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 104) examines the last five hundred years of human history and takes the question of global interconnectedness and interdependence as the heart of its analysis. It emphasizes how transnational forces and interactions between different regions transformed the world and its peoples in Europe, China, India, and Islamic Empires from the sixteenth century until the present day.

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, interpret and synthesize lecture, primary source materials and secondary source materials related to how transnational forces and interactions between different regions transformed the world and its peoples in Europe, China, India, and Islamic Empires. Student learning will be evaluated through in class discussion, two midterms and one final exam, book/film quizzes and a discussion paper.

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 group discussions based on primary source materials, and; complete a midterm and final exam based on lecture material, primary and secondary source readings, the film J. S. A. (Joint Security Area) and discussion of those materials. In addition to written materials, students also will examine visual materials (paintings, manuscripts, illustrated magazines, etc.) and also material artifacts (pottery, sculpture, etc.) Student learning will be evaluated through discussion, two midterms and a final exam and a written discussion paper.

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 and synthesize (in lectures and reading materials) cultural differences among societies that began, flourished and interacted around the globe since 1500. Through discussion, lecture and readings, they also will consider how transnational forces (such as
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industrialization and globalization) transformed interactions among peoples in Europe, China, India, and Islamic Empires. Student learning will be evaluated through in class discussion, two midterm and one final exam, book/film quizzes and a discussion paper.

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 (in lectures and reading materials) how political and economic choices in civilizations around the globe influenced other polities and social organizations from 1500 to the present. Students will be asked to reflect on how they might (or might not) apply the ethical decision making processes that characterize different civilizations in the historic past to their own lives. Student learning will be evaluated through discussion, two midterm exams, a final exam, quizzes and a discussion paper.

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