

**Common Course
A&S Core Curriculum**

- I. Course Title: The United States in Global Perspective
- II. Credit Hours: 3
- III. Course Level: 1000-level
- IV. Department or Departments responsible for teaching course: History
- V. Proposed Description: An introduction to the history of the United States within a global context from 1776 to the present, this course examines the ways a distinctly American society developed within larger patterns of world history. Themes explored may include nationalism; imperialism; revolution; concepts of democracy, freedom, and equality; migration and immigration; industrialization and economic systems; and global conflict.
- VI. Core Curriculum Objectives:
 1. Students' knowledge and understanding of history will be enriched by understanding how domestic developments in the U.S. fit within, were influenced by, and shape our increasingly connected world.
 2. Having knowledge of the global context within which the U.S. and all nations function, students will be better enabled and better equipped to practice informed engagement with diverse cultures, races, ethnic groups, and value systems, both American and non-American, by developing the virtues of empathy and humility.
 3. As a common course providing all Arts & Sciences students with a shared foundation of knowledge through the study of history, this course will provide an introduction to major events, ideas, and figures in U.S. and world history.
 4. Students will gain understanding of and practice in the evaluation and interpretation of historical evidence (both primary and secondary), the construction of coherent arguments, an awareness of change over time, analysis of relationships among historical causes and effects, and appreciation for differing cultures and attitudes. Evaluation of evidence will include examples of American virtue and vice throughout its history.
- VII. Justification:

- 1.) Preamble to College of Arts & Sciences Core Curriculum Vision (Part I): “The College of Arts & Sciences core curriculum is the foundation for a degree from Baylor University; it serves to educate men and women to become informed and productive citizens of a democracy and servant leaders of faith communities.” (p. 1)
- 2.) Vision Statement for the Core Curriculum (Part II): “Functionally, the Arts and Sciences core curriculum, taught within a community of Christian scholars, enables men and women to acquire the knowledge, skills, and virtues needed to uncover and recognize truth, to deepen their faith, to live virtuously, to strengthen their communities, and to affect the world in transformative ways.” (p. 1)
- 3.) Vision Statement for the Core Curriculum (Part II): “To that end, the core curriculum will: 1) provide a shared foundation of knowledge drawn from the rich and diverse liberal arts tradition; 2) develop various skills necessary for the completion of an academic degree, but also essential for personal and professional life beyond Baylor; 3) inspire moral, intellectual, and spiritual values.” (p. 1)
- 4.) Vision Statement for the Core Curriculum (Part II): “Critical reasoning stands at the core of the liberal arts tradition Students will develop the skill of critical reasoning in many ways” (p. 2)
- 5.) Vision Statement for the Core Curriculum (Part II): “As citizens of local, national, and global communities, students must be equipped for informed and constructive civic engagement.” (p. 2)
- 6.) Vision Statement for the Core Curriculum (Part II): “Students will become familiar with the US Constitution and understand the broad trajectories of national and world history alongside the development of contemporary world systems.” (p. 2)
- 7.) Vision Statement for the Core Curriculum (Part II): “The core curriculum will empower students to engage with current social and political issues intelligently.” (p. 2)
- 8.) Vision Statement for the Core Curriculum (Part II): “In addition, it will teach students to communicate effectively through various means” (p. 2)
- 9.) Vision Statement for the Core Curriculum (Part II): “These fundamental and transferable skills will require students to reevaluate their own assumptions.” (p. 2)
- 10.) Vision Statement for the Core Curriculum (Part II): “They [students] will also gain a deeper understand of and empathy for people from other societies, races, genders, ethnicities, and socio-economic statuses. In this way, students will be able to articulate and practice compassion and justice in the pursuit of peace.” (p. 2)

11.) Vision Statement for the Core Curriculum (Part II): “Students require knowledge of the various ways the values of a society – whether historical or contemporary, local or international, personal or parochial – are reflected in the arts.” (p. 2)

12.) The General Education Committee and Vice Provost for Undergraduate Education, Baylor University: “The Four General Education Outcomes as Established by the General Education Committee. These outcomes represent the general qualities expected of all Baylor graduates:

- Communication: Baylor graduates communicate effectively and clearly, both in writing and speaking, in a manner appropriate to the subject, occasion, and audience.
- Critical Thinking: Baylor graduates are expected to be proficient in evaluating evidence, articulating arguments, justifying conclusions, and identifying and presenting multiple perspectives.
- Leadership, Civic Engagement, and Service: Baylor graduates are able to demonstrate an understanding of the challenges of a global society with a commitment to social and civic responsibility and service among diverse communities.
- Christian Perspective: Baylor graduates can demonstrate knowledge of the Christian scriptures and Christian heritage that enables participation in discourse from a Christian perspective.” (<http://www.baylor.edu/vpue/index.php?id=82145>)

13.) “Curriculum Organization: General Education Outcomes,” Baylor Undergraduate Catalog, 2016-2017 Bulletin, Vol. 119, May 2016: “At Baylor University, we strive to prepare graduates with the knowledge and skills essential to worldwide leadership and service and to foster in them a commitment to a lifetime of learning.” (p. 30)