

# Core Curriculum Management

## New Core Component Proposal

Date Submitted: 10/08/17 8:16 pm

Viewing: **CLAS 262-GE : Great Books of Christian Antiquity and the Latin Middle Ages**

Last edit: 10/08/17 8:16 pm

Changes proposed by: larson

### In Workflow

1. INTS Department Head
2. LA College Dean UG
3. CCC Preparer
4. CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

### Approval Path

1. 10/09/17 8:17 am  
Robert Shandley (r-shandley): Approved for INTS Department Head
2. 10/10/17 12:23 pm  
Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

#### Contact(s)

Name	E-mail	Phone
Ruth Larson	larson@tamu.edu	979 845-2124

Course Prefix	CLAS	Course Number	262
Academic Level	UG		
Complete Course Title	Great Books of Christian Antiquity and the Latin Middle Ages		
Abbreviated Course Title	GRT BKS CHRIST ANT LAT MID AGE		
Crosslisted With			
Semester Credit Hour(s)	3		
Proposal for:	Core Curriculum Addition/Edit		
How frequently will the class be offered?	Once a year		
Number of class sections per semester	1		
Number of students per semester	30		
Historic annual enrollment for the last three years			
Last year:	Previous year:	Year before:	

### Core curriculum

Foundational Component Area: Core Lang, Phil, Culture(KLPC)  
 TCCN prefix/number

#### Foundational Component Area: Lang, Phil, Culture

How does the proposed course specifically address the Foundational Component Area definition above?

This course surveys some of the most important works of literature, history, and philosophy from Christian Late Antiquity and the Latin Middle Ages. Emphasis is placed on texts written in Latin, the learned language that bound together literate men and women, and created a unified culture in Western Europe during the Middle Ages. The course devotes particular attention to two aspects of the readings: 1) Morality: how do the texts dramatize and/or explain the motives and consequences of human action? What constitutes a good life? How do the doctrines of Christianity structure human life? 2) Mentality: what assumptions about personal morality, social structure, and political organization are implicit in the sources studied, and how have these assumptions changed over time?

Core Objectives:

**Critical Thinking** (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

**Critical Thinking:** Students will enhance their critical thinking skills through close reading of texts that were written for people who were far removed from our own day and had very different views on almost all aspects of life. Students will be challenged to recognize not merely the most obvious differences in shared beliefs and mentalities, but also the unspoken assumptions revealed by our texts.

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

**Communication:** Students will develop spoken communications skills through in-depth discussion of assigned readings in class and written communication skills through response papers in which they will be required to engage closely with particular topics (e.g., how does the ideal of Benedictine monasticism in the Rule compare to the reality depicted in Jocelin of Brakelond's Chronicle?), and through essays on the Mid-Term and Final Exam.

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

**Social Responsibility:** This course is organized in part around the study of morality and value ('What makes for a worthwhile life?' 'What is man's proper relationship to God?') in the Middle Ages. Students will be challenged to cultivate an appreciation for the different belief systems of medieval society and to consider with empathy ways of thinking that are alien - and sometimes offensive - to us.

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

**Personal Responsibility:** Students will cultivate personal responsibility by reflecting on topics conducive to personal growth, including (but not limited to): the proper relationship between citizen and state; tolerance of dissent in society; and the conflict between ideals and reality in human life.

**Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.**

Attach Course Syllabus [CLAS 262 SampleSyl revised.docx](#)

Reviewer Comments

Key: 437