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 221) provides a survey of the main political, religious, social and cultural themes in Islamic history and civilization from the time of Prophet Muhammad (ca.600C.E.) to ca. 1500 C.E. It encourages students to observe, evaluate and think critically about the formation of the Islamic tradition as well as its transformation over time across different regions and cultures and its interaction with other traditions and world religions.

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 interpret and synthesize lecture, primary source materials and secondary source materials related to the growth of Islam world-wide and the complicated negotiations people undertook to express and define Islam in different social, political and geographical situations from 600-1500CE. Student learning will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions.

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 weekly class discussions of assigned primary source reading material related to the formation of Islamic tradition, its transformation across different regions and cultures and its interaction with other traditions and world religions between 600 and 1500CE. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and written essay questions that analyze written and visual sources (including maps, illuminated manuscripts and material objects).

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 (in lectures and reading materials) how cultural differences shaped the definition and expression of Islamic tradition, as well as its transformation, over time and across different regions. It also asks students to reflect on how adherents of Islam interacted with adherents
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of other traditions and world religions. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions that analyze written and visual sources (including maps, illuminated manuscripts and material objects).

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 (in lectures and reading materials) how choices made by followers of Islam, whether commoners or rulers, shaped the political, economic and ideological parameters of Islam’s expression around the globe. Students will be asked to reflect on how the political, economic and social context of the period under discussion influenced the process of ethical decision making and whether or not they can use the same ethical decision making processes in their own lives. Student learning of this core objective will be evaluated through class discussion of primary source materials, two midterms and one final exam, each of which incorporates multiple-choice and essay questions that analyze written and visual sources.

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