Explores some of the major European practitioners today and the theoretical and constructive
basis of their work.

Week 12-14 Student Final Presentations

Week 15 Final written papers due

Required Reading:


Midterm Evaluation; Presentations and submittal of hard copy and digital copy


Bigness or the Problem of Large pages 495-516 SMLXL with Bruce Mau
Study Resources
Coac Architecture Library biblioteca
Arca, 1-3 3rd Floor check hours on the website
Students must pay a small fee for entry. You cannot borrow books but you can consult them there, make photocopies and scan and send images to your email.

Architecture School Library ETSAB
Av. Diagonal 645 Mon-Friday 9:00-21:00 L3 Metro Green Line to Zona Universitaria.

Centre of Documentation. Center of Contemporary Culture of Barcelona, CCCB
Montalegre, 5
Recommended General Bibliography On Architecture and Urbanism In Barcelona
Busquets, Joan. Barcelona the Old City. Ajuntament de Barcelona.
Busquets, Joan. Barcelona: The Urban Evolution of a Compact City, Harvard. 2005
Fernández-Galiano, Luis. editor Spain Builds. AV Monografias 113. Madrid 2005
Rowe, Peter. Building Barcelona. Barcelona Regional 2006

Instructor Grading Policy (includes grading scale):
Students will work in pairs to create a 20-25 page research paper and presentation on works of architecture in Barcelona in relation to urban projects with broader implications. The instructor will aid the students in finding study sources and developing their projects. Work must be handed in as hard copy as well as a digital copy on a CD.

In the first session, pairs of students will be assigned a project
For the Midterm evaluation students must have visited the works and have begun compiling information and research at architecture libraries and online. Each group will make a short presentation and hand in a page on the concept of the paper. After lectures, the instructor will be meeting with each group, individually to review and direct the work.

Evaluation will be based on:
Attendance and participation in class discussions 10%
Development of the paper by Midterm 20%. Midterm Presentation. Hand in outline and concept in hard copy and digital format.
The Final Presentations 30%
The final written work will be worth 40%.

A= 100-90; B= 89-80; C=79-70; D=69-60; F=59 and below
Paper and Presentation Topics:

There are two types of topics that will be given in this class. First, there will be a series of projects that deal with the direct relation between works of architecture and urban design initiatives.

The second type of project deals with the investigation of the works of an important architect from Barcelona that is lesser known in an international context.

Working in pairs, students will be assigned one of the topics listed below. Papers should be 20-25 pages long including images + bibliography.

For each project dealing with architecture works within a larger urban initiative:
1. Study the urban context and history as well as the larger regeneration project
2. Analyze the most significant architecture projects.
3. Visit and document the works photographically
4. Make a critical analysis.

For the topics dealing with the work of a local architect:
1. Study the architect and their professional trajectory and design philosophy.
2. Analyze the significant architecture projects in relation to the architect's large vision
3. Visit and document works photographically
4. Make a critical analysis.

Attendance Policy:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student.rules.tamu.edu/rule07

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

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

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

Care of Facilities:
The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

Studio Culture:
All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture.

They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation.

Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life.

Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience.

The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.
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): English

2. Course prefix and number: ENGL 330

3. Texas Common Course Number:

4. Complete course title: Arthurian Literature

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

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

☐ Yes
☒ No

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

9. Number of class sections per semester: 1

10. Number of students per semester: 35 - 125

11. Historic annual enrollment for the last three years: 69 132 160

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:

Jennifer Collado
Course Instructor

Approvals:

Date: 5/8/13

14. Department Head

Date: 5/8/13

15. College Dean/Designee

Date: 5/31/13

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?

**ENGL 330 Arthurian Literature**: This course centers on the development of the Arthur story in poetry, fiction, and drama, from its inception in early medieval Britain through the twentieth and twenty-first century. Reading these texts in relation to specific historical, political, and cultural contexts, we will be discussing such topics as: Arthur as a model for rulers, the role of Arthurian narratives in shaping the ideals of “chivalry,” contemporary international human rights law, and professional rules of conduct in the modern world. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of writers who use the Arthur story, and help students develop an appreciation for what the study of literature 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 Arthurian literature. 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, analyze and evaluate the nuances and complexities of literature that uses the Arthurian theme to investigate a wide range of issues.

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 discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Arthurian literature 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
Texas A&M University

Core Curriculum

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

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 Arthurian literature and how that literature expresses those various forces and traditions. 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 cultures 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 Arthurian literature and how the story of Arthur can be variously applied to consider these outlooks.

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 and consider their own ethical stance through such topics as the chivalric roots of international human rights law, professional code of conduct for the military, just war theory, rape as a war crime, treatment of prisoners and civilians, personal loyalty and political allegiance, and relationships between men and women.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL 330.200
Spring 2013
MWF 11:30-12:20
Harrington Center
2XX

ENGL 330 Course Catalogue: Arthurian Literature. (3-0). Legend of King Arthur in English and American literature from its Medieval origins to the present.

Course Description

This course centers on the development of the Arthur story in poetry, fiction, and drama, from its inception in early medieval Britain through the twentieth and twenty-first century. Reading these texts in relation to specific historical, political, and cultural contexts, we will be discussing such topics as: Arthur as a model for rulers, the role of Arthurian narrative in shaping the ideals of "chivalry," international human rights law, and professional rule of conduct in the modern world.

Learning Outcomes

1. Identify major works of Arthurian literature.

2. Explain the relationship between individual works and broader historical and social contexts.

3. Identify and explain the rhetorical devices and literary techniques authors use in specific texts of Arthurian literature.

4. Articulate individual, scholarly, critical responses to works by reviewing relevant scholarship in the area.

6. Develop a thesis and support argument with textual evidence.

7. Integrate scholarly citation in formal essay writing.

Telephone 979-862-3571
Email address j-goodman@tamu.edu
Office hours MWF 10:15-11:15 and by appointment
Office location LAAH 480
Graduate Assistant: Jonathan Quick
Textbook and/or Resource Material


2) Sir Thomas Malory, *Works* (paperback)

3) Alfred, Lord Tennyson, *Idylls of the King* (paperback)

4) A more recent Arthurian work of your choice (recommendations will be discussed in class.)

Core Curriculum Objectives

*Critical Thinking Skills (CTS):* The course will enhance critical thinking skills through consistent reading and class discussion of Arthurian literature.

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

*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 Arthurian literature.

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 Arthurian literature.

CS: The course will help students learn how to develop a greater understanding of Arthurian literature 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 the chivalric roots of international human rights law, professional code of conduct for the military, just war theory, rape as a war crime, treatment of prisoners and civilians, personal loyalty and political allegiance, and relationships between men and women.

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 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 Arthurian literature.

Assignments and Exams

One midterm exam (30%). The midterm will be made up of short and long questions.

Final (30%). The comprehensive final will include short and long essay questions. On the final essay exam students will be given a writing assignment in which they will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. They 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 Arthurian literature.

Term paper (35%). The 10 page term paper will be graded on coherence, grammar, insight, and proper use of scholarly sources.

Participation (5%). Your participation grade will be awarded on the basis of regular attendance, class participation, minor in-class writing assignments, and weekly honors group meetings.

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, and F=50-59

Attendance Policy

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. As required by Texas state law, major religious holidays are also excused absences.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tr>
<th>#</th>
<th>Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Origins of Arthur</td>
<td>Wilhelm, Chapters 1-2</td>
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<td></td>
<td><em>Colwich and Olwen; Geoffrey of Monmouth.</em></td>
<td>Wilhelm, chapters 3-4</td>
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<tr>
<td>2</td>
<td>Marie de France and Chrétien de Troyes</td>
<td>Marie de France, <em>Chevrefeuil</em> (in Wilhelm) and <em>Lanval</em> (online at Chrétien <em>The Knight of the Cart</em> (Wilhelm))</td>
</tr>
<tr>
<td>3</td>
<td>Chrétien de Troyes cont. <em>First Knight</em> (film)</td>
<td>Finish <em>The Knight of the Cart</em>.</td>
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<tr>
<td>4</td>
<td>Review for exam February 13. First Midterm exam February 15</td>
<td></td>
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<tr>
<td>5</td>
<td><em>Sir Gawain and the Green Knight</em></td>
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<tr>
<td>6</td>
<td><em>Sir Thomas Malory's Morte Darthur</em></td>
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<tr>
<td>7</td>
<td>Malory cont. SPRING BREAK March 11-15</td>
<td>Malory, &quot;Gareth&quot;, &quot;Book of Sir Lancelot,&quot; &quot;Quest of the Holy Grail&quot;</td>
</tr>
<tr>
<td>8</td>
<td>Malory cont. review for exam</td>
<td>Lancelot and Guinevere,&quot; &quot;Scandal and Strife,&quot; &quot;Dolorous Death.&quot;</td>
</tr>
<tr>
<td>9</td>
<td>From Malory to Tennyson Second midterm exam March 29</td>
<td>Tennyson, <em>Idylls</em>, &quot;The Coming of Arthur,&quot; &quot;Gareth's&quot;</td>
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<tr>
<td>11</td>
<td>From Tennyson to 2010; Arthur in film.</td>
<td>Outside reading assignment</td>
</tr>
<tr>
<td>12</td>
<td>Arthur in film; Review for exam.</td>
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</table>

**Comprehensive final exam.** On the final essay exam students will be given a writing assignment in which they will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. They 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 Arthurian literature.

**Americans with Disabilities Act (ADA)**

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

Academic Integrity
For additional information please visit: http://www.tamu.edu/aggiehonor

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

2. Course prefix and number: ENGL 333

3. Texas Common Course Number:

4. Complete course title: Gay and Lesbian Literature

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 CONS: YES
   CURRENT ICD: YES

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

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

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

10. Number of students per semester: 16 - 25

11. Historic annual enrollment for the last three years: 27 40 65

   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
   Miko Tuhkanen

   Approvals:
   [Signature]

13. Date: 4/19/2013

14. Department Head

   [Signature]

   Date: 5/31/13

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.

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

ENGL/WGST 333: Gay and Lesbian Literature. This class introduces students to some examples of “gay and lesbian literature” by questioning the adequacy of the moniker “gay and lesbian literature.” To observe the historical and cultural specificity of such concepts as “gay and lesbian,” “LGBT [etc.],” “straight,” and “heterosexual”—and, why not, “literature”—we’ll start by looking at texts produced in times and places that differ, sometimes radically, from what we claim as our own culture(s). In turning to the more contemporary examples, we’ll pay particular attention to the ways in which histories of race, migration, and globalization are being negotiated in our class readings. We’ll familiarize ourselves with the texts’ social and historical contexts; we’ll also consider how the literary texts are responses to—inventive ways of negotiating—particular historical problems and issues. While a number of sessions consist of lectures on the historical, cultural, and biographical contexts of the texts we are reading, the majority of the course will be conducted as a seminar, where the students are expected to engage in class discussion. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of gay and lesbian writers from the classical period to the present, and ultimately, help students develop an appreciation for what the study of literature of 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 Gay and Lesbian literature from classical times 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 Gay and Lesbian literature from classical times to the present.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
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Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Gay and Lesbian literature from classical times 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.

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 Gay and Lesbian literature from classical times 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 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 Gay and Lesbian literature from classical times 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 the struggle for Gay rights, the politics of respectability vs. radical politics, the place of transgender people in the Gay and Lesbian community, and homonormativity vs. heteronormativity. 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/WGST 333: Gay and Lesbian Literature

Request for International and Cultural Diversity (ICD) Designation

This class introduces students to some examples of "gay and lesbian literature" by questioning the adequacy of the moniker "gay and lesbian literature." To observe the historical and cultural specificity of such concepts as "gay and lesbian," "LGBT [etc.]," "straight," and "heterosexual"—and, why not, "literature"—the course begins by looking at texts produced in times and places that differ, sometimes radically, from what we claim as our own culture(s). In turning to the more contemporary examples, students will pay particular attention to the ways in which histories of race, migration, and globalization are being negotiated in our class readings. Students will become familiar with the texts' social and historical contexts; we'll also consider how the literary texts are responses to—inventive ways of negotiating—particular historical problems and issues. While a number of sessions consist of lectures on the historical, cultural, and biographical contexts of the texts we are reading, the majority of the course will be conducted as a seminar, where the students are expected to engage in class discussion that will help them become more sensitive to the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world.
ENGL/WGST 333.503 Gay and Lesbian Literature
Professor: Mikko Tuukkanen, E-mail: mikko.tuukkanen@tamu.edu
MWF 3.00 – 3.50 LAAH 3XX
Office Hours: W 2-2.50 pm.

ENGL/WGST 333: Gay and Lesbian Literature. (3 credits). Gay and lesbian literature from classical
times to present, studied in its historical and cultural context.

Course Description: This class introduces students to some examples of “gay and lesbian literature” by
questioning the adequacy of the moniker “gay and lesbian literature.” To observe the historical and
cultural specificity of such concepts as “gay and lesbian,” “LGBT [etc.],” “straight,” and
“heterosexual”—and, why not, “literature”—we’ll start by looking at texts produced in times and places
that differ, sometimes radically, from what we claim as our own culture(s). In turning to the more
contemporary examples, we’ll pay particular attention to the ways in which histories of race, migration,
and globalization are being negotiated in our class readings. We’ll familiarize ourselves with the texts’
social and historical contexts; we’ll also consider how the literary texts are responses to—inventive ways
of negotiating—particular historical problems and issues. While a number of sessions consist of lectures
on the historical, cultural, and biographical contexts of the texts we are reading, the majority of the course
will be conducted as a seminar, where the students are expected to engage in class discussion.

Learning Outcomes

By the end of the course, students will be able to

- Analyze and provide close readings of literary texts, while paying attention to their historical
  contexts.

- Formulate a research question, a thesis, and a detailed outline of a research project.

- Summarize academic texts and their visual representations.

- Annotate bibliographic sources.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent
reading and class discussion of key ideas in gay and lesbian literature from classical times to the
present.

Communication Skills (CS): The course enhances communication skills through small and large
group discussion of and writing about ideas, issues, questions, and themes central to course
reading as well as 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 gay and lesbian literature from classical times 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 gay and lesbian literature from classical times to the present.

CS: The course will help students learn how to develop a greater understanding of gay and lesbian literature from classical times 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 the struggle for gay rights, the politics of respectability vs. radical politics, the place of transgender people in the gay and lesbian community, and homonormativity vs. heteronormativity. 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 historical periods and 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 gay and lesbian literature from classical times to the present.

REQUIRED TEXTS
James Baldwin, *Giovanni’s Room*, Delta, 2000

All other texts, including handouts, are available on Blackboard or university library’s databases.
CLASS REQUIREMENTS
Response papers (7 at 3% each) and annotated bibliographies (3 at 3% each): 30%
In-class quizzes (3% each): 30%
Final research proposals: 40%

Response papers: During the semester there are 10 occasions for you to write 1-2-page (approx. 400-700-word) response papers on the assigned material. By the end of the term, you will have had to write seven. The papers should be double-spaced, written with 11pt or 12pt Times New Roman font and with 1-inch margins. During the first half of the semester, there are three sessions for which a required response paper has been scheduled. Failure to hand in a response for these dates will result in an F for this portion of the assignment. You can decide yourself when you hand in the remaining response papers, but they must be for sessions for which a response paper has been scheduled (see the syllabus below for these dates). While you can make connections to the texts we’ve read earlier in class, or texts you know from outside the class, the focus of each response paper must be on material that has been scheduled for the session when the response is due. I will not grade papers that discuss material we have already gone over in class. Response papers are due at the beginning of the class.

Final Research Proposal: Research proposals are outlines of your research paper. While sometimes they can be as short as one paragraph, in this class I ask you to think about your topic more and provide a more detailed outline of your proposed paper. Before you can write a research proposal, you must have thought of a research question and done some initial research and thinking on your topic. A research proposal includes a research question, a thesis and an outline of your project. Students will be graded on quality of research, coherence, and originality.

Annotated bibliographies: During the semester, we will practice reading and summarizing scholarly articles by producing annotated bibliography entries. You will have 5 opportunities to produce an entry; by the end of the semester, you will have had to do three. During the first half of the semester, there are two sessions for which a required entry has been scheduled. Failure to hand an entry in on these dates will result in an F for this portion of the assignment. You can decide yourself when you hand in the remaining entry, but it must be for sessions for which one has been scheduled. Annotated bibliography entries are due at the beginning of the class.

Annotated bibliography entries consist of 1) a paraphrase of the reading’s thesis and 2) an outline, in 3-5 sentences, of the text’s major points. (See handout.) Where the text doesn’t have one identifiable thesis (as is sometimes the case with book-length studies, for example), the entry’s first couple of sentences should spell out the main arguments of the text. Successful annotated bibliography entries show that the student has understood the text and can communicate its content to the reader.

In-class quizzes: At the beginning of most classes we will have a quick quiz on the class material scheduled for the session. Although the quizzes also include “substantive” questions, you should have little difficulty in excelling if you have done the reading. Arrive on time since these quizzes make up a third of the final grade.

There will be one quiz scheduled any time between week 10 and week 12 in which you will be asked to reflect upon how your knowledge of literatures from previous historical periods and cultures that may be different from your own has changed in light of the new information that you now possess. You
will be expected to demonstrate how key insights from the course have helped broaden your understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of gay and lesbian literature from classical times to the present.

**Participation.** This is a seminar-oriented class and you will be expected to have done the reading ahead of time and come to class prepared to discuss the material. Additionally, students will be expected to do group work in which they will have to come to class with examples of what J. Jack Halberstam calls “gaga feminism.” On those specific days students will have no reading assignments, but they will be expected to do a ten to twenty minute presentation in which they will offer thoughtful and insightful reflections of the work of J. Jack Halberstam’s work on “gaga feminism.”

**Grading scale:**
A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = 59 and lower

**Attendance and class participation:** Class attendance is obligatory, as is adequate preparation for each session. See University Student Rules: [http://studentrules.tamu.edu/rule07](http://studentrules.tamu.edu/rule07) for information on excused absences and makeups.

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

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

**READING SCHEDULE**

**Week 1**
Introduction

Halperin, “Is There a History of Sexuality?”

Thesis exercise: Paraphrase Halperin’s thesis in one sentence (i.e., put it in your own words, without quoting the original text. Annotated bibliography exercise: Having paraphrased Halperin’s thesis, formulate a paragraph in which you, first, give the paraphrase and, second, provide an outline of his argument in 2-5 sentences.

**Week 2**
No class: MLK Day

John D’Emilio, “Born Gay?”
Plato, The Symposium
Annotated bibliography entry #1 (required): D’Emilio

Plato, The Symposium, cont.
Response paper #1 (required): Plato

Week 3
Rich, “Compulsory Heterosexuality and Lesbian Existence”
Rich, cont.

McRuer, “Compulsory Able-Bodiedness and Queer/Disabled Existence”
Annotated bibliography entry #2 (required): McRuer

Week 4
Wylie, The Children’s Hour (screening)
The Children’s Hour (screening)
The Children’s Hour (screening)

Week 5
Hellman and Wylie, The Children’s Hour
Response paper #2 (required): Hellman and/or Wyler

Hellman and Wylie, The Children’s Hour

Somerville, “Scientific Racism”
Annotated bibliography entry #3: Somerville

Week 6
Le Fanu, “Carmilla” (chs. 1-9)
Response paper #3 (required): Le Fanu

Le Fanu, “Carmilla” (chs. 10-16)

Screening: Scott, The Hunger

Week 7
Scott, The Hunger (discussion)
Hall, The Well of Loneliness, Book One

James Douglass, “A Book That Must Be Suppressed!”
Response paper #4: Scott, The Hunger

Hall, The Well of Loneliness, Book Two
Response paper #5: Hall, The Well of Loneliness

Week 8
The Well of Loneliness, Book Three
Hall, *The Well of Loneliness*, Book Four

Prosser, "Some Primitive Thing Conceived in a Turbulent Age of Transition"
Annotated bibliography entry #4: Prosser

Week 9
Hall, *The Well of Loneliness*, Book Five

Response paper #6: Hall

Research Proposals (handout)

Spring Break

Week 10
Screening *James Baldwin: The Price of the Ticket*

The Male Prison"; "My Dungeon Shook"
Baldwin, *Giovanni's Room*, pt. 1
Response paper #7: Baldwin, *Giovanni's Room* and/or the essays

Baldwin, *Giovanni's Room*, pt. 2

Week 11
Baldwin, *Giovanni's Room*, cont.
Response paper #8: Baldwin

In-class exercise on research proposals.

Peddle, *The Aggressives* (screening)

Week 12
Halberstam, *Gaga Feminism*
Response paper #9: Peddle

*The Aggressives*, cont.
Halberstam, *Gaga Feminism*, cont.
Annotated bibliography #5: Halberstam
First versions of research proposals due

Screening: *The Kids Are All Right*

Week 13

Class presentations on "gaga feminism"

Class presentations on "gaga feminism"
Week 14

Riggs, *Black Is . . . Black Ain't* (screening)

Riggs, *Black Is . . . Black Ain't* (screening)

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): English

2. Course prefix and number: ENGL 334

3. Texas Common Course Number:

4. Complete course title: Science Fiction Present and Past

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/Poliical Science
   - □ Social and Behavioral Sciences
   - Currrent 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? every fall and spring semester

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

10. Number of students per semester: 35 - 255

11. Historic annual enrollment for the last three years: 388 37 105

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

12. Submitted by: [Signature]
    
    Course Instructor
    
    Date: April 17, 2013
    
    Approvals: [Signature]
    
    Date: 4/18/13
    
13. Department Head [Signature]
    
    Date: 5/31/13
    
14. 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?

English 334 is an exploration of Science Fiction. Students will be introduced to the major themes and techniques of the genre and to some of the most important writers and works of the form. The course will focus on the ideas, issues, and aesthetic values that mark the development of science fiction from the 18th century to the present. 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 works of science fiction writers from the 18th century 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 in works of science fiction writers from the 18th century 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 discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of works of science fiction writers from the 18th century 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.
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):

**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 in works of science fiction writers from the 18th century 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 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 science fiction writers from the 18th century 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 the implications of new forms of knowledge, creator’s responsibility to its creation, the ethics of scientific work dealing with the mysteries of life and death, moral decision to value forgiveness over judgment, and what makes us human. 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.
Science Fiction Present and Past. (3-0). Origins and development of the science fiction genre.

Course Description and Goals: English 334 is an exploration of Science Fiction. Students will be introduced to the major themes and techniques of the genre and to some of the most important writers and works of the form. The course will focus on the ideas, issues, and aesthetic values that mark the development of science fiction from the 18th century to the present.

Learning Outcomes:

1. Students will be able to richly analyze different genres of science fiction writing from the 18th century to the present.

2. Students will be able to identify major authors in the history of science fiction writing from the 18th century to the present.

3. Students will be able to articulate key aesthetic values that mark science fiction writing from 18th century to the present.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in works of science fiction writers from the 18th century to the present.

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

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 in works of science fiction writers from the 18th century 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. Classroom discussion will focus on helping students better understand the nuances and complexities in works of science fiction writers from the 18th century to the present.

CS: The course will help students learn how to develop a greater understanding of works of science fiction writers from the 18th century 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.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the implications of new forms of knowledge, creator's responsibility to its creation, the ethics of scientific work dealing with the mysteries of life and death, moral decision to value forgiveness over judgment, and what makes us human. 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 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 science fiction writers from the 18th century to the present.

Required Texts:
Orson Scott Card, ed. Masterpieces: The Best Science Fiction of the Twentieth Century
Jonathan Swift, Gulliver's Travels
Mary Shelley, Frankenstein
Robert Louis Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde
HG Wells, The Time Machine
George Orwell, 1984
Ray Bradbury, The Martian Chronicles
Isaac Asimov, The Caves of Steel
Suzanne Collins, The Hunger Games
Alan Moore, Watchmen

Assignments, Expectations, and Grading: Regular attendance and timely completion of all reading assignments are expected. Your final grade will be based on three exams (20% each for a total of 60%) and writing assignments (40%-two at 20% each). The exams will be made up of a mixture of short and long answers and emphasize class reading and material covered in class. The papers will provide you with opportunities to explore
science fiction in a variety of ways, including traditional analyses of literary texts, research papers, creative work, reports of your own discoveries in the genre, and explorations of the transformation of written texts into film.

**Paper Assignments:**

40 Percent of your final grade will be based on your writing assignments. Each Paper is worth 20% and you must write at least two papers on at least two of the topics below.

Each paper should be about 4-5 typed double spaced pages (1,000-1,250 words). It is all right if one of the papers is a bit longer than that – provided that the paper does not suffer from wordiness. It is not all right to hand in a paper that is substantially shorter than 1,000 words.

**Paper Topic 1:** Provide a literary analysis of some aspect of one of the texts we have read in class. You might choose to focus on the development of the protagonist or narrator or the use of setting or figurative language or on an exploration of some central theme or technique. You must have a focus and develop your thesis with a close analysis of the details of the text.

**Paper Topic 2:** You may write a research paper in which you explore the scientific underpinnings of one of the texts we read. The research should lead you into a greater understanding of how an author transforms scientific knowledge into a literary text.

**Paper Topic 3:** Compare and Contrast two of the texts we have read this semester. You must have a focus and develop your thesis with a close analysis of the details of the text.

**Paper Topic 4:** Your paper can explore the way in which one of the classics of science fiction has been transformed into a film. Discuss the ways in which the film is faithful to the original text and the ways in which it varies from its source. You may wish to argue for the superiority of either the text or the film or simply to provide an analysis of how the film develops ideas and images present in the text. Both *Frankenstein* and *Jekyll and Hyde* will provide fruitful opportunities but you may also explore the ways in which Shakespeare’s *Tempest* is transformed into *Forbidden Planet* or how Matheson’s *I am Legend* becomes *The Omega Man*.

**Paper Topic 5:** Write your own short science fiction story and then provide a brief analysis (about 250-400 words) explaining how your story reflects ideas and themes developed in this course. Your grade will be based on both the story and your analysis of your story.

**Paper Topic 6:** Write a paper arguing that I should add a specific work of science fiction to the syllabus of this course. Your goal is to persuade me that a specific text and author merits literary attention.

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

**For Attendance policy** see University Student Rules: [http://studentrules.tamu.edu//rule07](http://studentrules.tamu.edu//rule07)

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

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

Reading Assignments: English 334

Week 1  Introduction: Defining Science Fiction
Clarke, “The Nine Billion Names of God,” 110-115;
LeGuin, “The Ones Who Walk Away from Omelas,” 212-217

Week 2  Jonathan Swift, Gulliver's Travels, parts I & II
Gulliver's Travels, part III & IV
Reread Gulliver's Travels

Week 3  Mary Shelley, Frankenstein
Reread Frankenstein
View James Whale's film of Frankenstein (1931) on media matrix.
Discussion.

Week 4  Robert Louis Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde
Reread Dr. Jekyll and Mr. Hyde
From Masterpieces: Martin, “Sandkings,” 243-275;
Silverberg, “Passengers,” 166-176;

Week 5  HG Wells, The Time Machine
Reread The Time Machine
From Masterpieces: Heinlein, “All you Zombies,” 36-46;

First Due Date for Papers

Week 6 From Masterpieces: Biggle, “Tunesmith,” 47-79;

First Exam

Week 7 View Rouben Mamoulian’s film of Dr. Jekyll and Mr. Hyde (1932) From Masterpieces: Ellison, “Repent Harlequin....,” 145-155;
Pohl, “The Tunnel Under the World,” 177-20
From Masterpieces: Niven, “Inconstant Moon,” 218-239;
Turtledove, “The Road Not Taken,” 276-298
Kessel, “A Clean Escape,” 384-395;

Week 8 George Orwell, 1984

Reread 1984

1984 Continued. Second Due Date for Papers

Week 9 Asimov, Caves of Steel
Reread Asimov, Caves of Steel

From Masterpieces: Asimov, “Robot Dreams,” 91-96;
Aldiss, “Who Can Replace a Man?” 203-211;

Week 10 Ray Bradbury, The Martian Chronicles

Ray Bradbury, The Martian Chronicles Continued

Reread The Martian Chronicles. Third Due Date for Papers

Week 11 Second exam

Adams, The Hitchhiker’s Guide to the Galaxy
Reread Hitchhiker’s Guide

Week 12 From Masterpieces: Kelly, “Rat,” 364-374;
Gibson and Swanwick, "Dogfight," 297-315;

Collins, The Hunger Games. Fourth due date for papers

Week 13  Reread Hunger Games
Thanksgiving
Thanksgiving

Week 14  Moore, Watchmen
Moore Watchmen Continued

From Masterpieces: Bisson, "Bears Discover Fire," 375-383;
Fowler, "Face Value, 316-326. Fifth and final due date for papers

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

2. Course prefix and number: ENGL 338

3. Texas Common Course Number: 

4. Complete course title: American Ethnic Literature

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/Poltical Science
   ☐ Social and Behavioral Sciences

   CURRENT Core: 4 Yes
   CURRENT ICD: 4 Yes

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

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

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

10. Number of students per semester: 30 - 75

11. Historic annual enrollment for the last three years: 74 66 106

   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 4-18-13

   Approvals:

   Department Head 4/18/13

   College Dean/Designee 5/31/13

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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?

Students in this course (ENGL 338) will read and discuss a wide variety of literary works by American writers of different racial and ethnic origins. Major themes explored include double consciousness, cultural hybridity, critical whiteness, passing, immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, environmental injustice. 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 and works by American writers of different racial and ethnic origins. 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 in works by American writers of different racial and ethnic origins.

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 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 writers of different racial and ethnic origins 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.
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):

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 in works by American writers of different racial and ethnic origins. 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 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 writers of different racial and ethnic origins.

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 immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, decimation of Native American peoples and cultures, blatant and subtle forms of discrimination, and environmental injustice. 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 338: American Ethnic Literature

Request for International and Cultural Diversity (ICD) Designation

In English 338 students course will read and discuss a wide variety of literary works by American writers of different racial and ethnic origins. Major themes explored include double consciousness, cultural hybridity, critical whiteness, passing, immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, and environmental injustice. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American writers of different ethnic and racial origins and 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. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world.
Course title and number: ENGL 338.501: American Ethnic Literature
Term: Spring 2013
Meeting times and location: MWF 11:30-12:20 5 3XX LAAH

Instructor information:
Name: Dr. Larry Oliver
Telephone: 845-8354 (office); 979-574-5680 (cell)
E-mail address: l-oliver@tamu.edu
Office hours: M 1:2:00; Thursday, 2:00-3:00; and by appt.
Office location: 5XX LAAH

Catalog Description: Multi-ethnic study of American Literature, the writings of Black Americans, American Indians, Latinos/Latinas, Jewish Americans, as well as other ethnic groups.

Description:

Students in this course will read and discuss a wide variety of literary works by American writers of different racial and ethnic origins. Major themes explored include double consciousness, cultural hybridity, critical whiteness, passing, immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, environmental injustice. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American writers of different ethnic and racial origins and help students develop an appreciation for what the study of literature of ethnic groups that may be different from their own 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.

Learning Outcomes:

1. Identify the rich diversity of themes, styles, and genres that form the modern multicultural literatures of the United States
2. Articulate the complexities of “ethnic” and “American” identities
3. Articulate valid interpretations of the assigned readings in their historical and social contexts
4. Apply such factors as race, class, and gender to shape the composition and interpretation of texts and their associated visual representations.
5. Respond respectfully to perspectives and values different from one’s own.
6. Write clear, concise, and grammatically correct analyses of literary texts.
7. Correctly cite page references parenthetically within an essay.
8. Use the MLA database to locate scholarly commentary on literary texts.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in works by American writers of different racial and ethnic origins.
Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course readings and their associated 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 in works by American writers of different racial and ethnic origins.

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. Classroom discussion will focus on helping students better understand the nuances and complexities in works by American writers of different racial and ethnic origins.

CS: The course will help students learn how to develop a greater understanding of American writers of different racial and ethnic origins 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.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, decimation of Native American peoples and cultures, blatant and subtle forms of discrimination, and environmental injustice. 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 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 writers of different racial and ethnic origins.

Required Textbooks:


**Course Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to a special event or film</td>
<td>5%</td>
</tr>
<tr>
<td>Response papers (5 x 3%)</td>
<td>15%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>25%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>25%</td>
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<tr>
<td>Final exam</td>
<td>30%</td>
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</tbody>
</table>

**Grading Scale:**

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

Exams will be composed of short questions, written in class in a bluebook. Items will be drawn from the readings and class lectures. On the final exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.

Response papers: 300-400 words, typed, double-spaced. Papers will be penalized 1 point for being poorly written.

*For Attendance policy* see University Student Rules: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

The University Writing Center, which is located on the second floor of Evans Library, offers a variety of resources, including peer tutors, that can help you improve your writing. Visit: [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/)

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

- **Academic Integrity Statement and Policy**  
"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: aggiehonortamu.edu

**SCHEDULE OF ASSIGNMENTS**

An asterisk by the title indicates that you must write a response paper to a segment of the book *before* that segment is discussed in class. I will likely send you announcements, supplemental
information, or adjustments to the assignments during the semester, so please check your TAMU email account each day.

(Growing Up Ethnic in America is abbreviated below as Growing Up.)

Week 1  Course introduction. What is American “ethnic” literature? What is “American” culture?

Nash Candelaria, “The Day the Cacao Kid Shot John Wayne” (Growing Up 45-63) and Kathryn Nocerino, “Americanism” (Growing Up 76-82)

MLK holiday – no classes

Week 2  James Weldon Johnson, chap. 1 of The Autobiography of an Ex-Colored Man and “Brothers” (in Autobiography 135-37)

Autobiography of an Ex-Colored Man (chaps. 2-10)

Finish Autobiography of an Ex-Colored Man

Week 3  Writing Workshop

Toni Morrison, Bluest Eye (Growing Up 115-21) and Darryl Pinkney, “The New Negro” (Growing Up 64-67)

Mary Bucci Bush, “Drowning” (Growing Up 136-48) and Louise Erdrich, “The Red Convertible” (Growing Up 103-14)

Week 4  *Leslie Marmon Silko, Ceremony (to 37)

Ceremony (37-94)

Ceremony (94-140)

Week 5  Finish Ceremony

Review and practice questions

Exam #1 (bring bluebook)

Week 6  Poetry

Sherman Alexie, “This Is What It Means” (Growing Up 287-301) and Sandra Cisneros, “Mercans” in Growing Up (169-72)

*Helena Viramontes, Under the Feet of Jesus (to 46)

Week 7  Under the Feet of Jesus (49-90)

Under the Feet of Jesus (90-130)
Finish *Under the Feet of Jesus*

**Spring Break**

**Week 8**  


Roshni Rustomji, “Thanksgiving in a Monsoonless Land” (*Growing Up* 326-410)

**Week 9**  
Exam #2

* Toni Morrison, *A Mercy* (to 9)

Toni Morrison Continued.

**Week 10**  
*A Mercy* (9-83)

*A Mercy* (84-119)


**Week 11**  
Lucinda Roy, “Effigies” (*Mixed* 47-64)


**Week 12**  
* Moustafa Bayoumi, *How Does It Feel to Be a Problem?* (Preface and Rasha)

*How Does It Feel* (Sami)

*How Does It Fee* (Akram)

**Week 13**  
Diane Abu Jaber, “My Elizabeth” (*Mixed* 97-116)


Danzy Senna, “Triad” (*Mixed* 309-24)

**Week 14**  

*(Redefined day) Last class meeting*

**Final Exam.** On the final 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 writers of different racial and ethnic origins.
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): English

2. Course prefix and number: ENGL 360

3. Texas Common Course Number: 

4. Complete course title: Literature for Children

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

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

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

9. Number of class sections per semester: 1 - 3

10. Number of students per semester: 35 - 287

11. Historic annual enrollment for the last three years: 287 164 194

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: 5/8/13

14. Approvals:

   Department Head: [Signature]

   Date: 5/18/13

15. College Dean/Designee:

   Date: 5/31/13

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 360:** Students in this course will read several classics in children’s literature as well as a number of contemporary children’s books. This course will explore a variety of children’s literature through various genres—contemporary novel, classic novel, historical fiction, and realistic fiction, picture books, and fairy tales. The student will not only become familiar with these genres but explore various ideas conveyed in the texts, the historical development, social and cultural context of children’s fiction, how novels for young readers have changed and/or stayed the same, and the intersections among gender, politics, and children’s fiction. Most importantly, however, we will be examining the ideologies embedded in the texts as well as beliefs and values that guide our culture, particularly in terms of children and the literature they read. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of writers of literature for children and how writers of different racial, ethnic, gender, regional backgrounds, and sexual orientation may approach and interpret the world differently for readers of children’s literature. 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 literature for children. 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 literature for children.

**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 discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of literature for children that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey
Texas A&M University

Core Curriculum

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

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, rational, and global communities):

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross-cultural understanding of how history and broader social forces have shaped the distinctive literary traditions of literature for children. 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 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 literature for children.

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 and ethical responses to such topics as good vs. evil, gender ideology, socializing effects of children's literature, competing worldviews, and the ethics of adult censorship on children's reading.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Instructor: Dr. Claudia Nelson  
Phone: (979) 458-0377  
Email: claudia_nelson@tamu.edu  
Office hours: TR 11-12:30  
Office: LAAH 3XX  

Course title and number: ENGL 360.500, Literature for Children  
Term: Fall 2012  
Times and location: TR 9:35-10:50, LAAH 3XX

Course Description
Catalog Description: (3-0). Representative writers, genres, texts and movements.

Course Description: Students in this course will read several classics in children’s literature as well as a number of contemporary children’s books. This course will explore a variety of children’s literature through various genres—contemporary novel, classic novel, historical fiction, and realistic fiction, picture books, and fairy tales. The student will not only become familiar with these genres but explore various ideas conveyed in the texts, the historical development, social and cultural context of children’s fiction, how novels for young readers have changed and/or stayed the same, and the intersections among gender, politics, and children’s fiction. Most importantly, however, we will be examining the ideologies embedded in the texts as well as beliefs and values that guide our culture, particularly in terms of children and the literature they read.

Student Learning Outcomes

1. Identify major writers in children’s literature.  
2. Explain the relationship between individual works and social/historical contexts.  
3. Form written arguments and support them with textual evidence.  
4. Explain how gender and wider societal and cultural values shape the literary sensibilities and humanist concerns in the literature for children.  
5. Identify and interpret major literary traditions and aesthetic movements that have shaped the development of literature for children.  
6. Engage in comparative work.  
7. Write formal essay answers which provide critical insights into literary works.

Core Curriculum Objectives

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of literature for children.

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

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 and broader social forces have shaped the distinctive literary traditions of literature for children.

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 literature for children.

CS: The course will help students learn how to develop a greater understanding of literature for children 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 good vs. evil, gender ideology, socializing effects of children’s literature, competing world views, and the ethics of adult censorship on children’s reading.

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 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 literature for children.

Course Requirements

Required reading

- Kelko Kasha, *A Mother for Choco*
- C. S. Lewis, *The Lion, the Witch and the Wardrobes*
- Chris Van Allsburg, *The Wretched Stone*
- Jon Scieszka and Lane Smith, *The Stinky Cheese Man and Other Fairly Stupid Tales*
- Pam Muñoz Ryan, *Esperanza Rising*
- Anna Sewell, *Black Beauty*
- David Maraniss, *Black and White*
- David Wiesner, *The Three Pigs*
- Edward Eager, *Seven-Day Magic*
- Terry Pratchett, *Only You Can Save Mankind*
- Assorted short works as listed below (available online or on e-reserve)
Grading Policies

Assignments and Grade Distribution
Exam 1 30%
Exam 2 30%
Exam 3 30%
Attendance/participation, including free writing 10%

All essay exams will be made up of short and long questions.

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

Attendance Policy

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

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

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Course Calendar

Week 1 Introduction to course


Week 2 Keiko Kasza, A Mother for Choco
Chris Van Allsburg, The Wretched Stone

Week 3  MacDonald, “The Day Boy and the Night Girl” (a.k.a. “Photogen and Nycteiris”),
online
at http://www.ccel.org/ccel/macdonald/daynight/files/daynight.html and elsewhere
C. S. Lewis, The Lion, the Witch and the Wardrobe (read whole book for this class
meeting).

Week 4  Lewis contd.
        Lewis contd.

Week 5  Exam #1 workshop.

        Exam #1 workshop

Week 6  EXAM #1

        Unit 2, Didacticism, socialization, and parody/oppositional reading: Catherine
        Sinclair, “Uncle David’s Nonsensical Story about Giants and Fairies” (from
        House, 1838), online at http://www.web-
        books.com/Classics/ON/B1/B1119/25MB1119.html
        Jane Taylor, “The Idle Boy” (online; Google “Jane Taylor” + “idle boy” and look
        in
        Original Poems, 1804-5, for the poem beginning “Thomas was an idle lad”);
        Adelaide
        Proctor, “Never Play with Fire” (also appearing in Original Poems); Heinrich
        Hoffman,
        “The Story of Little Suck-a-Thumb” (from Struwwelpeter, orig. German 1844),
online at
        http://www.gutenberg.org/files/12116/12116-h/12116-h.htm; Hilaire Belloc,
        “Jim,”
        (1907), online at:

ntents

Week 7  Scieszka and Lane Smith, The Stinky Cheese Man and Other Fairly Stupid Tales

Week 8  Muñoz Ryan, Esperanza Rising (read entire book for this meeting)

        Ryan contd.
Ryan contd.

Week 9
Anna Sewell, Black Beauty (read entire book for this meeting)
Sewell contd.

Week 10
Exam #2 workshop
EXAM #2

Week 11
Unit 3, Books about reading (and more): Edward Eager, Seven-Day Magic (read whole book for this class meeting)
Eager contd.

Week 12
David Macaulay, Black and White
David Wiesner, The Three Pigs

Week 13
E. Nesbit, "The Town in the Library in the Town in the Library" (1901), on e-reserve (do read the story, but note that if you like, you may also listen to an audio version at http://archive.org/details/unlikelytales_cs_lvl2)

THANKSGIVING; no class

Week 14
Terry Pratchett, Only You Can Save Mankind
Pratchett contd.

FINAL EXAM: On the third and final exam 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 literature for children.
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): English

2. Course prefix and number: ENGL/HISP 362

3. Texas Common Course Number:

4. Complete course title: Latino/a Literature of the U.S.

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 CONC: YES
   CURRENT ICD: YES

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

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

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

10. Number of students per semester: 30 - 89

11. Historic annual enrollment for the last three years: 63 89 81

   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: _________________________________
   Date: 4/24/13

   Approvals:
   Department Head: _________________________________
   Date: 4/24/13

   College Dean/Designee: _________________________________
   Date: 5/30/13

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?

ENGL/HISP 362: This course will survey some of the significant literary texts produced by Latino and Latina writers in the twentieth and twenty-first century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Latino/a Literature, and we will develop an understanding of the experiences and aesthetic expression of Latinos and Latinas in the U.S. Some of the historical sites and themes around which we will concentrate our study include land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how the particular social location of Mexican Americans, Puerto Ricans, Cuban Americans, Dominican Americans and other Latinos/as has influenced their literary production, and how they, in turn, have contributed to American literature. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world. 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 Latino/a literature in the US. 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 Latino/a literature in the US.

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 discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Latino/a literature in the US.
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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 Hispanic literature in the US. 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 cultures that may be 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 Hispanic literature in the US.

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 the legacy of colonialism, land dispossession, feelings of displacement and alienation, and how race, ethnicity, class, gender, and sexuality affect literary expression.

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/HISP 352: Latino/a Literature of the U.S.

Request for International and Cultural Diversity (ICD) Designation

This course will survey some of the significant literary texts produced by Latino and Latina writers in the twentieth and twenty-first century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Latino/a Literature, and we will develop an understanding of the experiences and aesthetic expression of Latinos and Latinas in the U.S. Some of the historical sites and themes around which we will concentrate our study include land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how the particular social location of Mexican Americans, Puerto Ricans, Cuban Americans, Dominican Americans and other Latinos/as has influenced their literary production, and how they, in turn, have contributed to American literature. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world.
**Latino/a Literature of the U.S.**

**Catalogue Description:** Literature by U.S.-based Latino/a authors writing mostly in English; examines historical and social contexts of cultural production; may include various genre to examine aesthetic expression of diverse Latino/a authors, including but not limited to Mexican Americans, Puerto Ricans, Cuban Americans, and Dominican Americans.

**ENGL/HISP 362:** This course will survey some of the significant literary texts produced by Mexican Americans in the twentieth century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Mexican American Literature, and we will develop an understanding of the experiences and aesthetic expression of Chicano/as in the U.S. Some of the historical sites and themes around which we will concentrate our study include the U.S.-Mexico War of 1848, the Chicano/a Movement, land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how Mexican Americans’ particular social location has influenced their literary production, and how Chicano/as, in turn, have contributed to American literature.

**Learning Outcomes:**
1. Identify major Hispanic authors in the U.S.
2. Explain the connection between individual works and their cultural, historical, and political contexts.
3. Identify literary styles, genres, and artistic movements specific to Hispanic literatures in the U.S.
4. Perform close readings of written and visual material.
5. Formulate a thesis and make an argument providing textual evidence.
6. Integrate and explain ideas from scholarly sources in an essay format.

**Core Curriculum Objectives**

*Critical Thinking Skills (CTS):* The course will enhance critical thinking skills through consistent reading and class discussion of key ideas of Hispanic literature in the US and their visual representations.
Communication Skills (CS): The course enhances communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading and visual texts.

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 Hispanic writers in the US.

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 Hispanic literature in the US.

CS: The course will help students learn how to develop a greater understanding of Hispanic literature in the US. 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 the legacy of colonialism, land dispossession, feelings of displacement and alienation, and how race, ethnicity, class, gender, and sexuality affect literary expression.

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 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 Hispanic writers in the US.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Academic Dishonesty
All policies, including those on academic dishonesty, outlined in TAMU’s Student Rules (http://aggiehonor.tamu.edu/) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Required Texts
Elena Zamora O’Shea, El Mesquite
Américo Paredes, George Washington Gómez
Tomas Rivera, And the Earth Did Not Devour Him
Sandra Cisneros, Woman Hollering Creek and Other Stories
Luis Alberto Urrea, Nobody’s Son: Notes from an American Life
Course Packet of selected poetry, essays, and criticism, available at Notes-N-Quotes.
Additional readings provided via Moodle or as in-class handouts.

Course Work
In-Class and Moodle Participation 10%
Two 5-page Essays (30 % each) 60%
Two 2-page Responses (15 % each) 30%

Attendance: Students are expected to attend every class and to arrive promptly. Refer to http://student-rules.tamu.edu/rule07 for regulations on excused/unexcused absences due to illness, observation of religious holidays, and for the list of university-authorized activities.

Moodle: Moodle is a Virtual Learning Environment that will extend your learning outside the classroom and provide you opportunities to be an independent learner. You are required to enroll and participate in the ENGL 362 / HISP 362 Moodle class page.

On week .3 students will be asked to reflect upon how their knowledge of literatures from previous historical periods and 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 Hispanic writers in the US.

Responses: Responses will be based on your own reflection and reaction to the previous the reading. These are not researched essays. Additional instructions will be provided on Moodle.

Essays: The essays will be graded on the following: thesis, coherence, grammar, research, and argument.

Grading Scale: A= 90 – 100, B= 80 – 89, C= 70 – 79, D= 60 – 69, F= 59 and below.

Latino/a Literature in the U.S.
CHICANO/A LITERATURE

Week 1  Chicano/a Literature and Culture: Aims of the course, discussion format, policies, and assignments
The Folk Base of Culture:
Paredes, “The Folk Base of Chicano Literature” (4-17, available via Moodle)

**Mexican American Literary Emergence**

**Week 2**  
Zamora O’Shea, “Ranches of the Southwest...” (in *El Mesquite*, lxxi-lxxvi)  


**Week 3**  
Tijerina, “Historical Introduction” to *El Mesquite* (ix-xxii)  
Garza-Falcón, “Introduction” to *El Mesquite* (xxii-lxvi)

The *Corrido* Tradition:  
Paredes, “With His Pistol in His Hand,” Intro, Ch. 1 and 2 (1-54, packet)

**Week 4**  
*George Washington Gómez*, Part I and II (9-106)  
2-page Response Due in Class

*George Washington Gómez*, Part III (107-176)

**Week 5**  
*George Washington Gómez*, Part IV (177-280)

*George Washington Gómez*, Part V (281-302)

**Week 6**  
... And the Earth Did Not Devour Him (83-113)

... And the Earth Did Not Devour Him (114-52)

**Week 7**  
... And the Earth Did Not Devour Him. Essay 1 Due in Class

**The Chicano/a Movement: Poetry and Fiction**

**Week 8**  
Gutierrez, “Community, Patriarchy, and Individualism” (44-67, packet)  
Aztlan Poetry: Gonzales, “I am Joaquin” (1-21, packet)

“El Plan de Delano” (197-201, packet)  
“El Plan Espiritual de Aztlan” (402-406)  
Poetic Voices: Selections from “Voices of Chicanos” (323-44)

**The Chicana Response to El Movimiento**

**Week 9**  
Arzaldú, “Movimientos de Rebeldía” (15-23, packet),
"How to Tame a Wild Tongue" (53-64), "La conciencia de la mestiza" (77-91)

Alarcon, "Chicana Feminist Literature" (182-90, via Moodle)
Cervantes, Emplumada (3-23 via Moodle)

Week 10  Cervantes, Emplumada (25-47)

Cervantes, Emplumada (49-68)
2-page Response Due in Class

Contemporary Chicano/a Novels and Shorts Stories

Week 11  Cisneros, Woman Hollering Creek

Cisneros, Woman Hollering Creek

Week 12  Urrea, Nobody's Son

Urrea, Nobody's Son

Thursday, November 22: Thanksgiving Holiday

Week 13  Chicanos in Film

Chicanos in Film

Week 14  Final Comments

Discussion

Thursday, December 6: Essay 2 Due in 5XX LAAH.
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): English

2. Course prefix and number: ENGL 365/RELS 360

3. Texas Common Course Number: 

4. Complete course title: Bible as Literature

5. Semester credit hours: 03

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

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? every fall and spring semester

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

10. Number of students per semester: 25 - 45

   25-Prereqs have been removed; will increase number substantially when in the core

11. Historic annual enrollment for the last three years: 73 25

   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

14. Department Head
    [Signature]
    Date

15. College Dean/Designee
    [Signature]
    Date

See form instructions for submission/approval process.
ENGL 365/RELS 360: The Bible serves as the foundational text for Western civilization, but it has traditionally been regarded as much more than that, nothing less than the revealed Word of God mediated through the inspired authors of canonical scripture. It is thus no mere book (or compilation of books), and biblical study is no single activity. The study of the Bible as “literature” is but one of many ways of coming at holy writ, and it has its limitations as well as its advantages. A course of this kind does not aim at doctrinal certainty so much as the recovery of what might be called biblical “literacy.” We will be collectively engaged in an exercise in reading, not piety. Thoughtful men and women have long noted that the contemporary world suffers from a kind of cultural amnesia. This course seeks to counter that trend through a process of interpretive restoration. Historical and textual questions are important and will frequently be addressed, shedding much-needed light on our discussions, but our primary goal is the recollection and reclamation of biblical resources that have enriched humanity’s worldwide cultural heritage in the past, maintained their relevance in the present, and offer creative possibilities for the future. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of Hebrew and Christian writers, and ultimately, help students develop an appreciation for what the study of literature of 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 Hebrew and Christian Scriptures. 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 Hebrew and Christian Scriptures.
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):

Communication Skills (CS): The course enhances communication skills through small and large group discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Hebrew and Christian Scriptures 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.

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 Hebrew and Christian Scriptures. 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 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 Hebrew and Christian Scriptures.

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 religion in the public square, the dynamic centrality of the Judeo-Christian vision to questions of justice, individual and social, and the tension between what has been called the "dictatorship of relativism" and Biblical foundationalism. 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.
THE BIBLE AS LITERATURE
ENGL 365. 500 (Cross-listed with RELS 360)

Prof: Bedford Clark
TTh 11:10-12:35
Office: 3XX LAH
Office hours: TTh 12:30-2:15
Spring 2013
LAAH 4XX
Phone: 845-8321
email: wbclark@tamu.edu


Catalogue: The Bible as Literature. (3-0). Narrative, structural, and thematic study of the
Hebrew and Christian Scriptures in English translation.

Course Description: The Bible serves as the foundational text for Western civilization, but it
has traditionally been regarded as much more than that, nothing less than the revealed Word of
God mediated through the inspired authors of canonical scripture. It is thus no mere book (or
compilation of books), and biblical study is no single activity. The study of the Bible as
"literature" is but one of many ways of coming at holy writ, and it has its limitations as well as
its advantages. A course of this kind does not aim at doctrinal certainty so much as the recovery
of what might be called biblical "literacy." We will be collectively engaged in an exercise in
reading, not piety. Thoughtful men and women have long noted that the contemporary world
suffers from a kind of cultural amnesia. This course seeks to counter that trend through a process
of interpretive restoration. Historical and textual questions are important and will frequently be
addressed, shedding much-needed light on our discussions, but our primary goal is the
recollected and reclamation of biblical resources that have enriched humanity's worldwide
cultural heritage in the past, maintained their relevance in the present, and offer creative
possibilities for the future.

Learning Outcomes:
1. Identify central motifs and diverse literary genres contained in the Judeo-
   Christian scriptures
2. Perform close readings of written and visual material
3. Formulate a thesis and develop and support an argument with textual evidence
4. Synthesize, integrate, and cite secondary scholarly sources in a formal paper

Core Curriculum Objectives
Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent
reading and class discussion of key ideas in Hebrew and Christian Scriptures.

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

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 Hebrew and Christian Scriptures.

CS: The course will help students learn how to develop a greater understanding of Hebrew and Christian Scriptures 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 religion in the public square, the dynamic centrality of the Judeo-Christian vision to questions of justice, individual and social, and the tension between what has been called the "dictatorship of relativism" and Biblical foundationalism. 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 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 Hebrew and Christian Scriptures.

Requirements: There will be two essay examinations made up of short and long essay questions (a midterm worth 25% of course grade and final worth 25% of course grade) and a substantive scholarly paper of approximately 10 pages in length. Final paper will be based on coherence, insight, grammar and proper use of sources and will be worth 50% of your final course grade.

Attendance: Regular attendance and active participation in class discussion is assumed. http://studentrules.tamu.edu/rule07/ for a list of university rules regarding absences.

Grade scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; less than 60 = F.
Academic Dishonesty
All policies, including those on academic dishonesty, outlined in TAMU’s Student Rules (http://aggiehonor.tamu.edu/) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

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

Schedule of Assignments

Week 1  Genesis and Revelation
Week 2  Genesis and Revelation cont
Week 3  Exodus
Week 4  Joshua 1-11, Judges 1-5, Ruth
Week 5  Psalms and Song of Songs
Week 6  Proverbs and Ecclesiastes
Week 7  Job. Midterm
Week 8  Isaiah 1-12, 24-27
Week 9  Isaiah 32-35, 40-66
Week 10  Jeremiah 1-6, 23-31; Lamentations
Week 11  Daniel and Jonah
Week 12  Gospel According to Matthew
Week 13  Gospel According to John

Final: On the final 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 Hebrew and Christian Scriptures.
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): English

2. Course prefix and number: ENGL/WGST 374

3. Texas Common Course Number: 

4. Complete course title: Women Writers

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

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

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

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

10. Number of students per semester: 25 - 75

11. Historic annual enrollment for the last three years: 56 75 68

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: Sally Pomaron

   Course Instructor

   Approvals: 

   Department Head

   College Dean/Desigree

   Date 4/23/13

   Date 4/23/13

   Date 5/3/13

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?

ENGL/WGST 374: In this course, we will explore the complex historical and biographical contexts in which various texts by women have been and are being produced. We will look at such issues as the struggle between personal fulfillment and societal obligation, the relationship between marriage and wider economic conditions, patriarchy and domination. How have women writers approached these issues? Do novels by women critically revise, or uncritically accept, what we might call a male-oriented or masculinist take on questions of female appetite and desire, for example? How do race and class impact how women relate to cultural issues, and how does the dominant culture position women? This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of women writers of different historical periods and racial and ethnic origins, and ultimately, help students develop an appreciation for what the study of literature of 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 women’s writings about the relationship between gender and cultural issues. 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 women’s writings about the relationship between gender and cultural issues.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University

Core Curriculum

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

Communication Skills (CS): The course enhances communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading and visual texts. The course will help students learn how to develop a greater understanding of women writers 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 women’s writings about gender. 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 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 women’s writings.

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 the struggle between personal fulfillment and societal obligation, the relationship between marriage and wider economic conditions, patriarchy and domination, and problems related to eating disorders, 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/WGST 374: Women Writers--Request for International and Cultural Diversity (ICD) Designation

In English/Women and Gender Studies 374, students will explore the history of literature by women writing in English with an emphasis on continuity of ideas and on literary contributions of women across time and cultures. Students will study a variety of genres with particular attention to the significance of gender in the racial, social, sexual and cultural contexts of women writing in English. The course will encourage an understanding of the "historical, cross-cultural, and multicultural aspects of gender."
ENGL/WGST 374: Women Writers. (3-0). History of literature by women in English; emphasis on continuity of ideas and on literary contributions; study of a variety of genres with particular attention to the significance of gender in the racial, social, sexual and cultural contexts of women writing in English.

WOMEN, WRITING, AND CONSUMER CULTURE

In this course, we will explore the complex symbolic relationship between women and consumerism. Within patriarchal cultures, women’s hunger for food, for men, for material goods is very often considered problematic; we hear about women who love too much, who shop too much, who eat too much. Even as women are often represented as out of control consumers, they also find themselves represented as the objects of consumption; women and the female body are used to sell products, women’s individual identities are often consumed by others’ needs and desires, women are frequently represented as objects to be owned, purchased, used. How have women writers approached these issues? Do novels by women critically revise, or uncritically accept, what we might call a male-oriented or masculinist take on questions of female appetite and desire? How do race and class impact how women relate to consumer culture, and how consumer culture positions women? In the last week of class, you’ll think about some of the issues about men, masculinity, and consumer culture.

STUDENT LEARNING OUTCOMES

1. Identify major women writers whose work engages with issues of gender and consumer culture.

2. Perform close readings of written and visual material.

3. Explain how women’s writing reflects the extent to which the conditions of women’s lives have changed and remained stable over time.

4. Analyze and describe complex historical and biographical contexts in which various texts by women were produced.

5. Engage in comparative analysis.

6. Formulate a thesis and develop and support their argument with textual evidence.

Core Curriculum Objectives
**Critical Thinking Skills (CTS):** The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in women's writings about the relationship between gender and production of literary and visual texts.

**Communication Skills (CS):** The course enhances communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading and visual texts.

**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 women.

**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. Classroom discussion will focus on helping students better understand the nuances and complexities of women's writings about the relationship between gender and consumerism.

**CS:** The course will help students learn how to develop a greater understanding of the history of women writing literature from classical times 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.

**PR:** The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the struggle between personal fulfillment and societal obligation, the relationship between marriage and wider economic conditions, patriarchy and domination, and problems related to eating disorders. 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 written by women have been affected by social and cultural forces. 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 women's writings.
REQUIRED READING:
Jane Austen, *Emma* 1814 (Dover)
Edith Wharton, *The House of Mirth* 1905 (Signet)
Anita Loos, *Gentlemen Prefer Blondes* 1925 (Penguin)
Nell Larsen, *Passing* 1929 (Penguin)
Margaret Atwood, *The Edible Woman* 1969 (Anchor Books)
Connie Willis, *Bellwether* 1996 (Random)
Ruth Ozeki, *My Year of Meats* 1998 (Penguin)
Sophie Kinsella, *Confessions of a Shopaholic* 2001 (Dell)

Selected critical articles, all to be posted on Moodle

COURSE REQUIREMENTS
1. Take-home exam #1, due Monday, February 25 25%
2. Take-home exam #2, due Friday, April 5 25%
3. Comprehensive Final exam, Friday, May 3 25%
4. Moodle writing assignments 25%

**Take-home exams** will be comprised of two questions, and your answer to each question must be a minimum of 1000 words (approximately 3 pages, double-spaced). Each answer must have a thesis, and must go on to support that thesis with textual evidence. Take-home exams will be submitted through Turnitin.com on Moodle. Take-home exam questions and instructions will be posted to Moodle at least one week in advance of the due date. Your answers will be graded on grammar, coherence, insight and originality.

The **final exam** will be comprised of passage identifications/commentary and essay questions.

**Writing on Moodle**  These Moodle posts are meant to give you practice in the kind of writing you will do on your exams, and will also serve as material for class discussion. Each post must center around an insight on that day’s reading that you deem worthy of discussion. These should take the form of a thesis statement expressing an idea of your own about the work (that is, not a self-evident fact such as “Lily Bart suffers a downward spiral in *The House of Mirth*,” but rather, “Lily’s fate in *The House of Mirth* constitutes Wharton’s critique of a culture that commodities women”), followed by a paragraph supporting and developing that insight. Each Moodle post must be at least 250 words in length, and will earn a maximum of three points: one for satisfying the length requirement, a second for a good thesis, and a third for development/support. Because I will use these to guide class discussion, they must be submitted to Moodle no later than midnight of the day before class (for most posts, this means Monday at midnight). Also because I might use these to guide class discussion, you may be called on in class to talk about and/or read what you wrote.

**Attendance**
Please see [http://student-rules.tamu.edu/rule07/](http://student-rules.tamu.edu/rule07/) for a list of university rules regarding absences. If you miss class for medical reasons, you may submit as documentation either a completed Texas A&M University Explanatory Statement for Absence from Class form, available at [http://attendance.tamu.edu](http://attendance.tamu.edu) of a note from a health care professional affirming date and time of the visit.
Grading Policies
A= 90 – 100
B= 80 – 89
C= 70 – 79
D= 60 – 69
F= 59 and below

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

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

SCHEDULE
Please note: Reading is to be done on the first day we discuss the novel. All other reading is to be done by class on the day it is listed.

Week 1
Introduction

Susan Bordo, “Reading the Slender Body” (Moodle)

Week 2
Jane Austen, Emma
Moodle post due M 1/21 by midnight
Emma

Assignment: View the film Clueless. It is available through Media Matrix (there’s a link on our Moodle site), or you can watch it on your own.

Week 3
Film: Clueless. Emma
Moodle post due M 1/28 by midnight
Clueless and Emma
Gayle Wald, “Clueless in the Neocolonial World Order” (Moodle)

Week 4
Edith Wharton, The House of Mirth
Moodle post due M 2/4 by midnight

The House of Mirth cont. Meredith Goldsmith, “Cigarettes, Tea, Cards, and Chloral: Addictive Habits and Consumer Culture in The House of Mirth” (Moodle)
Week 5
Anita Loos, *Gentlemen Prefer Blondes*
Moodle post due W 2/13 by midnight

*Gentlemen Prefer Blondes*
Susan Hegeman, “Taking Blondes Seriously” (Moodle)
Take-home exam #1 due on Moodle, by noon on M 2/25

Week 6
Nella Larsen, *Passing*
Moodle post due M 2/25 by midnight

*Passing*

Week 7
Mary Caller Balkan, """"Dressing to Kill: Desire, Race, and Authenticity in Nella Larsen's *Passing*"""" (Moodle)

Joan Jacobs Bromberg, “The Appetite as Voice” (Moodle)

SPRING BREAK

Week 8
Margaret Atwood, *The Edible Woman*
Moodle post due M 3/18 by midnight

*The Edible Woman*

Week 9
*The Edible Woman*
Susan Bordo, “Hunger as Ideology” (Moodle)

Assignment: View the film *Eating: A Serious Comedy about Women and Food*. There is a link to a video stream on Moodle. Or, you can go to Evans Annex to watch the DVD.

Week 10
Film: *Eating: A Serious Comedy about Women and Food*. Moodle post due W 3/27 by Midnight.

*Eating*

Week 11
Ruth Ozeki, *My Year of Meats*
Moodle post due M 4/1 by midnight

*My Year of Meats*
Take-home exam #2 due on Moodle by midnight on Friday, 4/5

Week 12
Connie Willis, *Bellwether*
Moodle post due M 4/8 by midnight

*Bellwether*

Week 13
Sophie Kinsella, *Confessions of a Shopaholic*
Moodle post due M 4/15 by midnight

_Coessions of a Shopaholic_
Jennifer Scanlon, “Making Shopping Safe for the Rest of Us” (Moodle)

Week 14
Malcolm Gladwell, “Listening to Khakis: What America’s Most Popular Pants Tell Us about the Way Guys Think” (Moodle)


**Final exam** will be comprised of passage identifications/commentary and essay questions. On the final exam students will be asked to answer a question in which they will have to reflect upon how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of women writers.
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): English

2. Course prefix and number: ENGL 376

3. Texas Common Course Number:

4. Complete course title: American Novel Since 1900

5. Semester credit hours: 03

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

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 30 - 150

11. Historic annual enrollment for the last three years: 175 133 34

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. Department Head

13. Submitted by: [Signature]
   Course Instructor

14. Date: 4/29/13
   Date: 4/29/13
   Date: 5/3/13

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.

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

**English 376:** This course is a survey of the American novel from 1900 to the present, with an emphasis on its rich variety. Our main focus will be on exploring the narrative and stylistic strategies through which each writer creates his or her unique fictional world, but we will also consider each text's relation to broader literary, cultural and historical developments, and will pay particular attention to changing concepts of identity and subjectivity, as shaped, constrained and/or enabled by historical determinants, and as related to race, ethnicity, gender, sexuality, family, community and social class. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American novelists of different racial, ethnic, gender, regional backgrounds, and sexual orientation, and ultimately, help students develop an appreciation for what the study of literature of 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 the American novel from 1900 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 the American novel from 1900 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 discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students develop a greater understanding of the American novel from 1900 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,
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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 the American novel from 1900 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 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 the American novel from 1900 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 the legacy of American slavery and racism, tensions between desire for independence and duty to family, personal fulfillment and broader societal obligations, and responsibilities of authorship and of reading.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL 376: The American novel Since 1900--Request for International and Cultural Diversity (ICD) Designation

**English 376:** This course is a survey of the American novel from 1900 to the present, with an emphasis on its rich variety. Our main focus will be on exploring the narrative and stylistic strategies through which each writer creates his or her unique fictional world, but we will also consider each text's relation to broader literary, cultural and historical developments, and will pay particular attention to changing concepts of identity and subjectivity, as shaped, constrained and/or enabled by historical determinants, and as related to race, ethnicity, gender, sexuality, family, community and social class. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American novelists of different racial, ethnic, gender, regional backgrounds, and sexual orientation, and ultimately, help students develop an appreciation for what the study of literature of 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.
Course Catalogue ENGL 376: Representative novels of twentieth- and twenty-first century American writers; emphasis on varied literary movements and on thematic and formal innovations as reflections of/responses to social transformations in American society since 1900.

Course Description: This course is a survey of the American novel from 1900 to the present, with an emphasis on its rich variety. Our main focus will be on exploring the narrative and stylistic strategies through which each writer creates his or her unique fictional world, but we will also consider each text’s relation to broader literary, cultural and historical developments, and will pay particular attention to changing concepts of identity and subjectivity, as shaped, constrained and/or enabled by historical determinants, and as related to race, ethnicity, gender, sexuality, family, community and social class.

Student Learning Outcomes

1. Identify and interpret major literary traditions and aesthetic movements that have shaped the development of the American novel since 1900.

2. Explain the connection between individual works and broader social, political, economic, and cultural contexts.

3. Identify and analyze the literary styles and narrative strategies specific to each text.

4. Explain how gender, region, ethnicity, and class shape the literary sensibilities and humanistic concerns of American novelists since 1900.

Core Curriculum Objectives

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of the American novel from 1900 to the present.

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

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 the American novel from 1900 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 the American novel from 1900 to the present.

CS: The course will help students learn how to develop a greater understanding of the American novel from 1900 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 the legacy of American slavery and racism, tensions between desire for independence and duty to family, personal fulfillment and broader societal obligations, and responsibilities of authorship and of reading.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which 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 the American novel from 1900 to the present.

Texts

Edith Wharton, The House of Mirth (Signet Classics/NAL Penguin) [1905]
Willa Cather, My Ántonia (Signet Classics/Penguin) [1918]
William Faulkner, Absalom, Absalom! (Vintage/Random House) [1936]
Eudora Welty, Delta Wedding (Harvest/HBJ) [1946]
Vladimir Nabokov, Pale Fire (Vintage/Random House) [1962]
Toni Morrison, Song of Solomon (Vintage/Random House) [1977]
Don DeLillo, Mao II (Penguin) [1991]
Jhumpa Lahiri, The Namesake (Mariner/Houghton Mifflin) [2003]

Schedule of Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Introductory</th>
<th>The House of Mirth</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductory</td>
<td>1-90</td>
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<tr>
<td>2</td>
<td>The House of Mirth</td>
<td>91-189</td>
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<tr>
<td></td>
<td>The House of Mirth</td>
<td>190-269</td>
</tr>
</tbody>
</table>
Week 3  
*The House of Mirth* (270-end)  
*My Ántonia* (27-132)  
*My Ántonia* (133-236)  
Week 4  
*My Ántonia* (237-end)  
*Añsalom, Añsalom!* (1-106)  
Week 5  
*Añsalom, Añsalom!* (107-234)  
*Añsalom, Añsalom!* (235-287)  
Week 6  
*Añsalom, Añsalom!* (288-end)  
*Delta Wedding* (1-117)  
Week 7  
*Delta Wedding* (118-197)  
*Delta Wedding* (198-end)  
**Paper #1 due**  
Week 8  
MIDTERM EXAM  
*Pale Fire* (1-148)  
Week 9  
*Pale Fire* (148-222)  
*Pale Fire* (222-end)  
Week 10  
*Song of Solomon* (1-151)  
*Song of Solomon* (152-216)  
Week 11  
*Song of Solomon* (217-end)  
*Mao II* (1-103)  
Week 12  
*Mao II* (104-172).  
*Mao II* (173-end)  
**NO CLASS – THANKSGIVING**  
Week 13  
*The Namesake*  
*The Namesake*  
Week 14  
Concluding;  
*The Namesake*  
**Paper #2 due**

FINAL EXAM. On the final essay test 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 the American novel from 1900 to the present.

**Requirements**

Attendance & Class participation  
10%  
(Student's are expected to come to class having done the reading and prepared to share questions and observations.)

Two 7-8 page papers (25% each)  
50%  
(Interpretation and analysis of a specific theme or topic of interest to the student.  
Instructor will also provide a range of topics from which students can choose.)

Midterm Exam (Short questions and long essay questions)  
15%  
Final Exam  
25%  
(On the final essay exam students will be given a writing assignment in which they will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess.  
They 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 the American novel from 1900 to the present.)

Attendance Policy

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Grading Scale

A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = Below 60%

Americans with Disabilities Act (ADA) Statement

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

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu "An Aggie does not lie, cheat, or steal, or tolerate those who do."
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): Hispanic Studies

2. Course prefix and number: ENGL/HISP 362

3. Texas Common Course Number:

4. Complete course title: Latino/a Literature of the U.S.

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

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

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

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

10. Number of students per semester: 30 - 89

11. Historic annual enrollment for the last three years: 63 89 81

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. Date

13. Submitted by: 
   Course Instructor
   Date

14. Approvals: 
   Department Head
   Date

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.  

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

ENGL/HISP 362: This course will survey some of the significant literary texts produced by Latino and Latina writers in the twentieth and twenty-first century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Latino/a Literature, and we will develop an understanding of the experiences and aesthetic expression of Latinos and Latinas in the U.S. Some of the historical sites and themes around which we will concentrate our study include land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how the particular social location of Mexican Americans, Puerto Ricans, Cuban Americans, Dominican Americans and other Latinos/as has influenced their literary production, and how they, in turn, have contributed to American literature. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world. 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 Latino/a literature in the US. 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 Latino/a literature in the US.  

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 discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Latino/a literature in the US.
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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.

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 Hispanic literature in the US. 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 cultures that may be 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 Hispanic literature in the US.

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 the legacy of colonialism, land dispossession, feelings of displacement and alienation, and how race, ethnicity, class, gender, and sexuality affect literary expression.

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/HISP 362: Latino/a Literature of the U.S.

Request for International and Cultural Diversity (ICD) Designation

This course will survey some of the significant literary texts produced by Latino and Latina writers in the twentieth and twenty-first century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Latino/a Literature, and we will develop an understanding of the experiences and aesthetic expression of Latinos and Latinas in the U.S. Some of the historical sites and themes around which we will concentrate our study include land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how the particular social location of Mexican Americans, Puerto Ricans, Cuban Americans, Dominican Americans and other Latinos/as has influenced their literary production, and how they, in turn, have contributed to American literature. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world.
Latin/o/a Literature of the U.S.

Catalogue Description: Literature by U.S.-based Latino/a authors writing mostly in English; examines historical and social contexts of cultural production; may include various genre to examine aesthetic expression of diverse Latino/a authors, including but not limited to Mexican Americans, Puerto Ricans, Cuban Americans, and Dominican Americans.

ENGL/HISP 362: This course will survey some of the significant literary texts produced by Mexican Americans in the twentieth century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Mexican American Literature, and we will develop an understanding of the experiences and aesthetic expression of Chicano/as in the U.S. Some of the historical sites and themes around which we will concentrate our study include the U.S.-Mexico War of 1848, the Chicano/a Movement, land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how Mexican Americans' particular social location has influenced their literary production, and how Chicano/as, in turn, have contributed to American literature.

Learning Outcomes:
1. Identify major Hispanic authors in the U.S.
2. Explain the connection between individual works and their cultural, historical, and political contexts.
3. Identify literary styles, genres, and artistic movements specific to Hispanic literatures in the U.S.
4. Perform close readings of written and visual material.
5. Formulate a thesis and make an argument providing textual evidence.
6. Integrate and explain ideas from scholarly sources in an essay format.

Core Curriculum Objectives
Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas of Hispanic literature in the US and their visual representations.
Communication Skills (CS): The course enhances communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading and visual texts.

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 Hispanic writers in the US.

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 Hispanic literature in the US.

CS: The course will help students learn how to develop a greater understanding of Hispanic literature in the US 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 the legacy of colonialism, land dispossession, feelings of displacement and alienation, and how race, ethnicity, class, gender, and sexuality affect literary expression.

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 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 Hispanic writers in the US.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Academic Dishonesty
All policies, including those on academic dishonesty, outlined in TAMU's Student Rules (http://aggiehonor.tamu.edu/) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Required Texts
Elena Zamora O'Shea, El Mesquite
Anrique Paredes, George Washington Gómez
Tomas Rivera, An the Earth Did Not Devour Him
Sandra Cisneros, Woman Hollering Creek and Other Stories
Luis Alberto Urrea, Nobody's Son: Notes from an American Life
Course Packet of selected poetry, essays, and criticism, available at Notes-N-Quotes.
Additional readings provided via Moodle or as in-class handouts.

Course Work
In-Class and Moodle Participation 10%
Two 5-page Essays (30 % each) 60%
Two 2-page Responses (15 % each) 30%

Attendance: Students are expected to attend every class and to arrive promptly. Refer to http://student-rules.tamu.edu/rule07 for regulations on excused/unexcused absences due to illness, observation of religious holidays, and for the list of university-authorized activities.

Moodle: Moodle is a Virtual Learning Environment that will extend your learning outside the classroom and provide you opportunities to be an independent learner. You are required to enroll and participate in the ENGL 362 / HISP 362 Moodle class page.

On week 13 students will be asked to reflect upon how their knowledge of literatures from previous historical periods and 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 Hispanic writers in the US.

Responses: Responses will be based on your own reflection and reaction to the previous the reading. These are not researched essays. Additional instructions will be provided on Moodle.

Essays: The essays will be graded on the following: thesis, coherence, grammar, research, and argument.

Grading Scale: A= 90 – 100, D= 80 – 89, C= 70 – 79, D= 60 – 69, I= 59 and below.

Chicano/a Literature and Culture: Aims of the course, discussion format, policies, and assignments
The Folk Base of Culture:
Paredes, “The Folk Base of Chicano Literature” (4-17, available via Moodle)

**Mexican American Literary Emergence**

**Week 2**
Zamora O'Shea, “Ranches of the Southwest...” (in *El Mesquite*, lxxi-lxxvi)

Zamora O'Shea, *El Mesquite*, chapters VII-XI (44-80)

**Week 3**
Tijerina, “Historical Introduction” to *El Mesquite* (ix-xxii)
Garza-Falcón, “Introduction” to *El Mesquite* (xxii-lxvi)

The Corrido Tradition:
Paredes, “*With His Pistol in His Hand*,” Intro, Ch. 1 and 2 (1-54, packet)

**Week 4**
*George Washington Gómez*, Part I and II (9-106)

2-page Response Due in Class

*George Washington Gómez*, Part III (107-176)

**Week 5**
*George Washington Gómez*, Part IV (177-280)

*George Washington Gómez*, Part V (281-302)

**Week 6**
... *And the Earth Did Not Devour Him* (83-113)

... *And the Earth Did Not Devour Him* (114-52)

**Week 7**
... *And the Earth Did Not Devour Him.* Essay 1 Due in Class

**The Chicano/a Movement: Poetry and Fiction**

**Week 8**
Gutiérrez, “Community, Patriarchy, and Individualism” (44-67, packet)

Aztlan Poetry: Gonzales, “I am Joaquin” (1-21, packet)

“The Plan of Delano” (197-201, packet)

“El Plan Espiritual de Aztlán” (402-406)

Poetic Voices: Selections from “Voices of Chicanos” (323-44)

**The Chicana Response to El Movimiento**

**Week 9**
Anzaldúa, “Movimientos de Rebeldia” (15-23, packet),
"How to Tame a Wild Tongue" (53-64), "La conciencia de la mestiza" (77-91)
Alarcon, "Chicana Feminist Literature" (182-90, via Moodle)
Cervantes, *Emplumada* (3-23 via Moodle)

Week 10
- Cervantes, *Emplumada* (25-47)
  - Cervantes, *Emplumada* (49-68)
  - 2-page Response Due in Class

**Contemporary Chicano/a Novels and Shorts Stories**

Week 11
- Cisneros, *Woman Hollering Creek*

Week 12
- Urrea, *Nobody's Son*

**Thursday, November 22: Thanksgiving Holiday**

Week 13
- Chicanos in Film

Week 14
- Final Comments
  - Discussion

**Thursday, December 6: Essay 2 Due in 5XX LAAH.**
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/Religious Studies

2. Course prefix and number: HIST/RELS 347
3. Texas Common Course Number: N/A

4. Complete course title: Rise of Islam, 600-1258
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
   □ Yes (HIST)

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=26 2011-2012=19 2010-2011=68

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

12. Submitted by: [Signature] Date 5/28/2013

13. Course Instructor

14. Department Head

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?

HIST/RELS 347: The Rise of Islam, 600-1258 is an introduction to Islamic civilization from the rise of Islam to the Mongol conquests of Baghdad. Through close reading and discussion of primary sources in translation and secondary literature, students examine topics such as pre-Islamic poetry, the Qur’an, early Islamic laws on prayer, the ethical conventions of jihad, the lives of Muslim women, and the relation of Islam to Christians and Jews.

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 to craft written arguments on topics such as religious differences expressed in pre-Islamic poetry, the Qur’an, and early Islamic laws on prayer. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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 (including maps), to discuss their relationships, to write weekly reflection papers and to respond to questions about topics such as the ethical conventions of jihad, the lives of Muslim women and the relation of Islam to Christianity and Judaism. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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

This course will address social responsibility by requiring students to develop a foundation for understanding the development of the early Islamic World through the study of its peoples' and its varied economic, social and political history from 600-1258, the Mongol Invasions of Baghdad. It also will expose students to varied forms of cultural expression throughout the region, and in particular art, architecture, literature (oral and written) and
Texas A&M University

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

ritual. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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 (in discussion and essays) how religious and cultural differences in Islamic World between 600 and 1258 laid the groundwork for future political, economic and social divisions throughout the Arabian peninsula and the Middle East. Students will be asked to reflect on how these differences shape current geo-political dynamics and how they inform their personal understandings of past and present followers of Islam. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
History 347 | Religious Studies 347
The Rise of Islam, 600-1258
Spring 2007
Class Meetings: MWF 1:50-2:40, O&M 206

Professor Leor Halevi
Office: History Building, 103B
Phone: 845-7394
E-Mail: leorhalevi@tamu.edu
Office Hours: Wednesday 2:40-3:40 and by appointment

Course Description:
This course is an introduction to Islamic civilization from the rise of Islam to the
Mongol conquests of Baghdad. Every week offers primary sources in translation, which
should stimulate dialogue and debate. We will examine pre-Islamic poetry, the Qur’an,
early Islamic laws on prayer, the ethical conventions of jihad, the lives of Muslim women,
and the relation of Islam to Christians and Jews.

Prerequisites: Junior or senior classification.

Core Objectives for Language, Philosophy and Culture 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

Upon completion of this course, students will be able to:

1. identify the struggles and controversies that shaped the history of the Islamic world from
   600-1258.

2. demonstrate the religious, economic, political and social complexity of the Islamic world.
3. express a historical understanding of different cultural groups and issues.

4. assess the role of interpretation in the creation of history.

**Required Readings:**

Please expect about 150 pages of reading per week, with the number varying depending on the difficulty of the material.

* Sourcebook, a substantial collection of readings available as an Electronic Resource through the Texas A&M Library. To access the readings, you can either search for "Course Reserves" under the Services folder of library.tamu.edu or go directly to ereserves.tamu.edu/eres. (Readings are organized by weekly folders, corresponding to the week-by-week breakdown of this syllabus.)

**Course Requirements:**

Class Participation: 10%
Weekly Papers: 25%
Midterm Exam: 25%
Final Exam with Essays: 40%
Final Paper (Alternative to Final Exam): 40%

**Attendance**

Attendance is expected and indirectly informs each part of your course grade. I will handle all absences and work related to them in accordance with current university policy. Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for more information.

**Class Participation:**

Please come well prepared and ready to discuss the readings. You will find class infinitely more worthwhile, enjoyable and rewarding if you come and participate.

**Weekly Papers**

Short response papers of 100 to 300 words each are due Thursdays at the beginning of class. These short papers must show that you have read and thought about the weekly readings in advance of our discussion. In these response papers, you should take an informed position. Present cogently an interesting argument or a personal opinion in relation to the primary sources. Every response paper must have a thesis or argument underlined. Late response papers will not be accepted except in the case of university approved excuse. Of fourteen possible response papers, you must hand in ten: five before and five after the midterm exam.

**Midterm Exam**
This exam will be a multiple-choice test consisting of 50 questions maximum. The questions covering key names, dates, and concepts will be derived from your textbook, lectures, and the primary sources. A review or study-guide will not be provided in advance. For this reason, it is essential you take good notes during the course of the semester.

Final Exam
This exam will consist of two parts: identifications from the second half of the course (following the same format as the midterm) and an in-class essay. There will be no make-up exams, except in the case of university approved excuse.

Final Paper (ALTERNATIVE TO FINAL EXAM)
As an alternative to your final exam, you may produce a 10 page paper. Over the course of the semester, a number of steps need to be taken before submission of the final, revised paper (as outlined below in the syllabus). You will need, first, to submit a paper topic, including a brief bibliography; identify the sources you will be reading and define the questions you will be trying to answer. Next, you will need to submit a detailed outline, including a hypothesis or tentative thesis statement. The preliminary submissions leading toward the final paper will not be graded, yet are essential for the production of a good final paper. All papers must include a thesis (underlined), an introduction and a conclusion. The papers should be based largely on the Sourcebook readings or other pre-approved primary sources, though any serious effort to integrate secondary sources will be rewarded. Failure to submit any of the preliminary assignments or the final paper on the due dates means forfeiture of the right to choose the Final Paper option; in such a case the student will need to take the Final Exam.

Grading Scale (percentages):

90-100 is an A
80-89 a B
70-79 a C
60-69 a D
59 and below an F.

Academic Honesty:
Students who commit acts of plagiarism will be reported to the Honor Council and will receive an F in the course. I have served on the Honor Council and will again, and I take all forms of academic misconduct extremely seriously. For further information, please consult http://aggiehonor.tamu.edu

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

Career Options for History Majors
History majors who wish to explore career ideas are encouraged to contact history department advisors, Dr. Philip Smith (pms@tamu.edu) or Mrs. 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.

Course Schedule:
Please complete all readings by the Monday of each week

Week I. Al-Jahiliyya, uThe Age of Ignorance" (1/17, 1/19)
Textbook, intro. and chap. 1
Sourcebook, nos. 1 & 2

Week II. Muhammad and the Qur'an (1/22, 1/24, 1/16)
Textbook, chap. 2
Sourcebook nos. 3-5
The Koran, Siiras 1-3, 9, 17-21, 30, 34, 67-114

Week III. The Arab Conquests and the Ethics of Jihad (1/29, 1/31, 2/2)
Textbook, chap. 3
Sourcebook, nos. 6-8

Week IV. The Caliphate in Transition (2/5, 2/7, 2/9)
Textbook, chaps. 4-5
Sourcebook, nos. 9-13
Friday February 9 Final Paper Topic Due (Optional)

Week V. The Development of a Sacred Law (2/12, 2/14, 2/16)
Sourcebook nos. 14-15

Week VI. Christians and Jews in the House of Islam (2/19, 2/23)
Sourcebook nos. 16-24

Week VII. Gender, Sexuality and the Early Muslim Family (2/26, 2/28, 3/2)
Sourcebook nos. 25-27
Wednesday February 8 Midterm Exam!

Week VIII. The Slave Revolt and Political Fragmentation (3/5, 3/7, 3/9)
Textbook, chap. 6
Sourcebook, nos. 28-31

Spring Break, March 12-16
Week IX. Moorish Spain. (3/19, 3/21, 3/23)
Textbook, chap. 7
Sourcebook, no. 32

Week X. Science, Philosophy & the Rise of the College (3/26, 3/28, 3/30)
Textbook, chap. 8
Sourcebook, nos. 33-34
Wednesday March 28 Outline & Thesis Statement Due (Optional)

Week XI. Heresy, Orthodoxy and Sufism (4/2, 4/4)
Sourcebook, no. 35-5
April 6 Reading Day - No class

Week XII. Islam and the West in the Age of the Crusades (4/9, 4/11, 4/13)
Sourcebook, no. 37

Week XIII. The Mongol Invasions & the Question of Decline (4/16, 4/18, 4/20)
Textbook, chap. 9
Sourcebook, no. 38-9
Wednesday April 18 Optional Final Paper Due!!!

Week XIV. Islam in World History (4/23, 4/25, 4/27)
Textbook, chap. 10 ·
Sourcebook, nos. 38-42

XV. Review

Tuesday May 8, 3:30-5:30PM Final Exam!

Sourcebook Index & Bibliography

Week I


Week II


Week III


Week IV


Week V

Week VI


Week VII


27. alil<, Al-Muwatta, pp. 209-22, 237-43
Week VIII


Week IX

Week X


Week XI


Week XII

Week XIII

Week XIV

Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History
       Donnalee Dox, Director, Religious Studies Program

Re: HIST/RELS 347: The Rise of Islam, 600-1258

Date: May 30, 2013

Please accept this memorandum in support of the request by the Department of History and the Religious Studies Program to certify HIST/RELS 347: The Rise of Islam, 600-1258 for the 2014 Core Curriculum.

Beginning in Fall 2011, HIST/RELS 347 became a part of the Religious Studies minor, a program which has doubled its enrollment as a whole since 2009. Beginning in Fall 2013, HIST/RELS 347 also will be one of a limited number of courses that fulfill a new pre-modern requirement for the nearly 700 history majors in the College of Liberal Arts. Due to this growth and change in curriculum, the Religious Studies program and the Department of History anticipate an increased demand for HIST/RELS 347 in the future and share a commitment to scheduling the course to address these new circumstances.

Based on this information we respectfully submit the course for certification for the 2014 Core Curriculum.
This request is submitted by (department name): Religious Studies/History

Course prefix and number: RELS/HIST 347
Texas Common Course Number: N/A

Complete course title: Rise of Islam, 600-1258
Semester credit hours: 3

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

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

☐ Yes  ☐ No  N/A

How frequently will the class be offered? at least once a year
Number of class sections per semester: 1
Number of students per semester: 45

Historic annual enrollment for the last three years: 2012-2013=26  2011-2012=19  2010-2011=68

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.

Submitted by:

Date

Approvals:

Date

Department Head

Date

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?

HIST/RELS 347: The Rise of Islam, 600-1258 is an introduction to Islamic civilization from the rise of Islam to the Mongol conquests of Baghdad. Through close reading and discussion of primary sources in translation and secondary literature, students examine topics such as pre-Islamic poetry, the Qur'an, early Islamic laws on prayer, the ethical conventions of jihad, the lives of Muslim women, and the relation of Islam to Christians and Jews.

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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 to craft written arguments on topics such as religious differences expressed in pre-Islamic poetry, the Qur'an, and early Islamic laws on prayer. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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 (including maps), to discuss their relationships, to write weekly reflection papers and to respond to questions about topics such as the ethical conventions of jihad, the lives of Muslim women and the relation of Islam to Christianity and Judaism. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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

This course will address social responsibility by requiring students to develop a foundation for understanding the development of the early Islamic World through the study of its peoples' and its varied economic, social and political history from 600-1258, the Mongol invasion of Baghdad. It also will expose students to varied forms of cultural expression throughout the region, and in particular art, architecture, literature (oral and written) and
Texas A&M University  
Core Curriculum  

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

ritual. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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 (in discussion and essays) how religious and cultural differences in Islamic World between 600 and 1258 laid the groundwork for future political, economic and social divisions throughout the Arabian peninsula and the Middle East. Students will be asked to reflect on how these differences shape current geo-political dynamics and how they inform their personal understandings of past and present followers of Islam. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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History 347 I Religious Studies 347
The Rise of Islam, 600-1258
Spring 2007
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Professor Leor Halevi
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Prerequisites: Junior or senior classification.

Core Objectives for Language, Philosophy and Culture 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

Upon completion of this course, students will be able to:

1. identify the struggles and controversies that shaped the history of the Islamic world from 600-1258.

2. demonstrate the religious, economic, political and social complexity of the Islamic world.
3. express a historical understanding of different cultural groups and issues.

4. assess the role of interpretation in the creation of history.

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Sourcebook, nos. 6-8

**Week IV. The Caliphate in Transition (2/5, 2/7, 2/9)**
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Sourcebook, nos. 9-13
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Sourcebook, no. 32

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Textbook, chap. 8
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Sourcebook, no. 37

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Textbook, chap. 9
Sourcebook, no. 38-9
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Sourcebook, nos. 38-42

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Sourcebook Index & Bibliography

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Week VI


Week VII


27. alil<, Al-Muwatta, pp. 209-22, 237-43
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Week XII

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Week XIV

Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History
       Donnalee Dox, Director, Religious Studies Program

Re:     HIST/RELS 347: The Rise of Islam, 600-1258

Date:   May 30, 2013

Please accept this memorandum in support of the request by the Department of History and the Religious Studies Program to certify HIST/RELS 347: The Rise of Islam, 600-1258 for the 2014 Core Curriculum.

Beginning in Fall 2011, HIST/RELS 347 became a part of the Religious Studies minor, a program which has doubled its enrollment as a whole since 2009. Beginning in Fall 2013, HIST/RELS 347 also will be one of a limited number of courses that fulfill a new pre-modern requirement for the nearly 700 history majors in the College of Liberal Arts. Due to this growth and change in curriculum, the Religious Studies program and the Department of History anticipate an increased demand for HIST/RELS 347 in the future and share a commitment to scheduling the course to address these new circumstances.

Based on this information we respectfully submit the course for certification for the 2014 Core Curriculum.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ENGL 365/RELS 360

3. Texas Common Course Number:

4. Complete course title: Bible as Literature

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

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

☐ Yes
☒ No

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

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

10. Number of students per semester: 25 - 45

11. Historic annual enrollment for the last three years: 73 25

   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: William [Signature]

   Course Instructor: [Signature]

   Approvals: [Signature]

14. Department Head: [Signature]

   Date: 4/29/13

15. College Dean/Designee: [Signature]

   Date: 5/31/13

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?

ENGL 365/RELS 360: The Bible serves as the foundational text for Western civilization, but it has traditionally been regarded as much more than that, nothing less than the revealed Word of God mediated through the inspired authors of canonical scripture. It is thus no mere book (or compilation of books), and biblical study is no single activity. The study of the Bible as “literature” is but one of many ways of coming to holy writ, and it has its limitations as well as its advantages. A course of this kind does not aim at doctrinal certainty so much as the recovery of what might be called biblical “literacy.” We will be collectively engaged in an exercise in reading, not piecemeal. Thoughtful men and women have long noted that the contemporary world suffers from a kind of cultural amnesia. This course seeks to counter that trend through a process of interpretive restoration. Historical and textual questions are important and will frequently be addressed, shedding much-needed light on our discussions, but our primary goal is the recollection and reclamation of biblical resources that have enriched humanity's worldwide cultural heritage in the past, maintained their relevance in the present, and offer creative possibilities for the future. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of Hebrew and Christian writers, and ultimately, help students develop an appreciation for what the study of literature of 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 Hebrew and Christian Scriptures. 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 Hebrew and Christian Scriptures.
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):

*Communication Skills (CS):* The course enhances communication skills through small and large group discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Hebrew and Christian Scriptures 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.

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 Hebrew and Christian Scriptures. 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 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 Hebrew and Christian Scriptures.

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 religion in the public square, the dynamic centrality of the Judeo-Christian vision to questions of justice, individual and social, and the tension between what has been called the "dictatorship of relativism" and Biblical foundationalism. 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.
THE BIBLE AS LITERATURE
ENGL 365. 500 (Cross-listed with RELS 360)

Prof: Bedford Clark
TTh 11:10-12:35
Office: 3XX LAH
Office hours: TTh 12:30-2:15

Spring 2013
LAAH 4XX
Phone: 845-8321
email: wbclark@tamu.edu


Catalogue: The Bible as Literature. (3-0). Narrative, structural, and thematic study of the
Hebrew and Christian Scriptures in English translation.

Course Description: The Bible serves as the foundational text for Western civilization, but it
has traditionally been regarded as much more than that, nothing less than the revealed Word of
God mediated through the inspired authors of canonical scripture. It is thus no mere book (or
compilation of books), and biblical study is no single activity. The study of the Bible as
“literature” is but one of many ways of coming at holy writ, and it has its limitations as well as
its advantages. A course of this kind does not aim at doctrinal certainty so much as the recovery
of what might be called biblical “literacy.” We will be collectively engaged in an exercise in
reading, not piety. Thoughtful men and women have long noted that the contemporary world
suffers from a kind of cultural amnesia. This course seeks to counter that trend through a process
of interpretive restoration. Historical and textual questions are important and will frequently be
addressed, shedding much-needed light on our discussions, but our primary goal is the
recollection and reclamation of biblical resources that have enriched humanity’s worldwide
cultural heritage in the past, maintained their relevance in the present, and offer creative
possibilities for the future.

Learning Outcomes:
1. Identify central motifs and diverse literary genres contained in the Judeo-
   Christian scriptures
2. Perform close readings of written and visual material
3. Formulate a thesis and develop and support an argument with textual evidence
4. Synthesize, integrate, and cite secondary scholarly sources in a formal paper

Core Curriculum Objectives
Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent
reading and class discussion of key ideas in Hebrew and Christian Scriptures.

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

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 Hebrew and Christian Scriptures.

CS: The course will help students learn how to develop a greater understanding of Hebrew and Christian Scriptures 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 religion in the public square, the dynamic centrality of the Judeo-Christian vision to questions of justice, individual and social, and the tension between what has been called the "dictatorship of relativism" and Biblical foundationalism. 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 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 Hebrew and Christian Scriptures.

Requirements: There will be two essay examinations made up of short and long essay question (a midterm worth 25% of course grade and final worth 25% of course grade) and a substantive scholarly paper of approximately 10 pages in length. Final paper will be based on coherence, insight, grammar and proper use of sources and will be worth 50% of your final course grade.

Attendance: Regular attendance and active participation in class discussion is assumed. http://studentrules.tamu.edu/rule07/ for a list of university rules regarding absences.

Grade scale: 90-100 = A; 80-89 = B; 70-79=C; 60-69 = D; less than 60 = F.
Academic Dishonesty
All policies, including those on academic dishonesty, outlined in TAMU’s Student Rules (http://aggiehonor.tamu.edu/) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

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

Schedule of Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Genesis and Revelation</td>
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<td>2</td>
<td>Genesis and Revelation cont</td>
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<td>3</td>
<td>Exodus</td>
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<td>4</td>
<td>Joshua 1-11, Judges 1-5, Ruth</td>
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<td>5</td>
<td>Psalms and Song of Songs</td>
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<td>6</td>
<td>Proverbs and Ecclesiastes</td>
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<td>7</td>
<td>Job. Midterm</td>
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<td>8</td>
<td>Isaiah 1-12, 24-27</td>
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<td>9</td>
<td>Isaiah 32-35, 40-66</td>
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<td>10</td>
<td>Jeremiah 1-6, 23-31; Lamentations</td>
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<td>11</td>
<td>Daniel and Jonah</td>
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<td>12</td>
<td>Gospel According to Matthew</td>
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<td>13</td>
<td>Gospel According to John</td>
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**Final:** On the final 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 Hebrew and Christian Scriptures.
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): Women and Gender Studies

2. Course prefix and number: WGST/ENGL 333

3. Texas Common Course Number:

4. Complete course title: Gay and Lesbian Literature

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: YES

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

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

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

10. Number of students per semester: 16 - 25

11. Historic annual enrollment for the last three years: 27 40 65

   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:
    
    4-19-13
    
13. Course Instructor

14. Department Head
    
    4-22-13
    
15. College Dean/Designee
    
    5/13/13
    
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?

ENGL/WGST 333: Gay and Lesbian Literature. This class introduces students to some examples of “gay and lesbian literature” by questioning the adequacy of the moniker “gay and lesbian literature.” To observe the historical and cultural specificity of such concepts as “gay and lesbian,” “LGBT [etc.],” “straight,” and “heterosexual”—and, why not, “literature”—we’ll start by looking at texts produced in times and places that differ, sometimes radically, from what we claim as our own culture(s). In turning to the more contemporary examples, we’ll pay particular attention to the ways in which histories of race, migration, and globalization are being negotiated in our class readings. We’ll familiarize ourselves with the texts’ social and historical contexts; we’ll also consider how the literary texts are responses to—inventive ways of negotiating—particular historical problems and issues. While a number of sessions consist of lectures on the historical, cultural, and biographical contexts of the texts we are reading, the majority of the course will be conducted as a seminar, where the students are expected to engage in class discussion. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of gay and lesbian writers from the classical period to the present, and ultimately, help students develop an appreciation for what the study of literature of 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 Gay and lesbian literature from classical times 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 Gay and lesbian literature from classical times to the present.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University

Core Curriculum

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

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Gay and Lesbian literature from classical times 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 Gay and Lesbian literature from classical times 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 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 Gay and Lesbian literature from classical times 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 the struggle for gay rights, the politics of respectability vs. radical politics, the place of transgender people in the gay and lesbian community, and homonormativity vs. heteronormativity. 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/WGST 333: Gay and Lesbian Literature

Request for International and Cultural Diversity (ICD) Designation

This class introduces students to some examples of “gay and lesbian literature” by questioning the adequacy of the moniker “gay and lesbian literature.” To observe the historical and cultural specificity of such concepts as “gay and lesbian,” “LGBT [etc.],” “straight,” and “heterosexual”—and, why not, “literature”—the course begins by looking at texts produced in times and places that differ, sometimes radically, from what we claim as our own culture(s). In turning to the more contemporary examples, students will pay particular attention to the ways in which histories of race, migration, and globalization are being negotiated in our class readings. Students will become familiar with the texts’ social and historical contexts; we’ll also consider how the literary texts are responses to—inventive ways of negotiating—particular historical problems and issues. While a number of sessions consist of lectures on the historical, cultural, and biographical contexts of the texts we are reading, the majority of the course will be conducted as a seminar, where the students are expected to engage in class discussion that will help them become more sensitive to the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world.
ENGL/WGST 333.50) Gay and Lesbian Literature
Professor: Mikko Tuhkanen, E-mail: mikko.tuhkanen@tamu.edu
MWF 3.00 – 3.50 LAAH 3XX
Office Hours: W 2-2.50 pm.

ENGL/WGST 333: Gay and Lesbian Literature. (3 credits). Gay and lesbian literature from classical
times to present, studied in its historical and cultural context.

**Course Description:** This class introduces students to some examples of “gay and lesbian literature” by
questioning the adequacy of the moniker “gay and lesbian literature.” To observe the historical and
cultural specificity of such concepts as “gay and lesbian,” “LGBT [etc.],” “straight,” and
“heterosexual”—and, why not, “literature”—we’ll start by looking at texts produced in times and places
that differ, sometimes radically, from what we claim as our own culture(s). In turning to the more
contemporary examples, we’ll pay particular attention to the ways in which histories of race, migration,
and globalization are being negotiated in our class readings. We’ll familiarize ourselves with the texts’
social and historical contexts; we’ll also consider how the literary texts are responses to—inventive ways
of negotiating—particular historical problems and issues. While a number of sessions consist of lectures
on the historical, cultural, and biographical contexts of the texts we are reading, the majority of the course
will be conducted as a seminar, where the students are expected to engage in class discussion.

**LEARNING OUTCOMES**

By the end of the course, students will be able to

- Analyze and provide close readings of literary texts, while paying attention to their historical
  contexts.

- Formulate a research question, a thesis, and a detailed outline of a research project.

- Summarize academic texts and their visual representations.

- Annotate bibliographic sources.

**Core Curriculum Objectives:**

*Critical Thinking Skills (CTS):* The course will enhance critical thinking skills through consistent
reading and class discussion of key ideas in gay and lesbian literature from classical times to the
present.

*Communication Skills (CS):* The course enhances communication skills through small and large
group discussion of and writing about ideas, issues, questions, and themes central to course
reading as well as 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 gay and lesbian literature from classical times 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. Classroom discussion will focus on helping students better understand the nuances and complexities of gay and lesbian literature from classical times to the present.

CS: The course will help students learn how to develop a greater understanding of gay and lesbian literature from classical times 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.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the struggle for gay rights, the politics of respectability vs. radical politics, the place of transgender people in the gay and lesbian community, and homonormativity vs. heteronormativity. 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 historical periods and 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 gay and lesbian literature from classical times to the present.

REQUIRED TEXTS
James Baldwin, *Giovanni’s Room*, Delta, 2000
All other texts, including handouts, are available on Blackboard or university library’s databases.
CLASS REQUIREMENTS

Response papers (7 at 3% each) and annotated bibliographies (3 at 3% each): 30%
In-class quizzes (3 % each): 30%
Final research proposals: 40%

Response papers: During the semester there are 10 occasions for you to write 1-2-page (approx. 400-700-word) response papers on the assigned material. By the end of the term, you will have had to write seven. The papers should be double-spaced, written with 11pt or 12pt Times New Roman font and with 1 inch margins. During the first half of the semester, there are three sessions for which a required response paper has been scheduled. Failure to hand in a response for these dates will result in an F for this portion of the assignment. You can decide yourself when you hand in the remaining response papers, but they must be for sessions for which a response paper has been scheduled (see the syllabus below for these dates). While you can make connections to the texts we’ve read earlier in class, or texts you know from outside the class, the focus of each response paper must be on material that has been scheduled for the session when the response is due. I will not grade papers that discuss material we have already gone over in class. Response papers are due at the beginning of the class.

Final Research Proposal: Research proposals are outlines of your research paper. While sometimes they can be as short as one paragraph, in this class I ask you to think about your topic more and provide a more detailed outline of your proposed paper. Before you can write a research proposal, you must have thought of a research question and done some initial research and thinking on your topic. A research proposal includes a research question, a thesis and an outline of your project. Students will be graded on quality of research, coherence, and originality.

Annotated bibliographies: During the semester, we will practice reading and summarizing scholarly articles by producing annotated bibliography entries. You will have 5 opportunities to produce an entry; by the end of the semester, you will have had to do three. During the first half of the semester, there are two sessions for which a required entry has been scheduled. Failure to hand an entry in on these dates will result in an F for this portion of the assignment. You can decide yourself when you hand in the remaining entry, but it must be for sessions for which one has been scheduled. Annotated bibliography entries are due at the beginning of the class.

Annotated bibliography entries consist of 1) a paraphrase of the reading's thesis and 2) an outline, in 3-5 sentences, of the text’s major points. (See handout.) Where the text doesn’t have one identifiable thesis (as is sometimes the case with book-length studies, for example), the entry’s first couple of sentences should spell out the main arguments of the text. Successful annotated bibliography entries show that the student has understood the text and can communicate its content to the reader.

In-class quizzes: At the beginning of most classes we will have a quick quiz on the class material scheduled for the session. Although the quizzes also include “substantive” questions, you should have little difficulty in excelling if you have done the reading. Arrive on time since these quizzes make up a third of the final grade.

There will be one quiz scheduled any time between week 10 and week 12 in which you will be asked to reflect upon how your knowledge of literatures from previous historical periods and cultures that may be different from your own has changed in light of the new information that you now possess. You
will be expected to demonstrate how key insights from the course have helped broaden your understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of gay and lesbian literature from classical times to the present.

**Participation.** This is a seminar-oriented class and you will be expected to have done the reading ahead of time and come to class prepared to discuss the material. Additionally, students will be expected to do group work in which they will have to come to class with examples of what J. Jack Halberstam calls "gaga feminism." Or these specific days students will have no reading assignments, but they will be expected to do a ten to twenty minute presentation in which they will offer thoughtful and insightful reflections of the work of J. Jack Halbertam's work on "gaga feminism."

**Grading scale:**  
A= 90 – 100;  B = 80 – 89;  C = 70 – 79;  D = 60 – 69;  F = 59 and lower

**Attendance and class participation:** Class attendance is obligatory, as is adequate preparation for each session. See University Student Rules: [http://studentrules.tamu.edu/rules07](http://studentrules.tamu.edu/rules07) for information on excused absences and makeups.

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

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**READING SCHEDULE**  
**Week 1** Introduction

Halperin, "Is There a History of Sexuality?"

This exercise: Paraphrase Halperin's thesis in one sentence—i.e., put it in your own words, without quoting the original text. Annotated bibliography exercise: Having paraphrased Halperin's thesis, formulate a paragraph in which you, first, give the paraphrase and, second, provide an outline of his argument in 2-5 sentences.

**Week 2**  
No class: MLK Day

John D'Emilio, "Born Gay?"
Plato, *The Symposium*
Annotated bibliography entry #1 (required): D’Emilio

Response paper #1 (required): Plato

Week 3
Rich, “Compulsory Heterosexuality and Lesbian Existence”
Rich, cont.

McRuer, “Compulsory Able-Bodiedness and Queer/Disabled Existence”
Annotated bibliography entry #2 (required): McRuer

Week 4
Wyle, *The Children’s Hour* (screening)

*The Children’s Hour* (screening)

*The Children’s Hour* (screening)

Week 5
Hellman and Wyler, *The Children’s Hour*
Response paper #2 (required): Hellman and/or Wyler

Hellman and Wyler, *The Children’s Hour*

Somerville, “Scientific Racism”
Annotated bibliography entry #3: Somerville

Week 6
Le Fanu, “Carmilla” (chs. 1-9)
Response paper #3 (required): Le Fanu

Le Fanu, “Carmilla” (chs. 10-16)

Screening: Scott, *The Hunger*

Week 7
Scott, *The Hunger* (discussion)
Hall, *The Well of Loneliness*, Book One

James Douglass, “A Book That Must Be Suppressed”
Response paper #4: Scott, *The Hunger*

Hall, *The Well of Loneliness*, Book Two
Response paper #5: Hall, *The Well of Loneliness*

Week 8
*The Well of Loneliness*, Book Three
Hill, *The Well of Loneliness*, Book Four

Prosper, "Some Primitive Thing Conceived in a Turbulent Age of Transition"
Annotated bibliography entry #4: Prosper

**Week 9**

Hill, *The Well of Loneliness*, Book Five

Response paper #6: Hill

Research Proposals (handout)

**Spring Break**

**Week 10**

Screening *James Baldwin: The Price of the Ticket*

The Male Prison"; "My Dungeon Shook"
Baldwin, *Giovanni's Room*, pt. 1
Response paper #7: Baldwin, *Giovanni's Room* and/or the essays

Baldwin, *Giovanni's Room*, pt. 2

**Week 11**

Baldwin, *Giovanni's Room*, cont.
Response paper #8: Baldwin

In-class exercise on research proposals.

Peck, *The Aggressives* (screening)

**Week 12**

Halberstam, *Gaga Feminism*
Response paper #9: Peck

*The Aggressives*, cont.
Halberstam, *Gaga Feminism*, cont.
Annotated bibliography #5: Halberstam
First versions of research proposals due

Screening: *The Kids Are All Right*

**Week 13**


Class presentations on "gaga feminism"

Class presentations on "gaga feminism"
Week 14  Riggs, *Black Is . . . Black Ain't* (screening)

Riggs, *Black Is . . . Black Ain't* (screening)

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): Women and Gender Studies

2. Course prefix and number: ENGL/WGST 374

3. Texas Common Course Number:

4. Complete course title: Women Writers

5. Semester credit hours: 03

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

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

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

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

10. Number of students per semester: 25 - 75

11. Historic annual enrollment for the last three years: 56 75 68

   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.

    Course Instructor

13. Approvals:

14. Department Head

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.

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

ENGL/WGST 374: In this course, we will explore the complex historical and biographical contexts in which various texts by women have been and are being produced. We will look at such issues as the struggle between personal fulfillment and societal obligation, the relationship between marriage and wider economic conditions, patriarchy and domination. How have women writers approached these issues? Do novels by women critically revise, or uncritically accept, what we might call a male-oriented or masculinist take on questions of female appetite and desire, for example? How do race and class impact how women relate to cultural issues, and how does the dominant culture position women? This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of women writers of different historical periods and racial and ethnic origins, and ultimately, help students develop an appreciation for what the study of literature of 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 women’s writings about the relationship between gender and cultural issues. 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. Classroom discussion will focus on helping students better understand the nuances and complexities of women’s writings about the relationship between gender and cultural issues.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University

Core Curriculum

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

Communication Skills (CS): The course enhances communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading and visual texts. The course will help students learn how to develop a greater understanding of women writers 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 women's writings about gender. 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 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 women's writings.

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 the struggle between personal fulfillment and societal obligation, the relationship between marriage and wider economic conditions, patriarchy and domination, and problems related to eating disorders. 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/WGST 374: Women Writers--Request for International and Cultural Diversity (ICD) Designation

In English/Women and Gender Studies 374 students will explore the history of literature by women writing in English with an emphasis on continuity of ideas and on literary contributions of women across time and cultures. Students will study a variety of genres with particular attention to the significance of gender in the racial, social, sexual and cultural contexts of women writing in English. The course will encourage an understanding of the “historical, cross-cultural, and multicultural aspects of gender.”
ENGL/WGST 374: Women Writers
Spring 2013
Dr. Sally Robinson
sallyr@tamu.edu

Office: 5XX LAAH Bldg.
845-8355
Office hours: T 1-3; R 11-12:00

ENGL/WGST 374: Women Writers. (3-0). History of literature by women in English; emphasis on continuity of ideas and on literary contributions; study of a variety of genres with particular attention to the significance of gender in the racial, social, sexual and cultural contexts of women writing in English.

WOMEN, WRITING, AND CONSUMER CULTURE

In this course, we will explore the complex symbolic relationship between women and consumerism. Within patriarchal cultures, women’s hunger for food, for men, for material goods is very often considered problematic; we hear about women who love too much, who shop too much, who eat too much. Even as women are often represented as out of control consumers, they also find themselves represented as the objects of consumption; women and the female body are used to sell products, women’s individual identities are often consumed by others’ needs and desires, women are frequently represented as objects to be owned, purchased, used. How have women writers approached these issues? Do novels by women critically revise, or uncritically accept, what we might call a male-oriented or masculinist take on questions of female appetite and desire? How do race and class impact how women relate to consumer culture, and how consumer culture positions women? In the last week of class, you’ll think about some of the issues about men, masculinity, and consumer culture.

STUDENT LEARNING OUTCOMES

1. Identify major women writers whose work engages with issues of gender and consumer culture.

2. Perform close readings of written and visual material.

3. Explain how women’s writing reflects the extent to which the conditions of women’s lives have changed and remained stable over time.

4. Analyze and describe complex historical and biographical contexts in which various texts by women were produced.

5. Engage in comparative analysis.

6. Formulate a thesis and develop and support their argument with textual evidence.

Core Curriculum Objectives
Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in women's writings about the relationship between gender and production of literary and visual texts.

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

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 women.

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 women's writings about the relationship between gender and consumerism.

CS: The course will help students learn how to develop a greater understanding of the history of women writing literature from classical times 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 the struggle between personal fulfillment and societal obligation, the relationship between marriage and wider economic conditions, patriarchy and domination, and problems related to eating disorders. 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 written by women have been affected by social and cultural forces. 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 women's writings.
REQUIRED READING:
Jane Austen, *Emma* 1814 (Dover)
Edith Wharton, *The House of Mirth* 1905 (Signet)
Anita Loos, *Gentlemen Prefer Blondes* 1925 (Penguin)
Nell Larsen, *Passing* 1929 (Penguin)
Margaret Atwood, *The Edible Woman* 1969 (Anchor Books)
Connie Willis, *Bellwether* 1996 (Random)
Ruth Ozeki, *My Year of Meats* 1998 (Penguin)
Sophie Kinsella, *Confessions of a Shopaholic* 2001 (Dell)

Selected critical articles, all to be posted on Moodle

**COURSE REQUIREMENTS**
1. Take-home exam #1, due Monday, February 25  
2. Take-home exam #2, due Friday, April 5  
3. Comprehensive Final exam, Friday, May 3  
4. Moodle writing assignments  

25%
25%
25%

**Take-home exams** will be comprised of two questions, and your answer to each question must be a minimum of 1000 words (approximately 3 pages, double-spaced). Each answer must have a thesis, and must go on to support that thesis with textual evidence. Take-home exams will be submitted through Turnitin.com on Moodle. Take-home exam questions and instructions will be posted to Moodle at least one week in advance of the due date. Your answers will be graded on grammar, coherence, insight and originality.

The **final exam** will be comprised of passage identifications/commentary and essay questions.

**Writing on Moodle.** These Moodle posts are meant to give you practice in the kind of writing you will do on your exams, and will also serve as material for class discussion. Each post must center around an insight on that day’s reading that you deem worthy of discussion. These should take the form of a thesis statement expressing an idea of your own about the work (that is, not a self-evident fact such as “Lily Bart suffers a downward spiral in *The House of Mirth,*” but rather, “Lily’s fate in *The House of Mirth* constitutes Wharton’s critique of a culture that commodifies women”), followed by a paragraph supporting and developing that insight. Each Moodle post must be at least 250 words in length, and will earn a maximum of three points: one for satisfying the length requirement, a second for a good thesis, and a third for development/support. Because I will use these to guide class discussion, they must be submitted to Moodle no later than midnight of the day before class (for most posts, this means Monday at midnight). Also because I might use these to guide class discussion, you may be called on in class to talk about and/or read what you wrote.

**Attendance**
Please see [http://student-rules.tamu.edu/rule07/](http://student-rules.tamu.edu/rule07/) for a list of university rules regarding absences. If you miss class for medical reasons, you may submit as documentation either a completed Texas A&M University Explanatory Statement for Absence from Class form, available at [http://attendance.tamu.edu](http://attendance.tamu.edu) of a note from a health care professional affirming date and time of the visit.
Grading Policies
A= 90 – 100
B= 80 – 89
C= 70 – 79
D= 60 – 69
F= 59 and below

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

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

SCHEDULE
Please note: Reading is to be done on the first day we discuss the novel. All other reading is to be done by class on the day it is listed.

Week 1
Introduction
Susan Fordo, “Reading the Slender Body” (Moodle)

Week 2
Jane Austen, Emma
Moodle post due M 1/21 by midnight
Emma

Assignment: View the film Clueless. It is available through Media Matrix (there’s a link on our Moodle site), or you can watch it on your own.

Week 3
Film: Clueless. Emma
Moodle post due M 1/28 by midnight
Clueless and Emma
Gayle Wald, “Clueless In the Neocolonial World Order” (Moodle)

Week 4
Edith Wharton, The House of Mirth
Moodle post due M 2/4 by midnight

The House of Mirth cont. Meredith Goldsmith, “Cigarettes, Tea, Cards, and Chloral: Addictive Habits and Consumer Culture in The House of Mirth” (Moodle)
Week 5  Anita Loos, *Gentlemen Prefer Blondes*
Moodle post due W 2/13 by midnight

*Gentlemen Prefer Blondes*
Susan Hegeman, “Taking Blondes Seriously” (Moodle)
Take-home exam #1 due on Moodle, by noon on M 2/25

Week 6  Nella Larsen, *Passing*
Moodle post due M 2/25 by midnight

*Passing*

Week 7  Mary Caller Balkan, “"Dressing to Kill: Desire, Race, and Authenticity in Nella Larsen’s *Passing*” (Moodle)
Joan Jacobs Bromberg, “The Appetite as Voice” (Moodle)

SPRING BREAK

Week 8  Margaret Atwood, *The Edible Woman*
Moodle post due M 3/18 by midnight

*The Edible Woman*

Week 9  *The Edible Woman*
Susan Bordo, “Hunger as Ideology” (Moodle)

Assignment: View the film *Eating: A Serious Comedy about Women and Food*. There is a link to a video stream on Moodle. Or, you can go to Evans Annex to watch the DVD.

Week 10  Film: *Eating: A Serious Comedy about Women and Food*. Moodle post due W 3/27 by Midnight.

*Eating*

Week 11  Ruth Ozeki, *My Year of Meats*
Moodle post due M 4/1 by midnight
*My Year of Meats*
Take-home exam #2 due on Moodle by midnight on Friday, 4/5

Week 12  Connie Willis, *Bellwether*
Moodle post due M 4/8 by midnight

*Bellwether*

Week 13  Sophie Kinsella, *Confessions of a Shopaholic*
Moodle post due M 4/15 by midnight

*Confessions of a Shopaholic*
Jennifer Scanlon, “Making Shopping Safe for the Rest of Us” (Moodle)

**Week 14**
Malcolm Gladwell, “Listening to Khakis: What America’s Most Popular Pants Tell Us about the Way Guys Think” (Moodle)


**Final exam** will be comprised of passage identifications/commentary and essay questions. On the final exam students will be asked to answer a question in which they will have to reflect upon how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of women writers.