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?

This course, HIST 232: History of American Sea Power, focuses on the roles of the U.S. Navy in American foreign and defense policy. The course provides an analysis of how American interests, perceived challenges to those interests, defense policy developed to protect those interests, and the role of the Navy within that policy have changed since the development of the US Navy in the eighteenth century through the Persian Gulf War. The course also examines how the American Navy and Sea Power more generally influenced past war aims and the strategies developed to pursue those aims.

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 and synthesize lecture material-including visual images, strategic maps and graphs- and primary and secondary sources related to the history of American Sea Power. Student learning will be evaluated through quizzes that ask students to make connections between lecture and reading materials, including battle maps and tables; two one-hour essay exams that require students to evaluate and synthesize primary and secondary source materials in response to essay questions; and one final exam that draws on lecture, primary and secondary source material related to the American navy’s role in various national and international conflicts.

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 interpret and synthesize lecture material-including visual images, strategic maps and graphs- and primary and secondary sources related to the history of American sea power, and in particular the American navy’s role in various national and international conflicts. Student learning will be evaluated through quizzes that ask students to make connections between and identify lecture and reading materials, including battle maps and tables; two one-hour written essay exams that require students to evaluate and synthesize primary and secondary source materials and class discussion of those materials in response to essay questions; and one final exam that draws on lecture, primary and secondary source material and discussion and requires students to give sustained written answers to substantive essay questions.
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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 together to fight in the American navy and those who fought against the American navy. The course will also consider how American interests, perceived challenges to those interests, defense policy developed to protect those interests, and the role of the Navy within that policy have influenced changing understandings of American civic responsibility. Student learning will be evaluated through quizzes that ask students to make connections between and identify lecture and reading materials on these issues; two one-hour written essay exams that require students to evaluate and synthesize primary and secondary source materials and class discussion of those materials in response to essay questions; and one final exam that draws on lecture, primary and secondary source material and discussion and requires students to give sustained written answers to substantive essay questions.

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 quizzes, exams and discussions) how the decisions made by individuals, groups and institutions throughout American history have contributed to changing understandings of American interests and American sea power’s role in defending those interests, as well as changes to the American navy and other supportive structures. 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 quizzes that ask students to make connections between and identify lecture and reading materials on these issues; two one-hour written essay exams that require students to evaluate and synthesize primary and secondary source materials and class discussion of those materials in response to essay questions; and one final exam that draws on lecture, primary and secondary source material and discussion and requires students to give sustained written answers to substantive essay questions.

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