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 213, provides a survey of English history from earliest times until 1689. Through lecture, primary and secondary source readings and discussion, it explores how changes in political, military, religious, intellectual, scientific, cultural and economic institutions shaped the peoples living in the region we come to know as England.

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 synthesize lecture, primary source materials and secondary source materials on the political, economic, social and cultural dynamics of English history from its earliest times to 1689, when William and Mary took over the English throne following the end of the Glorious Revolution. Student learning will be evaluated through in class discussion and reflective writing on the importance of ‘world historical events’ such as 1066 (the Norman conquests), 1215 (the Magna Carta) and 1660 (the English Civil Wars). It also will be evaluated through midterm and final examinations.

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 synthesize lecture and reading materials to participate in class discussions; write three in-class reflective essays on the importance of ‘world historical events,’ such as 1066 (the Norman conquests), 1215 (the Magna Carta) and 1660 (the English Civil Wars); and, complete a midterm and final exam that include questions related to visual images and maps presented in class and the reading materials. Student learning of this objective will be evaluated through these same discussions, essays and 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, analyze and synthesize (through lectures and reading materials) how cultural differences within England contributed to changes in the country’s political and social structures from earliest times to 1689. Student learning will be evaluated through discussion, in class reflective writings and a midterm and final exam that require students to identify, among other things, differing ideals
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of political participation and patriotism to England and its Empire.

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 and reading materials) how political, economic and ideological choices by English leaders such as Henry VIII, Queen Elizabeth, Queen Mary and Cromwell influenced the country’s participation in global events such as the War of the Roses, the War of the Spanish Armada and the quest for overseas empire in the Atlantic and on the coast of West Africa. Students will be asked to reflect on whether or not they can apply the decision making processes used by these English leaders in their own lives. Student learning will be evaluated through discussion, an in-class reflective essays, a midterm and a 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.