Texas A&M University
Core Curriculum
Initiai 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 258, covers Native North America from pre-contact with Europeans through the present with emphasis on the indigenous nations located within the present-day boundaries of the United States. Given the diversity of indigenous peoples in North America, attention is directed at histories rather than a singular historical vision and experiences rather than a monolithic Indian story. The course explores the divergence between Indian and non-Indian versions of a common past as well as contest and collaboration across cultural and linguistic divides, the clash of European and indigenous political economies, and the relationship of American Indians to other ethnic and racial groups in the United States.

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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 develops the core objective of critical thinking by asking students to interpret and synthesize lecture material-including visual images, films, and material culture,- printed primary and secondary source reading materials and discussion related to the history of indigenous cultures in North America from pre-contact with Europeans through the present day. Student learning will be evaluated through: quizzes and exams comprised of multiple choice and written essay questions based on lecture, film, primary and secondary source readings and class discussions held at the end of thematic units.

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 material objects (wampum)- and primary and secondary sources related to the history of the divergence between Indian and non-Indian versions of a common past as well as contest and collaboration across cultural and linguistic divides, the clash of European and indigenous political economies, and the relationship of American Indians to other ethnic and racial groups in the United States. Student learning will be evaluated through: quizzes and exams comprised of multiple choice and written essay questions based on lecture, film, primary and secondary source readings and class discussions held at the end of thematic units.
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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, synthesize and evaluate (in lectures, reading materials and films) cultural differences between the diverse populations who came together in North America both before and after European contact with indigenous cultures on the continent. Student learning of the objective will be evaluated through quizzes, exams, and class discussions of the divergence between Indian and non-Indian versions of a common past as well as contest and collaboration across cultural and linguistic divides, the clash of European and indigenous political economies, and the relationship of American Indians to other ethnic and racial groups in the United States.

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 indigeneity, the racializing of American national identity, and the role of divergent notions of time, space and property. 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 and exams comprised of multiple choice and written essay questions based on lecture, film, primary and secondary source readings and class discussions held at the end of thematic units.

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