Texas A&M University
Core Curriculum

Initial 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?

In HIST 226, The History of Texas students explore the history of Texas from the Paleoindian period to the late twentieth century. The aim of the course is to provide a deeper understanding of the various groups and individuals who have contributed to the state’s history. Lectures, readings, assignments, discussions, and multimedia clips provide students with a nuanced and complex view of the people, places, and events that have shaped Texas and its relationship to Mexico, the United States of America and the broader world.

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 primary source readings; and evaluate visual images and maps. They will do so based on material that concerns the history of Texas from the Paleo-Indian period to the late twentieth century, including a discussion of Spanish, French and Mexican Texas, the Texas Revolution and the Republic of Texas, early statehood, the Civil War period, the period of reconstruction and the rise of the cattle industry, Populism, the Depression, the Second World War & Texas’s shift into a majority minority state. Student learning will be evaluated through two mid-course exams and a final exam that incorporate visual images and maps; and three short essays based on small group discussion of primary source documents.

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 analyze, discuss and craft written arguments based on primary source readings related to the period of Spanish and French Texas, Texas’ entry into US statehood, and Progressivism and the Depression Era. They will also be required to interpret lecture, including visual images and maps, when answering synthetic multiple choice questions on two mid-course exams and one final exam that cover material related to the history of Texas from the Paleo-Indian period to the late twentieth century, the Texas Revolution and the Republic of Texas, early statehood, the Civil War period, the period of reconstruction and the rise of the cattle industry, the Second World War & Texas’s shift into a majority minority state. Student learning will be evaluated through these two mid-course exams and a final exam and three short essays based on in-class small group discussion of primary source readings.
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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) cultural differences between the diverse populations who came into contact in southwestern North America in the region we come to know as the state of Texas. Students will be asked to evaluate how the blending of cultures influenced the people, places, and events that have shaped Texas and its relationship to Mexico, the United States of America and the broader world. Student learning will be evaluated through two mid-course exams and a final exam that incorporate visual images and maps; and three short essays based on small group discussion of primary source documents.

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 exams and short essays) how the decisions made by individuals, groups and institutions led to shifts from Spanish to French to Mexican Texas, helped to facilitate the Texas Revolution and the Republic of Texas, shaped the early years of Texas statehood, its participation in the Civil War and reconstruction, the rise of the cattle industry, the development of populism, progressivism, the Depression and the minority civil rights struggle. 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 and a final exam that incorporate visual images and maps; and three short essays based on small group discussion of primary source documents.

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