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?

In this course, Olympic Studies, students will study the ancient and modern Olympic games. Through this they will be exposed to the variety of cultures throughout these time periods. Lectures, discussions, assignments, and exams will be designed for students to explore, analyze, compare, and contrast human behavior within their cultures during these Olympic time periods.

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):

Lectures and class discussions will be designed to expose the student to the specific cultures within each Olympiad (time period). Further, there will be two papers designed for students to display their critical thinking abilities. The first paper will have the students compare and contrast two cultures from the Olympic games. The second paper will have the students discover how an Olympiad culture defined the epitone of being a human. The students, if needed, will have the opportunity through lecture, discussion, and assignment to be brought to a level of critical thinking for successful completion of these papers.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

There will be an expectation of discussion within the course. Discussions will occur within small groups and the group at large. As expressed earlier, two papers will be completed by each student. These papers will lead to discussions for small groups as they share their thoughts and findings. As part of the written assignments, the students will develop charts and maps visualizing what has been learned. These charts and maps will be shared with classmates during class discussions.

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

The Olympics are global by nature. The aspect of Olympism which Pierre de Coubertin, the founder of the modern games, expressed as a “philosophy of life”. This concept along with the Olympic movement provided an opportunity for global cultural awareness and the development of man. The concept of social responsibility takes on a new perspective as students explore the relationships, trials, and political issues the Olympics carry. Lectures and
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discussions will be exciting as they discuss morals and ethics of different cultures; further, the discussions will debate
moral behavior. In evaluating social responsibility of students written and oral discussions, portions of the civic
engagement, intercultural knowledge, and global learning rubrics will be used to assess the progress of the students.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

As expressed earlier, the students will have opportunities to explore and share their opinions of the morals and ethics
surrounding the Olympic games. Imagine the discussion the 1972 Munich Olympics, the 1968 Mexico City Olympics,
the 1936 Berlin Olympics, or the boycotted Olympics will allow for the students to reflect on personal responsibility. In
evaluating personal responsibility of students' written and oral discussions, portions of the ethical reasoning and
global learning VALUE rubrics will be used to assess the progress of the students.

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