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 103) examines the beginning of human civilization around the globe and the development of those civilizations up through the fifteenth century. It pays special attention to differences and similarities of human social, cultural and political developments in a variety of global regions—Europe, the Americas, Africa and Asia—over time and to how their interconnectedness helped to shape the modern period.

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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 address the development of critical thinking skills by requiring students to analyze and evaluate lectures, primary and secondary source materials related to select regions of what we come to know as Europe, the Americas, Africa and Asia from pre-recorded history to approximately 1500. Students will be asked to identify the different cultural, social and political developments that characterized human societies in these varied regions and synthesize lecture, reading materials and class discussions to identify similarities and differences among the global civilizations under consideration. Student learning will be evaluated through discussion sections, quizzes and written exams.

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 lecture and discussion material related to the development of diverse cultures and political organizations in Asia, the Americas, Europe and Africa. Students will discuss this material in class discussions and complete a midterm and essay final exam that asks students to synthesize arguments made in discussion with written material and also visual images (paintings) and material culture (tapestries, pottery, etc.). Student learning will be evaluated through discussion sections and written 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 identify (in lectures and reading materials) cultural differences among societies that began, flourished and interacted before 1500. Particular attention will be
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paid to economic, social, and political connections among vastly different polities and their diverse forms of political participation, including how individuals negotiated their relationships with larger political entities in the historical past. Student learning will be evaluated through discussion sections and a written midterm and final exam.

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

This course will address personal responsibility by requiring students to identify and evaluate (through lectures, discussion and reading materials) how political, economic and legal choices in civilizations around the globe influenced polities and social organizations in the centuries before 1500. Students also will be asked to reflect on how the ethical decision making processes outlined in class may or may not be applied to their own contemporary contexts. Student learning will be evaluated through discussion of primary and secondary sources and a midterm and final exam.

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