Texas A&M University

Core Curriculum

Initail 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 106: United States History since 1865**, addresses the foundational component area of American history by providing a broad overview of the peoples, places, cultures, and movements that have shaped the United States since 1865. The course pays particular attention to how major events in U.S. history (i.e., The Great Depression, World War II) and the diverse populations living in the United States have contributed to the development of American social, political, cultural and economic institutions.

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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 develops the core objective of critical thinking by asking students to interpret lecture material; analyze, discuss and craft written arguments based on secondary source literature; and evaluate visual images and maps. They will do so based on material that concerns the period of Reconstruction, the Gilded Age, the Progressive Era, World War I, the Great Depression, World War II, the Cold War, the Vietnam and Civil Protest era, the end of the Cold War and the era of globalization. Student learning will be evaluated through two mid-course exams, a final exam, two book reviews based on secondary sources, discussion and on-line multiple choice quizzes 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 interpret lecture material; analyze, discuss and craft written arguments based on secondary source literature; and evaluate visual images and maps. They will do so based on material that concerns the period of Reconstruction, the Gilded Age, the Progressive Era, World War I, the Great Depression, World War II, the Cold War, the Vietnam and Civil Protest era, the end of the Cold War and the era of globalization. Student learning will be evaluated through two mid-course exams, a final exam, two book reviews based on secondary sources, discussion and on-line multiple choice quizzes 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):**
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This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences between the diverse populations who, through concert and conflict, shaped what it meant to be American at various periods. 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 and especially the parameters of citizenship. Student learning of this objective will be evaluated through two mid-course exams, a final exam, and discussion.

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 discussions) how the decisions made by individuals, groups and institutions in the period of Reconstruction, the Gilded Age, the Progressive Era, World War I, the Great Depression, World War II, the Cold War, the Vietnam and Civil Protest era, the end of the Cold War and the era of globalization influenced political, social and economic choices for all. 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, a final exam, two book reviews based on secondary sources, discussion and on-line multiple choice quizzes 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.