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 introduces students to the academic study of women and gender by challenging students to consider how their current understanding and the assumptions they hold about men and women have been shaped by stereotypes and events as expressed in law, society, literature, history, and philosophy.

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 challenges students to identify, reflect on, and analyze stereotypes, assumptions, and received views about men, women, and gender in order to offer explanations for those positions and arguments that support or reject our current and past views. Ideally, they are challenged to use their imagination to consider how things might be different and what the implications those different futures might be. Students are asked to do weekly journal reflections in which they analyze the readings and raises questions about the class discussions. Additionally, they are required to do a book review which incorporates class material in their discussion of the book. Finally, they have two exams in which they are asked to answer synthethic questions.

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

This course requires students to discuss material in class and express themselves in journals, on written exams, and papers. The journals are graded on how well they bring into their discussion class material and class discussion. Students are required to present their book review to the class, using this presentation to discuss the larger issues raised in the book. They can use powerpoint, video, music, posters, or other visual and aural aids for their presentation.

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

This course asks students to consider how our views of women have contributed to unfair treatment of both men and women and to consider ways that these behaviors and practices might be changed. They are required to read about women's involvement in particular social movements, for example, the suffrage movement, anti-war movement, and so forth and to take a position regarding the role of these movements in the development of women's equality,
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changing roles of men and women, and what this means for the future. They are tested on basic knowledge of these
movements. Their presentation that accompanies their book review requires that they consider how the issues
engaged in this course intersect with similar concerns globally.

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

This course challenges students to consider their own beliefs and to understand what they believe and why they
believe it, to take responsibility for how those beliefs about women and gender have an impact on their behavior and
the practices in which they engage. The essay exams will ask them to consider the implications of choices women and
men have made, to consider the implications of choices they have made, and to think about how these choices act as
a model for others. The journals will also serve as a place for students to work through these themes. For the journals,
students will be evaluated by how thorough and thoughtful their responses are; have they taken course material and
class discussion into consideration; are they able to relate these themes to news and events outside the classroom.

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