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 102) examines the history of Western Civilization from 1660 to the present, looking at the development of European societies on the European continent and in the Caribbean, the Americas, Africa, and Asia. It analyzes themes such as the growth of industrialization throughout the Western hemisphere, examines the legacy of colonialism and imperialism, and; analyzes the consequences of war and reconstruction on these areas during the twentieth-century.

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, analyze and synthesize lecture, primary source materials and secondary source materials related to industrial development and imperial endeavors of European societies on the European continent and in the Caribbean, the Americas, Africa and Asia. Student learning will be evaluated through discussion sections, quizzes and exams and short essays.

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 participate in small group discussions on primary source materials; answer multiple choice and essay questions (based on lecture, reading materials, visual images and maps) on a midterm and final exam; and write two short essays that ask students to evaluate and interpret material related to the social, cultural, political and economic development of western European nation states and their empires from 1660 to the present. Student learning will be evaluated through discussion sections, exams and short essays.

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, synthesize and appreciate (in lectures and reading materials) cultural differences in the historical past in Europe and European Empires and the ways those empires interacted with one another around the globe. Student learning will be evaluated through discussion sections and short essays.
Texas A&M University

Core Curriculum

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

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 history of Europe and European Empire influenced polities and social organizations in the historical past. They also will be asked to reflect on how those forms shape current global relationships and whether or not the ethical decision making processes that characterized the periods under consideration may or may not be applied to their own contemporary contexts. Student learning will be evaluated through short essays, quizzes 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.