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?

This course (HIST 220) provides a survey of the history of Christianity from its inception until the beginnings of European colonial expansion in the first half of the sixteenth century. It traces the growth of Christianity as it spread throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia and considers how this expansion required Christians to negotiate diverse social, political, and geographical situations. It further considers how these negotiations contributed to differences in how the faith developed theologically, ritually, and morally around the globe.

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 address the development of critical thinking skills by requiring students to interpret and synthesize lecture, primary source materials and secondary source materials related to the growth of Christianity world-wide and the complicated negotiations people undertook to express and define Christianity in different social, political and geographical situations. Student learning will be evaluated through class discussion, a short primary source analysis, two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

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

This course will address the development of application of communication skills by requiring students to participate in class discussions of assigned reading material, produce a short analytical essay, and complete two midterms and a final exam based on material related to the movements associated with the spread of Christianity throughout the Mediterranean basin, into Mesopotamia, Africa, Northern Europe and central Asia from its beginning until 1500. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, and two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
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This course will address social responsibility by requiring students to identify and evaluate (in lectures and reading materials) how cultural differences shaped the definition and expression of Christianity throughout the Mediterranean basin, Mesopotamia, Africa, Northern Europe and central Asia. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, and two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

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 identify, analyze and synthesize (through lectures and reading materials) how choices made by adherents of Christianity, whether commoners or rulers, shaped the political, economic and ideological parameters of Christianity’s expression around the globe. Students also will be asked to determine whether or not they can apply the ethical decision-making processes discussed in class to their own contemporary lives. Student learning of the objective will be evaluated through class discussion, a short primary source analysis, two midterm exams and a final exam, each of which incorporates lecture, primary/secondary material and visual images and maps.

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