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 214) provides a survey of English/British history from 1689 up until the present. It covers social history, political history, military history, religion, the world of ideas and thought, science and technology, culture, and economics in the area we come to know as the British Isles as well as the global British empire (colonies, territories and dominions)

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 analyze and synthesize lecture, primary source materials and secondary source materials related to the development of Great Britain and the United Kingdom following the Glorious Revolution. Student learning will be evaluated through in-class discussion and reflective writing on the importance of events such as the agricultural and industrial revolutions, the role of Great Britain in World War I and the expansion of the multi-lingual, multi-cultural British empire following World War II. It will also be evaluated through midterm (two) 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 application of communication skills by requiring students to evaluate and explain the importance of the Agricultural and Industrial Revolutions in Great Britain, the role of Great Britain in World War I and the expansion of the multi-lingual, multi-cultural British Empire following World War II. Student learning will be evaluated through in-class discussions, reflective student essays and midterm and final exams of lecture and reading materials (including visual images and maps) related to these themes.

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 analyze (through lectures and reading materials) cultural differences within England/Great Britain and its diverse colonial populations, and especially those which contributed to changes in the country’s political and social structures following 1689 and the Glorious Revolution. Student learning will be evaluated through discussion, in class reflective writings and midterm and final
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exam that require students to identify, among other things, differing ideals of political participation and patriotism as expressed in places like London, Sydney and Bombay after 1689.

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, analyze and synthesize (through lectures, reading materials, and discussions) how political, economic and ideological choices by English/British leaders such as Chamberlin, Churchill and Thatcher influenced the country’s participation in global events such as World War I, World War II and the Fall of the Berlin Wall. Students also will be required to consider how they might (or might not) apply the ethical decision making processes employed by English/British leaders to their own contemporary situations. Student learning will be evaluated through discussion, in-class reflective essays, two midterms 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.