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 210, provides a survey of Russian history, culture and society, from the origins of the country to the present day. It explores how events like the conversion to Orthodox Christianity and social shifts linked to the Mongol conquest and domination contributed to the rise of Moscow as a power center and the establishment of a Russian Tsardom and Empire. It further explores how the development of new ideologies, like Stalinism and glasnost, linked to broader European intellectual and humanitarian efforts and helped to facilitate changes in Russian political culture.

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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 evaluate and synthesize lecture, primary source materials and secondary source materials on the political, economic, social and cultural dynamics of Russian history. Student learning will be evaluated through: in class discussion of assigned reading material; two mid-course essay exams and one final exam, and; a term paper that requires students to evaluate a Russian historical text (of fiction or not-fiction) for what it reveals about the political and social context of the period.

**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 skills by requiring students to participate in class discussions of assigned primary and secondary reading material; complete two mid-course essay exams and one final exam that synthesize lecture and readings, including images and maps discussed in class, and; complete an analytical term paper. Student learning will be evaluated through discussion, two mid-course exams, one final exam and a written term 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 evaluate (in lectures and reading materials) cultural differences within Russia that shaped the country’s changing political and social structures and especially the changing notion of citizenship in Russia and the Soviet Union and its broader empire. Student learning will be evaluated through discussion, two mid-course essay exams and one final essay exam, and a term paper.
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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, evaluate and synthesize (in lectures and reading materials) how political, economic and ideological choices by Russian leaders like Peter the Great, Catherine the Great, Stalin and Gorbachev influenced the country’s participation in global events such as the Napoleonic Wars and World War II and led to the collapse of the Soviet Union. Students especially will be asked to reflect on how the ethical decision making process employed by men like Peter the Great and Mikhail Gorbachev may or may not be applicable to their personal lives. Student learning will be evaluated through discussion, two mid-course essay exams and one final essay exam, and a term paper.

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