Texas A&M University

Core Curriculum

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

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

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?

History 105: United States History to 1877, addresses the foundational component area of American history by considering how the diverse populations (Amerindian, European, African and mixed-race) in North America created and re-created society and nation during the first two centuries of European settlement in the region (colonial American history) and also the cataclysmic change of the nineteenth century (the Antebellum period, the Civil War, and the subsequent period of Reconstruction).

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 develops the core objective of critical thinking by asking students to interpret lecture material; analyze, discuss and craft written arguments based on primary source readings; and evaluate visual images and maps. They will do so based on material that concerns the history of colonial America, the early national period, the growth of democracy, the Antebellum period, the Civil War of the period of Reconstruction. Student learning will be evaluated through two mid-course exams, two short essays based on primary source documents and a secondary source, and discussion that incorporate analysis of visual images and maps.

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

This course develops the core objective of communication by asking students to analyze, discuss and craft written arguments based on primary source readings; and evaluate visual images and maps. They will do so using material related to the history of colonial America, the early national period, the growth of democracy, the Antebellum period, the Civil War of the period of Reconstruction. Student learning will be evaluated through two mid-course exams, two short essays based on primary source documents and a secondary source, and discussion that incorporate analysis of 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):
Texas A&M University

Core Curriculum

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

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences between the diverse populations who came into contact in North America from the fifteenth century to the nineteenth century (Amerindians, Europeans, Africans, and people of mixed-race descent). Through discussion, quizzes, exams and two short essays, they will be asked to reflect on how those interactions influenced social, economic and political structures throughout the period. Student learning will be evaluated through two mid-course exams, two short essays based on primary source documents and a secondary source, and discussion that incorporate analysis of 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 (in lectures and reading materials) and articulate (through quizzes, exams and short essays) how the decisions made by individuals, groups and institutions in the colonial, early national, Antebellum, Civil War and Reconstruction periods influenced political, social and economic choices. In discussion, students will be asked to reflect on how they might apply the ethical decision making processes discussed in class to their own contemporary experiences. Student learning will be evaluated through two mid-course exams, two short essays based on primary source documents and a secondary source, and discussion that incorporate analysis of 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.