

**Core Curriculum
Course Proposal Cover Sheet**

Department: **Social Sciences**
College: **COLFA**
Department Head: **Malcolm Cross**

Course Prefix & Number: **HIST 101**

Course Title: **World History to 1700**

Course Description: A survey of world history from prehistoric times to the beginning of the 18th century. Special attention will be given to the origins of civilization in Africa, Asia, and the Middle East and its development through the ancient, medieval, and early modern eras.

Please select the THECB Foundational Component Area for which this course is being submitted. (Please select only one)

Language, Philosophy & Culture ([download forms](#))

(The “download forms” link for the selected Component Area includes the ***Foundational Component Area Justification Form*** and the ***Student Learning Outcome Alignment Form***)

Checklist:

Course Proposal Cover Sheet
Foundational Component Area Justification Form
Student Learning Outcome Alignment Form

LANGUAGE, PHILOSOPHY and CULTURE

FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

Language, Philosophy and Culture (from THECB Chapter 4: 4.28)

- 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 following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Social Responsibility and Personal Responsibility.

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

Rationale for Inclusion in this Category:

HIST 101, World History to 1700, fits well into the “Language, Philosophy, and Culture” foundational component area. The central theme of the course focuses on how ideas, values, beliefs, and other aspects of culture express and affected the human experience in the past. Moreover, the course does not emphasize one particular society over the others, but instead provides students with a truly global framework for the concepts presented in this class. The course also stresses the process of intellectual and artistic creation in the past, once again within a global context. Finally, the course also provides an excellent vehicle in which to promote Critical Thinking Skills, Communication Skills, Social Responsibility, and Personal Responsibility. This course, in short, will provide an excellent and effective means to deliver the key goals of the “Language, Philosophy, and Culture” Foundational Component Area.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Language, Philosophy and Culture

Course Prefix/Number: HIST 101

Course Title: World History to 1700

Core Objective: Critical Thinking CT1: Students will be able to evaluate evidence in analysis, interpretation or arguments

Course SLO(s): 1) Students will analyze the validity of primary documents concerning cultural, political, social, and economic developments in world history to 1700 in terms of accuracy and bias. 2) Students analyze the causes and results of events in world history to 1700 and analyze their cultural, economic, social, and political ramifications

Learning Activities: Classroom lectures, classroom discussion, and reading assignments

Means of Assessment: Embedded questions in selected tests for each item within both Course SLOs.

Core Objective: Critical Thinking CT2: Students will be able to synthesize varied components of information to form a rational conclusion.

Course SLO(s): 1) Students will explain the major cultural, political, social economic developments in world history to 1700, especially in terms of their influence on the human experience. 2) Students will study diverse primary documents from throughout the world and use the information therein to construct valid explanations for the major cultural, political, social, and economic developments in world history to 1700.

Learning Activities: Classroom lectures, classroom discussion, and reading assignments

Means of Assessment: Embedded questions in selected tests for each item within both Course SLOs.

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Students will write, revise, and express themselves in written essays on tests on World History to 1700.

Learning Activities: Lectures, classroom discussions, and practice essay-writing exercises

Means of Assessment: Embedded essay questions on selected tests

Core Objective: Social Responsibility SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s): 1) Students discuss broad cultural and social issues, including those affecting diverse groups throughout the world to 1700, from a historical perspective. 2) Students will think critically about World History to 1700 and apply the historical process to the understanding of current issues.

Learning Activities: Reading assignments and classroom discussions

Means of Assessment: Embedded questions on selected tests

Core Objective: Personal Responsibility PR1: Students will demonstrate an understanding of ethical standards as applied to decision-making

Course SLO(s): 1) Students discuss and critique the ethical standards that influenced the decisions of leaders throughout the world from prehistoric times to 1700. 2) Students discuss and critique the ethical lessons and guidelines provided by intellectuals and artists in their work from prehistoric times to 1700

Learning Activities: Classroom discussions and reading assignments

Means of Assessment: Embedded questions on selected tests for each item within both Course SLOs.

Additional objectives at the discretion of the department.

Core Objective: Knowledge of World History Students will demonstrate an understanding of the major events, individuals, and forces that shaped World History to 1700

Course SLO(s): 1) Students demonstrate an understanding of the events, individuals, and forces that influenced the trajectory of World History from the prehistoric era to 1700. 2) Students analyze how developments throughout the world between

prehistoric times and 1700 interacted with and influenced each other to create an increasingly global community.

Learning Activities: Classroom lectures, classroom discussions, and reading assignments

Means of Assessment: Embedded questions on tests for each item within both Course SLOs.

Core Objective: Cultural Creation Students will explore the ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Course SLO(s): Students will understand the fundamental ideas which fostered intellectual and artistic creation in the world from prehistoric times to 1700

Learning Activities: Classroom lectures, classroom discussions, and reading assignments

Means of Assessment Embedded questions on tests

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature Malcolm Cross_____

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)

Dr. Richard Cruz
Dr. Christopher Guthrie