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 101, is an undergraduate survey of the history of Western Civilization to 1660. It pays particular attention to how political, social and intellectual developments differently shaped ancient Greece and Rome, medieval western and eastern Europe and the British Isles. It provides a framework from which to understand the development of western Europe and world empires, their interconnection and their lasting legacy 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 evaluate and synthesize lecture, primary source materials and secondary source materials related to Greece and Rome, medieval Europe and the creation of the “British Isles.” Student learning will be evaluated through discussion, multiple-choice and short essay midterm and final exams, and three short analytical essays that ask students to incorporate material from lecture and primary documents.

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 group discussions of primary source materials related to the development of Western Civilization before 1660; complete a midterm and final exam that include multiple-choice questions and written essays based on readings and lecture (including map and image analysis), and; write three primary source analysis papers based on primary sources read and discussed in class. Student learning will be evaluated through the above assignments.

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

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences among societies that began, flourished and interacted before 1660 in the areas we come to know as Europe and the British Isles. Students especially will be required to identify the different modes of civic
Texas A&M University

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participation that flourished in Ancient Greece and Rome, medieval Europe, and the Tudor/Stuart monarchies. Student learning will be evaluated through discussion, a multiple-choice/essay midterm and final exam and three short analytical essays.

**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 (in lectures and reading materials) how political, economic and legal choices in the British Isles and Europe influenced how politics and social organizations developed differently in Greece and Rome, France, Spain, the Papal States and England. Students will be asked to reflect on whether or not the ethical decision making processes utilized in Ancient Greece and Rome, medieval Europe, and the Tudor/Stuart monarchies may or may not apply to their own contemporary contexts. Student learning will be evaluated through discussion, a multiple-choice/essay midterm and final exam and three short analytical essays.

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