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?

HIST 242, will focus on the consideration of past events ideas, values, beliefs, and other expressions of cultural expression that led to and shaped the maritime history of the United States from colonial times to the present.

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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 enhance critical thinking skills of students through regular classroom lectures, assigned readings, class discussion, audio and visual presentations that re enforce the students understanding of United States maritime history. The evaluation of critical thinking skills will be based on the students ability to identify and analyze the different cultural, social, economic and political developments that molded the maritime history of the United States. This will be determined through the use of exams, both online and in class, and/or participation in class discussions.

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 by requiring students to evaluate and synthesize lectures and discussion material. This will be done in through small and large group discussion, both outside the classroom and/or online, of major ideas, issues and questions central to the development, interpretation, and personal analysis of the major topics of United States maritime history. The evaluation of the students communication skill will be based on exams, both online and in class, and/or participation in class discussions.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This class promotes social responsibility by requiring students to identify (in lectures and reading material) the cultural economic, social and political differences that arose between the various groups who vied for power within the United States maritime industry. Students will be asked to synthesize then evaluate the arguments made by each group,
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(labor, management, government) and apply them to the economic, strategic and theoretical dynamic of the global economy. Students will also be asked to analyze and evaluate the racial and gender disparities that arose within the United States maritime industry and apply them to present day scenarios. The evaluation of social responsibility skill will be based on exams, both online and in class, and/or participation in class discussions.

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 analyze and evaluate (through lectures, discussion and reading materials) how political, economic and legal choices in the United States maritime world influenced the politics and social organization of nations around the globe. Students also will be asked to reflect on how the ethical decision making processes outlined in class, particularly as they applied to racial and gender discrimination, may or may not be applied to their own contemporary contexts. Student learning will be evaluated through the use of exams, both online and in class, and/or participation in class discussions.

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