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 234) provides a survey of the relationship between war and social change in Europe from the end of the Middle Ages through the end of the twentieth century. It is based on the premise that the ways in which a society makes war reflect structures within that society and that we can only understand war by looking at the societies that engage in them. The course deals with armed conflict and the impact of war on groups that have not traditionally taken part in organized violence (women, children, and other non-combatants) to understand the evolving relationships between the front line and the home front, and the development of the modern European state system, which has in many ways been a product of the shifting military fortunes of dynasties, states, and nations over the past several centuries.

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 accounts written by participants in war, secondary source materials and a film. It does so to encourage students to consider how the ways in which a society makes war reflect structures within that society, and the impact of war on groups that have not traditionally taken part in organized violence (women, children, and other non-combatants). Student learning will be evaluated through quizzes, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

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 interpret and evaluate lecture, primary source accounts written by participants in war, secondary source materials and a film. Students will be asked to discuss and write about the relationship between war and social change in Europe from the end of the Middle Ages through the end of the twentieth century and also how shifting military fortunes influenced the development of the modern European state system states over the past several centuries.
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Student learning will be evaluated through quizzes on the readings, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

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 synthesize (through lectures, reading materials and a film) how cultural differences shaped the definition and expression of war and its relationship to the development of the modern European state system and civilian and soldiers participation in it. Students will be asked to reflect on how the different ethical decision making processes discussed in class can or can not be applied to their own lives. Student learning will be evaluated through quizzes on the readings, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

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 and a film) how choices made by individuals and societies at war (whether combatants or not) shaped the political, economic and ideological structures of European society between 1450 and the present. Students will be asked to reflect on how the different ethical decision-making processes discussed in class can or can not be applied to their own lives. Student learning will be evaluated through quizzes on the readings, a written reaction paper to one of the primary source narratives, discussion of the film and written essay exams based on lecture, reading materials (including maps) and the film.

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