

The University of St. Thomas

**Undergraduate
Core Curriculum**

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Faculty Edition

rev 8/2003

Review of the present undergraduate core curriculum began in the late 1980s with a three-year Bush Foundation Planning Grant. The core curriculum had not been reviewed at St. Thomas for approximately twenty-five years at that time. The Planning Grant was followed by a second three-year Bush grant which funded the Curriculum Review Task Force (CRTF). The CRTF developed a set of overarching criteria for the core curriculum.

The CRTF then created a series of working groups for each curricular and competency area. The working groups sponsored open forums and developed sets of criteria for each area.

In the fall of 1993, the recommendations of the CRTF and the various working groups began their journey through the then College Faculty and Senate. The new core curriculum was officially approved by the College Faculty in May 1995. Implementation began with the incoming freshman class in the fall semester of 1996. Transfer students were grandfathered under the old curriculum until the fall semester of 1998. A third three-year Bush Foundation grant allowed for the creation of a Curriculum Review Implementation Task Force (CRITF), which assisted in the implementation process.

Although all courses in the core curriculum are housed in the College of Arts & Sciences, students in all five units with undergraduate programs - College of Arts & Sciences, College of Business, School of Continuing Studies, School of Education, School of Social Work - are bound by the requirements of the undergraduate core curriculum.

This Faculty Edition of the curriculum guidelines contains all the provisions of the original plan, incorporating any amendments that were made after the initial implementation. It also takes into account the new reporting structure of the Faculty Organization Plan as approved in spring 2001 to accommodate the creation of new colleges and schools.

Prepared by the Offices of the
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UNIVERSITY OF ST. THOMAS
UNDERGRADUATE CORE CURRICULUM

Goals of the Undergraduate Core Curriculum

St. Thomas, as a Catholic university, seeks to foster in its students a deeper understanding of the totality of life and its purposes and to instill in its graduates an appreciation for the life of the mind and the joy of learning.

Undergraduate education at the University of St. Thomas is committed to three overarching objectives: *liberal learning, moral and ethical development, and career preparation.*

The university intends that its students value what it means to be an educated person and that they be life-long learners who derive meaning and satisfaction from integrating the knowledge they have acquired, using it as a basis for future growth. The university also intends that students possess those elements of liberal learning that enhance their lives and help them to become useful and concerned members of society. The university further seeks to impart to students the knowledge that serves as preparation for entrance into their chosen occupations or fields of graduate study and which will assist them in responding intelligently to the personal, social and spiritual changes that will occur during their lifetimes.

To further these overarching objectives, graduates of St. Thomas should have developed:

- the ability to think analytically, critically, creatively, and to solve problems by applying knowledge in appropriate circumstances
- the ability to write and speak clearly, to read demanding works with comprehension, to listen and observe carefully, and to respond appreciatively to the precise and imaginative use of language and other forms of artistic expression
- the ability to reason quantitatively and to evaluate basic mathematical and statistical arguments
- the ability to participate in a democratic society, to respect the value of informed debate and tolerate differing ideas
- an understanding of the responsibility of educated persons to contribute to the communities and the environment in which they live
- knowledge of the natural world and of their own and others' cultures and traditions, including non-Western and non-majority cultures, and respect for the diversity of

peoples and cultures within the fundamental unity of humankind

- an understanding of the nature and function of faith and the Catholic tradition in the modern world
- the ability to articulate and support moral and ethical judgments about what constitutes good actions and a good society
- the ability to use knowledge from various fields and to integrate ideas across disciplinary boundaries
- knowledge in depth in at least one field of study, including an understanding of the route to acquiring knowledge and demonstration of some ability to do research or learn independently in that field.

REQUIREMENTS FOR A DEGREE

To receive a bachelor's degree at the University of St. Thomas, a student must successfully complete a minimum of 132 credits and fulfill all degree requirements.

A minimum grade point average (GPA) of 2.00 must be achieved in all of the following categories:

- all credits presented for graduation (including transfer credits)
- all credits earned at St. Thomas
- all credits in the department (College of Business for business majors) of the major field (including transfer credits)
- all credits in the department (College of Business) of the major field earned at St. Thomas.

If the student has elected to declare a minor field, all credits in the department (College of Business) of the minor (including transfer credits) and all credits in the department of the minor field earned at St. Thomas must have a minimum GPA of 2.00.

In addition, the student must earn a minimum of 84 credits in areas outside the major field (for majors in areas of business, these credits must be outside the College of Business).

No more than eight credits in Experiential Learning may be counted toward the minimum 132 credits for graduation.

No more than one-eighth of the courses taken at St. Thomas presented for graduation may be graded on the S-D-R system.

No two courses may be equivalent or overlapping. (Credit is not given for a course that overlaps a course previously taken. Such courses are indicated in the course descriptions by the number of the overlapping course(s) in parentheses following the title.)

The same course may be used to satisfy both a requirement in the core curriculum and in the major and minor fields.

Within the core curriculum, the same course may satisfy a core or core-area requirement and simultaneously satisfy the requirement in human diversity or the second-level computer competency.

Senior residency requires that a candidate for graduation have completed thirty-two of the final thirty-six credits at St. Thomas, at one of the other four ACTC colleges, or through an affiliated program.

THE CORE CURRICULUM

All bachelor degrees awarded by the University of St. Thomas shall meet the core curriculum requirements of the undergraduate program. The core curriculum requirements are organized into nine curricular areas and two competency requirements.

Curricular Areas

Courses used to satisfy the requirement in a curricular area are of two types:

Core courses are specific courses designated to fulfill a requirement

Core-area courses allow students to select from a list of courses designated to fulfill a requirement.

In either case, courses fulfilling a core curriculum must meet the criteria set forth for that area. Any changes in these criteria, or in the courses designated as fulfilling these requirements, shall be considered by a Review Committee for that area and by the Undergraduate Planning and Policy Committee (UPPC), and approved by the Faculty.

The curricular areas, the number of courses required, courses designated as fulfilling these areas, the standards for core and core-area courses, and the criteria for each curricular area are summarized below.

Literature and Writing (8 credits)

Lead department: English

ENGL 111 Critical Reading and Writing I: Fiction and Non-fiction Prose

ENGL 112 Critical Reading and writing II: Drama and Poetry

or for students with qualifying ACT scores:

ENGL 190 Critical Reading and Writing: Major Genres
plus one additional course numbered above 200 with exceptions noted in the *Undergraduate Catalog*.

Moral and Philosophical Reasoning (8 credits)

Lead department: Philosophy

PHIL 115 Philosophy of the Human Person

PHIL 214 Introductory Ethics

Natural Science and Mathematical and Quantitative Reasoning

(12 credits)

Lead departments: Biology, Chemistry, Engineering, Geology, Mathematics, Physics, Quantitative Methods and Computer Science (QMCS)

Specific courses are listed in the *Undergraduate Catalog*

- One course in a laboratory science
- One course in Mathematics
- A second laboratory science course or a second Mathematics course numbered 114 or higher or a course in data reasoning

Faith and the Catholic Tradition

(12 credits)

Lead department: Theology

THEO 101 The Christian Theological Tradition

THEO 200-level course

THEO 300-level course

Social Analysis

(4 credits)

Lead departments: Economics, Geography, Political Science, Psychology, Sociology

Specific courses are listed in the *Undergraduate Catalog*

Historical Studies

(4 credits)

Lead department: History

One of:

HIST 111 Origins of the Modern World to 1550

HIST 112 The History of the Modern World since 1550

HIST 113 Early America in Global Perspective

HIST 114 The Modern U.S. in Global Perspective

Fine Arts

(4 credits)

Lead departments: Art History, Music, Theater

Specific courses are listed in the *Undergraduate Catalog*

Language and Culture

(12 credits or equivalent)

Lead department: Modern and Classical Languages

Specific courses are listed in the *Undergraduate Catalog*

Human Diversity (e.g. Race, Class, Gender, Culture)

(4 credits or equivalent)

No lead department

Specific courses are listed in the *Undergraduate Catalog*

This requirement may be satisfied in one of two ways: By taking a course which satisfies the criteria for another curricular area as well as those specified for the Human Diversity requirement; or by a course not otherwise part of the core curriculum requirements which is designed specifically to meet the Human Diversity criteria.

Competency Requirements

The core curriculum requirements also include completion of two non-credit requirements. Non-credit courses, course components or instructional units may be designated as fulfilling a requirement if they meet the criteria set forth for that competency. Any changes in these criteria shall be considered by the Review Committee for this competency and by the Undergraduate Planning and Policy Committee, and approved by the Faculty.

Computer competency
(4 credits or equivalent)
No lead department

The computer competency, as part of the core curriculum requirements, focuses on the basic skills that all students should have regardless of major. *The Computer Competency Requirement at the University of St. Thomas: A Guide for Students* is available from the Office of Academic Counseling. The guide contains specific information about completing both the first and second levels of the requirement. The second-level computer competency may be fulfilled by completing a course listed in the *Undergraduate Catalog*. This course may fulfill any other requirement, including another area of the core curriculum.

Health & Fitness
(0 credit)
Lead department: Health and Human Performance

Completion of a non-credit course which meets the criteria for this competency.
PHED 100 Foundations for Fitness

Sequencing of Core Curriculum Courses

It is strongly urged that by the end of the first year of a student's course work at St. Thomas the student complete:

- English (2 courses)
- Theology (1st course)
- Philosophy (1st course)

The first level of the computer competency requirement must be completed by the end of a student's first academic year.

It is also strongly urged that by the end of the second year the student complete:

- Philosophy (2nd course)
- Theology (2nd course)

Core Curriculum Assessment

The core curriculum is regularly assessed to determine student outcomes in relation to the goals of the curriculum.

Currently, the Collegiate Assessment of Academic Proficiency (CAAP) test provided by American College Testing (ACT) is being used for this assessment. Three parts of this test - Mathematics, Reading, and Science Reasoning - may be linked back to the ACT test taken as high school juniors or seniors. Two other segments of the CAAP test are also used - Writing Skills (essay) and Critical Thinking. These latter two tests are given to two-fifths of the incoming freshman class during fall orientation. All five segments are given to rising juniors at the beginning of the junior year.

Review of the Core Curriculum

The core curriculum should be reviewed every ten years. The oversight committee charged with this review was the Educational Policy Committee. Under the new Faculty Organization Plan approved by the University Faculty in April 2001, this jurisdiction moves to the Undergraduate Planning and Policy Committee (UPPC).

REVIEW COMMITTEES FOR THE CORE CURRICULUM

There is a Review Committee for each curricular area and competency.

Function

A Review Committee oversees the implementation of the program in each curricular area or competency. The Review Committee reports to the Undergraduate Planning and Policy Committee (UPPC).

Membership and Chair

When there is only one lead department in a curricular area, at least three members of the department shall be on the Review Committee. When there is more than one lead department, each lead department will select an equal number of departmental representatives to sit on the Review Committee.

Each lead department will determine how its representatives are selected and the length of term of service on the committee.

The Vice President for Academic Affairs (or designee), in consultation with the UPPC, will appoint to three-year terms two representatives from departments other than the lead departments.

The Review Committee will elect a chair from its membership.

Responsibility of the Review Committee

The responsibility of the Review Committee is to maintain the integrity of the program. Specifically:

- The Review Committee determines whether a proposed or existing course meets the criteria for its curricular area and makes a recommendation regarding approval to the UPPC.
- The Review Committee periodically reviews criteria in its area and makes recommendations for modification to the UPPC.
- The Review Committee sets guidelines for the acceptance of transfer courses as meeting the general requirement in its curricular area. In exercising this responsibility, the committee should be mindful of the needs of transfer students as well as the integrity of the program.
- The Review Committee monitors the fulfillment of curricular criteria in courses approved as meeting the general requirement in its area.

Determining whether a proposed or existing course meets the

curricular area's criteria

This was the first task of most of the review committees. Review committees should also reflect, periodically, on how well the set of courses approved as fulfilling the criteria meet the collective "Standards for Core or Core-area Courses" as defined below.

Reviewing criteria

Each review committee should specify a time frame for an overall review of criteria in its area. Changes in criteria are submitted to the UPPC and approved by the University Senate.

Setting guidelines for the acceptance of transfer courses
Each review committee may determine how new transfer courses are to be handled for its area of the curriculum. Once the review committee has determined the suitability of a transfer course, the transcript evaluator in the Office of the Registrar enters the course into a matrix that allows that course to continue to fulfill the core requirement.

If the chair of the review committee is given the authority to determine individual transfer courses, the criteria for doing so must be articulated by the entire committee to afford the chair the necessary guidelines for approving individual courses.

It has been suggested that every five years, the review committee request a list of courses in the transcript evaluator's file for its area, and determine if those courses should remain in the file.

The chair of the review committee, or the review committee as a whole, determines the suitability of a course to fulfill the criteria for the core curriculum. Questions about transfer courses for the core curriculum should not be sent to the chair of the academic department.

Review committees need to decide which among the criteria are absolutely essential, bearing in mind the injunction to "be mindful of the needs of transfer students as well as the integrity of the program."

Monitoring the assessment of criteria

The Core Curriculum Assessment Committee (CCAC), originally established as a sub-committee of the undergraduate Educational Policy Committee, is charged with assessing how the overall goals of the core curriculum are being fulfilled, but assessing the particular curricular areas is the responsibility of the review committees. The goal is to ascertain whether courses, approved as fulfilling the criteria of the curricular area, actually do so. Under the new organization approved in spring 2001, the CCAC has become a sub-committee of the UPPC.

Reporting to the UPPC

The UPPC has oversight responsibility for the core curriculum. Review Committees report to the UPPC. The UPPC may request annual reports, detailing membership of the Review Committee, number of meetings, and progress on developing guidelines for transfer courses and assessment activities.

STANDARDS FOR CORE OR CORE-AREA COURSES

The following are standards for core and core-area courses to guide the work of Review Committees.

Each core or core-area course should:

- meet the criteria set for that curricular area
- be designed with special attention to the goals of the core curriculum, rather than as one of the offerings for majors
- emerge from faculty discussions which include departments historically responsible for the body of knowledge encompassed by the curricular area
- make connections with the content of other core courses on which later learning can be built
- make connections to other disciplines and other parts of the core curriculum
- give attention to issues of diversity and globalization, to the extent feasible in the discipline
- Include explicit attempts at creating enthusiasm for liberal learning by such methods as:
 - covering content to which students can relate
 - creating opportunities for likely success
 - using a variety of assignments and teaching methods
 - carefully choosing readings that are demanding, yet accessible to students
 - exposure to faculty who themselves have a love of liberal learning.

Collectively, a curricular area's set of courses (whether one core course or a set of core-area courses from which students choose) should have these characteristics:

- The set of courses should have enough commonality (*e.g.* topics, themes, readings, methodologies) to guarantee that all students completing the requirement have had exposure to some common body of knowledge or experience. Core courses should have a significant component of common readings across all sections of the course.
- The set of courses should be fairly limited in number in order to maintain commonality among courses and to facilitate dissemination of information among instructors teaching the courses and between these instructors and the faculty as a whole.
- Collectively, the set of courses must be offered with enough regularity that all students in an entering class could satisfy the requirement within a span of two semesters. Each course within the set should be available at least once a year.

- Some structure must exist or be developed for coordination among teachers of core-area courses to promote commonality across courses in the core area.

CRITERIA FOR COURSES MEETING THE CORE CURRICULUM REQUIREMENTS

Literature and Writing

Lead department: English

Goals for ENGL 111 and 112 (or 190)

This sequence of courses develops students critical awareness of language by helping them to recognize the relationship between their own experience and the interpretive possibilities of literature. Attention will be paid to the integration of the individual's composing process and the process of reading and understanding texts. These courses foster attentive reading, careful thinking, and effective writing.

The courses are designed to introduce students to tasks of increasing complexity. ENGL 111 will teach students how to generate, develop and refine their ideas and their writing in a consciously elaborated process of revision. Students in ENGL 111 will write about literary prose texts in personal and informative ways before moving on to more formal, traditional kinds of argumentative, academic writing. ENGL 112 students will be asked not only to devise an arguable thesis and to construct a coherent argument in support of it; they will also be asked to respond to other views in arguing on behalf of that thesis.

The assigned texts of the course sequence will also present reading of increasing difficulty. ENGL 111 will begin with prose, written discourse in which the reader is usually guided by a narrative voice that establishes and maintains a context. This sort of fleshed out discourse is generally easier to follow than the relatively spare, relatively contextless texts of poetry, or even drama - the genres of the second course, ENGL 112.

The Department of English affirms its willingness to share, whenever feasible, texts, topics and teaching methodologies with faculty in other disciplines. As in the past, the department is especially eager to discuss its methods of teaching student writing whenever and wherever such discussion would be appreciated.

Overall criteria for core courses in literature and writing

- Core courses give equal attention to literature and writing.
- Core courses integrate the teaching of literature and writing; that is, writing is used as a way of understanding literature, and literature is used as a way of engaging readers in the writing process.

- Literature and writing assignments are sequenced to reflect the evolution of students' cognitive abilities.
- Each core course will share a common approach to student writing, a common focus on close reading, and common texts. "Common texts" include a work(s) of literature and a book(s) about the writing process.

Criteria for the literature component

Unlike writing designed primarily to inform or explain, literature often embodies deliberate and artful ambiguity. Because the language of a literary text is often suggestive and indirect, readers must actively interpret it before they can complete the act of communication. The study of literature pays particular attention not only to meanings - *what* authors say - but also to *how* they say it; the literary component of these courses focuses on the way specific artistic forms suit particular meanings.

The texts expose students to a diversity of literary genres and periods. Text selections reflect respect for both literature of the past and literature of more recent times. Both traditional and multicultural works are typically included.

All the texts appeal significantly to the following three senses: the empathic, the ethical and the aesthetic.

Empathic means the quality of literature that allows it, in the words of William Dean Howells, to "widen the bonds of sympathy" - to transport the reader imaginatively into other lives, to help him or her transcend the limits of egotistic subjectivity and arrive at a broader understanding of the human condition in its infinite variety, and from its many subjectively experienced perspectives.

Ethical means elements of the text that raise or imply questions about the way human beings perceive and act towards themselves and others in the light of what it means to be human and what is requisite for human dignity in the individual and in society.

Aesthetic means that dimension of literature in which the artist's artful use of his or her medium is itself an intrinsic part of the work's meaning. That is to say, the faculty looks for works whose artistic merit distinguishes it from other kinds of writing which may also engage the empathic and the ethical senses.

Students are introduced to issues and questions typically featured in various theoretical approaches to literature (e.g., Christian, Freudian, New Historicist, Feminist).

In addition to the variety mentioned above, each section of a course will have its own unifying theme.

Criteria for the writing component

- Writing is formally taught in the classroom.
- The kinds of writing vary in order to reflect a range of writing situations. Students may write, for example, to their peers, as opposed to subordinates or superiors; or they may write to inform, rather than to persuade.
- The writing required is of sufficient length and complexity to allow for sustained development of significant ideas.
- Since revision is essential to good writing, students are taken through an extensive process to generate, develop, and refine their ideas.
- Teachers respond to student writing in a timely and constructive manner. Responses to student writing go beyond matters of technical correctness to address the success with which significant ideas are coherently and fruitfully developed. Students write to learn, not solely to provide material for evaluation.

ENGL 111

Critical Reading and Writing I: Fiction and Nonfiction

Prose

Emphasis on reading and writing to explore ideas and to inform readers, with special attention to the writing process and to basic rhetorical concerns such as audience and purpose. Writing assignments will be linked to reading consisting primarily of prose fiction and non-fiction.

Goals for ENGL 111

Literature selections in this course are designed to enable students to:

- read and respond actively to literary texts
- recognize that their understanding of literature is changed by rereading, reflection, discussion, and writing
- understand that many interpretations of the same literary text are possible, even desirable
- understand that literature can offer us access to worlds and experiences quite different from our own, and can enrich our understanding of our own lives while doing so
- understand some aspects of prose fiction and non-fiction, such as character, point of view, tone of voice, and the difference between plot and thematic elements
- recognize the aesthetic dimension of carefully crafted language.

Writing assignments in this course are designed to enable students to:

- see themselves as writers who have a responsibility for their own development as writers
- employ a writing process that incorporates effective strategies of generating, developing, and organizing ideas
- demonstrate an understanding of the nature and the practice of revision
- understand that exposition is not the mere reportage of facts and ideas, but the writer's purposeful selection and use of facts and ideas
- understand the concept of a thesis
- write in focused, coherent paragraphs
- use transitions that clarify the relationship between paragraphs and between sentences
- determine when and how to paraphrase, summarize and quote literary texts
- synthesize ideas and information from various sources.

ENGL 112

Critical Reading and Writing II: Drama and Poetry

Emphasis on interpreting literary texts and writing about them persuasively, with special attention to close reading and to the use of textual evidence. Writing assignments will be linked to readings consisting primarily of drama and poetry.

Prerequisite: ENGL 111 or permission of department chair

Goals for ENGL 112

Literature selections in this course are designed to enable students to:

- understand that different literary forms offer different artistic and aesthetic possibilities
- understand various critical aspects of poetry and drama as genres, such as image, metaphor, sound pattern, persona and character, and the relationship between text and performance
- demonstrate an ability to analyze a literary text
- demonstrate interpretive skills that can be applied to a variety of literary forms
- understand that interpretations of a literary text are not the same as established truths or facts; that soundly argued interpretations differ from unsupported opinions; and finally, that all such interpretations tend to be either more or less persuasive, and not simply right or wrong.

Writing assignments in this course are designed to enable students to:

- devise an arguable thesis and organize a paper in support and clarification of it
- understand the role of evidence, textual and otherwise, in informing and articulating their own interpretations
- demonstrate an ability to incorporate supplementary materials into their understanding of a primary text
- demonstrate an ability to recognize and respond to other views when arguing on behalf of a thesis
- write in a natural and honest voice.

ENGL 190

Critical Reading and Writing: Major Genres

This course for specially qualified students combines the study of composition with the study of literary readings drawn from fiction, drama, poetry and nonfiction prose. The course emphasizes responsive engagement with literature and provides instruction in writing ranging from the exploratory to the persuasive and analytical modes. Offered in fall semester.

ENGL 190 is a core course in literature and writing for students whose performance in high school indicates that they are prepared to begin at a more advanced level and to proceed more quickly than the typical entering freshman at St. Thomas. The criteria of this course are the same as those of ENGL 111 and 112. Also, as in ENGL 111 and 112, students will be asked to fulfill tasks of increasing complexity. The difference between 190 and 111 and 112 is the faster pace of ENGL 190 in which students are expected to achieve the competence in reading and writing about literature that most students achieve only after two courses. ENGL 190 will also include readings from all four genres, unlike either ENGL 111 or 112 which are limited to two genres each. Sections of ENGL 190 will include some texts in common with the common texts of ENGL 111 and 112.

Goals for ENGL 190

Literature selections in this course are designed to enable students to:

- recognize that their understanding of literature is changed by rereading, reflection, discussion, and writing
- understand that literature can offer us access to worlds and experiences quite different from our own, and can enrich our understanding of our own lives while doing so
- understand that different literary forms offer different artistic and aesthetic possibilities

- demonstrate interpretive skills that can be applied to a variety of literary texts
- understand that interpretations of a literary text are not the same as established truths or facts; that soundly argued interpretations differ from unsupported opinions; and finally, that all such interpretations tend to be either more or less persuasive, and not simply right or wrong.

Writing assignments in this course are designed to enable students to:

- see themselves as writers who have a responsibility for their own development as writers
- employ a writing process that incorporates effective strategies for generating, developing, and organizing ideas
- demonstrate an understanding of the nature and practice of revision
- synthesize ideas and information from various sources
- devise an arguable thesis and organize a paper in support and clarification of it
- understand the role of evidence, textual and otherwise, in informing and articulating their own interpretations
- demonstrate an ability to recognize and respond to other views when arguing on behalf of a thesis.

Post-ENGL 190 core-area literature and writing course

Most courses in the Department of English numbered 200 or higher will serve as a second course for the core curriculum requirement in this area for students who have completed ENGL 190. There are some exceptions. See the appropriate *Undergraduate Catalog*.

Criteria for the post-ENGL 190 course

- These courses integrate the teaching of literature and writing; that is, writing is used as a way of understanding literature, and literature is used as way of engaging readers in the writing process.
- The literary works in such a core-area course are not to be considered solely as documents that articulate essentially non-literary topics, subjects, or themes. The texts are selected, taught and discussed not only in terms of the course topic, subject, or theme, but also and in terms of each work's literary properties, such as genre, structure, characterization, historical literary traits, moral and aesthetic qualities, or traditional vs. noncanonical affiliations.
- "Literature" is written discourse suggestive and indirect enough to require readers to interpret it to com-

plete the act of communication. Non-verbal literature - film, for example - may be used to supplement the prominence of written texts.

Goals for the post-ENGL 190 course

- Understand that literature offers us access to worlds and experiences quite different from our own, and can enrich our understanding of our own lives while doing so.
- Understand that literary genres offer specific artistic and aesthetic possibilities.
- Demonstrate expertise in close readings of literature that produce a wealth of interpretation.
- Demonstrate interpretive flexibility in a number of different literary contexts.
- Devise sophisticated arguments that synthesize ideas and information from various sources.
- Write cogent arguments buttressed by a sophisticated use of textual evidence.
- Demonstrate an ability to respond effectively to other views in the course of arguing a thesis.

Moral and Philosophical Reasoning

Lead department: Philosophy

Goals for PHIL 115 and 214

Two courses are required to fulfill this core curriculum requirement: PHIL 115 The Philosophy of the Human Person and PHIL 214 Introductory Ethics. These courses introduce students to two fundamental philosophical questions about ourselves: what are we? and how should we live? The first question concerns human nature itself; the second concerns the principles of appropriate human conduct both individual and social.

These courses provide students with an introduction to moral and philosophical understanding and contribute to their liberal education. They consider questions of vital importance to all human beings whatever their particular interests and vocations, and they consider these questions in the light of fundamental principles and with special attention to logical method. Moreover, the courses focus on the relevance of these questions for the meaning of human life; they are not intended to be only histories of philosophical opinion.

Since different understandings of human nature give rise to different approaches to the foundations of ethics, the two courses are intimately linked together. For example, mate-

rialist conceptions of the human person raise questions about free will, moral responsibility and the basis of human dignity. Hylomorphism and dualism have implications concerning the respect due to the human body.

A set of requirements focusing on the philosophy of human nature and human conduct has numerous links with other departments and provides a basis for interdisciplinary dialogue and the integration of the student's educational experience at St Thomas. For this reason, it is recommended that these courses be taken early in the student's career. The first course should be taken during the freshman year. The second should be taken by the end of the sophomore year to provide a foundation for other programs and courses having ethical dimensions.

An important goal of the two courses is the development of skills in logic and critical thinking, in classroom discussion and in writing. To achieve this goal more effectively, class size is usually limited to 24 students, if feasible.

To facilitate dialogue and integration, the Departments of Philosophy and Theology will be reading the common texts for each others' freshman-level courses and have expressed an interest in joint seminars to discuss these readings. We believe that similar collaboration with the Department of English, which also offers freshman-level core courses, would be desirable. In particular, the philosophy core courses should help students build on the writing skills developed in their English courses.

The two philosophy courses have relationships to many disciplines besides theology and English. Speakers from other departments make presentations at the philosophy colloquia, discussing issues relevant to the nature of the human person.

PHIL 115 Philosophy of the Human Person

An examination of fundamental conceptions of the human person in ancient, medieval and modern philosophy. Possible topics include: the existence and immortality of the human soul, free will and determinism, the immateriality of the intellect, the relationship between mind and body, and the relevance of different conceptions of the human person for ethics and religion. Attention is given to relevant issues of human diversity. The development of logical and critical thinking receives special attention.

Criteria for PHIL 115

Philosophy of the Human Person is concerned with fundamental questions about the nature of the human person. It introduces students to philosophical understanding as an es-

sential part of a liberal education, provides them a philosophical context for the study of various dimensions of the human person in other disciplines and prepares them to reflect on questions of human conduct in the ethics core course, in other courses, and in their daily lives.

The course acquaints students with the philosophical language and concepts involved in discussing the question of human nature and with the modes of reasoning involved in such discussions. It enables students to reflect critically on different approaches to human nature and to come to reasoned conclusions about these matters.

As a philosophy course, the course proceeds on the basis of reason and natural human experience, not religious faith.

The course emphasizes the reading of primary sources reflecting both classical and modern approaches to the understanding of human nature. There will be significant common readings across sections.

The course introduces students to some basic logical forms (e.g., *modus ponens*, *modus tollens*, categorical syllogism) and to the logical analysis of arguments. It is intended to help students develop skill in critical thinking.

The course discusses the question of whether there is a human nature and explores various conceptions of human nature. Approaches to be covered are materialism, dualism, hylomorphism and non-essentialism. The course also considers the relevance of these different conceptions for ethics and for other disciplines.

The course is concerned with such topics as the existence and nature of the soul, the mind/body problem, intellectual and sense knowledge, the emotional aspects of human nature, free will and determinism, human immortality, and the social aspect of human nature.

The course gives attention to issues of diversity within and across cultures insofar as they are relevant to an understanding of human nature or provide a foundation for the discussion of ethical and public policy questions in the ethics core course and throughout the curriculum. Possibilities include the philosophical aspects of such topics as: nature vs. nurture in the constitution of personal identity; race and gender differences and the question of one or many human natures; theories of human nature in relation to the question of the equal dignity of all human persons.

PHIL 214 Introductory Ethics

An inquiry into the rational foundations and methods of ethics, with attention to the application of ethical principles to areas of personal conduct, institutional behavior and public policy, and diversity within and across cultures.

Prerequisite: PHIL 115

Criteria for the PHIL 214

Introductory Ethics is concerned especially with the foundation of ethical judgments and the nature of values. Its purpose is to prepare students to reflect critically on ethical questions raised in other courses and in daily life.

The course enables students to understand the language and particular kinds of reasoning involved in ethical discourse, to confront objections to the rationality of such discourse (e.g., emotivism, non-cognitivism), to avoid typical errors or fallacies, to evaluate ethical arguments intelligently and to reach informed conclusions about these matters.

As a philosophy course, the course proceeds on the basis of reason and natural human experience, not religious faith. It gives attention to intuition and the emotional aspects of human life.

The course emphasizes the reading of significant primary sources representing different ethical approaches. There will be significant common readings across sections.

The course builds explicitly on the understanding of human nature achieved in the first core course, The Philosophy of the Human Person. The course also builds on the first course by emphasizing logic and the logical analysis of arguments.

The course is concerned with such fundamental ethical concepts as happiness, pleasure, virtue, moral development, love and friendship, contemplation, the common good, social justice, human rights and obligations.

The course considers the most important approaches to the foundations of ethics, including utilitarianism, deontology, virtue ethics and natural law theory.

The course will consider some applications of ethical principles to issues of personal conduct and also to issues of institutional behavior and public policy. Possible issues include: ethical conflicts in the professions, environmental protection, economic justice, sexuality and family, capital punishment, war, abortion, and euthanasia.

The course will give attention to issues of diversity within and across cultures, for example, affirmative ac-

tion, comparable worth, the relevance of gender, multicultural education, etc.

Natural Science, Mathematical and Quantitative Reasoning

Lead departments: Biology, Chemistry, Engineering, Geology, Physics, Mathematics, Quantitative Methods and Computer Science (QMCS)

Students are required to take a laboratory course in natural science, a course in mathematics, and a third course.

Criteria for courses in natural science (the natural science requirement)
A course satisfying the core curriculum requirement in natural science will focus on the natural world and natural phenomena.

The course should develop:

- the ability to critically evaluate scientific arguments
- quantitative reasoning ability
- analytical reasoning ability.

The course will have a laboratory component which includes:

- inquiry-based thinking
- refining of observation skills
- data acquisition and organization
- data analysis
- interpretation of data
- presentation of conclusions orally or in writing.

The courses will consider:

- the methods of inquiry appropriate to the discipline
- the fundamental concepts of the discipline
- the range of knowledge within the discipline (note: the whole range will not be taught, but the student will be made aware of the range)
- the depth of knowledge within the discipline (note: selected portions of the course could be used for this purpose)
- the relationship of the discipline to other natural sciences
- the relationship to disciplines outside of natural science
- the relationship of the discipline to human activities
- the historical and cultural aspects of the discipline
- the organization of data: groupings, classification and models.

The courses will include:

- problem solving applications
- the use of scientific equipment and instruments
- the use of computers as appropriate.

The course should sensitize students to the scientific issues of the day and provide a base from which the student may evaluate and interpret scientific evidence.

Criteria for courses in mathematics (the mathematics requirement)

A course satisfying the core curriculum requirement in mathematics will:

- include experience in the application of relevant knowledge to solve problems
- promote the recognition and classification of numerical, geometrical, and relational patterns
- presuppose standard work in secondary mathematics, including intermediate algebra and geometry
- include the development of mathematical arguments, including exposure to rigorous proof
- develop the concept of a mathematical model and its connection to real-world data
- include applications to problems in the physical and social sciences
- develop an appreciation of the historical and cultural aspects of mathematics
- enhance analytic and critical thinking skills
- utilize appropriate technology in the solution of problems.

Specific mathematical content for such a course may vary by course and section (within the range allowed by the description) but will always include significant aspects from at least one of these areas:

- calculus
- the study of randomness (probability)
- discrete mathematics.

Criteria for a third course in this area

The third-course requirement allows the student to broaden or deepen his/her exposure to natural science, mathematics, quantitative reasoning and computer science by choosing an approved course from one of the course categories below. A course which meets the third-course requirement in natural science, mathematics, and quantitative reasoning must satisfy the criteria in one of the following five categories:

- 1) A second course in natural science which meets the criteria for the natural science requirement in section (above).

2) A second course in mathematics which meets the following criteria:

- has as a prerequisite another college-level course in mathematics or a related area
- develops models of phenomena in both natural and social sciences, with the model related to actual data
- integrates content across disciplinary boundaries
- furthers the development of rigorous mathematical argumentation
- includes work with numerical approximations
- utilizes appropriate technology, including calculators and computers
- specific mathematical content for such a course might include calculus, calculus-based statistics, discrete mathematics, or mathematical modeling.

- 3) A course in computer science which develops critical thinking, problem-solving and analytical reasoning ability. The course will include:
- model description and formulation
 - model implementation on a computer through programming and problem-solving software
 - algorithm development
 - data acquisition and organization
 - processing of information
 - evaluation of appropriate software methods and packages
 - significant application to the natural sciences
 - other computer science concepts appropriate to solving problems in the natural sciences and mathematics, such as: program design, implementation and testing, logic, numerical methods, and problem analysis.
- 4) A course in data reasoning which meets the following criteria:
- has a college level mathematics prerequisite
 - should enhance critical thinking and problem-solving ability
 - The course will consider:
 - qualitative and quantitative information
 - data acquisition and sampling
 - surveys vs. experiments
 - basic statistical arguments and methods including estimation, hypothesis testing, linear regression and multiple linear regression, curvilinear regression, the concept of a model and examples of models developed for disciplines inside and outside of natural science.
 - The course will:
 - include data from and applications in natural science
 - include data from and applications in many other content areas
 - integrate content across disciplinary boundaries
 - include significant use of a computer statistical package.
- 5) An interdisciplinary course which meets in a significant way criteria identified in the options above. For example, an interdisciplinary course in mathematical biology will meet in a significant way the criteria for natural science and for mathematics.

Faith and the Catholic Tradition

Lead department: Theology

Rationale

In every historical period and cultural context, there are certain questions which continue to be of pervasive concern for human beings: the nature of the universe, the existence and nature of God, the nature of human beings, the proper relationship of a human being to his or her world, the source of evil and the possibility of redemption, to name but a few. Consistent with the statement of purpose of the University of St. Thomas, this core curriculum area provides a sequence of three courses which acquaint students with the nature and importance of these questions and which assist students in articulating for themselves responses which have been formulated in light of their knowledge of the Catholic tradition and the Christian faith. These courses contribute in a coherent and cumulative way to the students' liberal arts education in the development of skills in writing, reading and critical thinking, with special attention to interdisciplinary and multicultural issues.

The first course provides students with a theological framework within which individuals and groups have addressed questions of faith and human existence throughout Christian history. Therefore, the core readings for the course are drawn from the Bible and from classical writers of the Christian tradition. The course also provides students with an opportunity to begin to reflect critically on the content of the Catholic tradition in the diversity of its cultural expressions and in the broader context of other Christian traditions and other faiths. Finally, as a core course, the first course in the area of Faith and the Catholic Tradition provides students with a basic level of theological literacy as a prerequisite for their second- and third-level courses.

A second-level core-area course provides students with an opportunity to address these same questions of human existence in four themes, and in light of new methodological achievements of the modern period. The four themes of Revelation, Christian Anthropology, Worship, and Cultural Engagement, common to every course on this level, constitute the essential elements of theological reflection on human experience in the world. The different courses on the second level are distinguished from each other on the basis of particular theological areas of inquiry (sub-disciplines) from which the four themes are addressed. Students will have an opportunity for deepening and expanding, in content

and skill, the theological literacy developed in the first-level course.

A third level core-area course intends to allow students both the opportunity of engaging in questions which relate to faith and culture and to integrate the knowledge with other disciplines. From within a larger selection of courses, students will be able to learn how culture shapes faith and theology and how both of these inform cultures. Emphasis will be given to those issues which connect theology with the other disciplines in the liberal arts tradition. Students will be expected to make sustained use of analytical skills.

THEO 101 The Christian Theological Tradition

This course is designed to acquaint students with the contents of the Bible and with Christian history, especially in the context of the Catholic tradition. Through careful reading of a core of common texts and a variety of written assignments, students are expected to attain a basic understanding of human experience in the light of major areas of theology, including revelation, God, creation, Jesus and the Church.

Criteria for THEO 101

This course serves as an overview of the history of Christian tradition and as an introduction to theological methods which relate to a Christian understanding of human experience and to a critical appropriation of faith in the modern world. With this objective in mind, the first course in theology was designed according to the following criteria.

- The course provides students with a common experience from which they might draw as part of their liberal arts education. The course requires a minimum of 70% common readings, contains a writing component which addresses the development of skills in written expression and critical analysis, and provides the student with a basis for theological reflection which has its roots in the literature and history of the Judeo-Christian tradition and which is attentive to interdisciplinary connections and issues of multiculturalism.
- In a manner appropriate to the interests of the instructor and the needs of the students, the instructor will provide students with a context for this investigation of the Christian theological tradition which highlights the relevance of the course for modern attempts at living the Christian life. The media of this contextualiza-

- tion might include literature, art or film, for the uncovering of issues of human concern in the modern world.
- The common readings for the course consist of a collection of primary texts drawn from biblical literature and from classic texts in the history of the Christian tradition, with the understanding that the tradition of the church together with sacred scripture form the source and substance of our reflection on the experience of the Christian in the world today.
 - The readings represent the development of Catholic thought in the broader context of the Christian traditions and other faiths, portray the diversity of cultural expressions of the Christian tradition over the span of its history, relate to major loci of Catholic theological inquiry - revelation, God, Christ, creation, and church, and provide students with an opportunity to reflect critically on the content of Christian faith in the modern world.
 - The course also provides students with a basic level of theological literacy as a prerequisite for their second- and third-level courses. This includes a knowledge and appreciation of biblical narrative and theology, a knowledge of important figures and events of Christian history, a basic competency in theological terms and methods, and a development of basic skills in critical reading and analysis of primary texts.

THEO 2xx

The second-level courses all focus on the themes of revelation, the theology of the human person, relationships between the believing community and the wider culture, and worship and spirituality. On this level, courses differ from each other on the basis of particular theological areas of inquiry and are tied together through the four themes. Students will have the opportunity to deepen and expand in content and skill, the theological literacy developed on the first level. In addition, they do so in view of the new methodological achievements of the modern period.

Prerequisite: THEO 101

Criteria for Second-Level Courses

The second-level course will serve both to build on and to develop the topics and skills treated in THEO 101. All 200-level courses will address a variety of methodological questions raised by the modern period in order to consider the dialectical relationship between the intellectual challenges of the modern era and the contemporary study of theology, informed by the history of the Christian tradition. These methodological questions may include the rise of

world historical consciousness; the role and place of scientific methods and discoveries; the place of critical theory in the social sciences and the humanities; and the emergence of praxis and communication theory.

- Within this context of modern methodological issues the other particular goals of this set of 200-level courses would advance:
 - development of the writing skills initiated in THEO 101, viz., written presentation of close readings, comparison and contrast of primary texts, methodologically informed critique
 - further attention to the issues associated with the interpretation of the primary texts studied
 - more development of interdisciplinary connections (specifically the relation of theology to philosophical, historical, literary, social science and physical science inquiries and methods)
 - focus on the multicultural issues and sources in the presentation and interpretation of texts.
- The four specialized areas (sub-disciplines) of theology serve as the foci for deepening and expanding the theological literacy developed in THEO 101, which has introduced students in a less differentiated manner into four different areas of theology. These four areas are: biblical, historical, moral (Christian ethics) and systematic theology.
- The wide horizontal coverage of theological subjects in THEO 101 necessitated an introductory treatment of these different areas of the discipline. At the second level, a narrower focus is needed if the discipline is to begin to advance in depth of learning. One further required course of theology still treating all four different areas simultaneously would not allow the needed depth for a specific area at this level.

In the light of these overarching objectives, the 200-level core-area courses are designed to meet the following criteria:

- Each 200-level course provides students with enough commonality to guarantee that all students completing the requirement have had exposure to some common body of knowledge which will be developed through four basic themes. Methodologically, each course relates to a central issue in addressing questions raised by the modern period as has been noted above. The four themes which each course would treat are:
 - revelation in history as expressions of the divine self-disclosure

- theological anthropology: personal identity in relation to God
 - worship and spirituality as human responses to God
 - the believing community's appropriation, critique and transformation of culture.
- Following on the foundation laid in THEO 101, each 200-level course will deepen the knowledge and expand the themes which all courses address from within special theological areas or sub-disciplines. Each of these sub-disciplines focuses on its own legitimately established and limited areas of data and insight, even as it relates specific knowledge to the patterns of the whole discipline. Thus each 200-level course will treat specialized themes, topics and methods within the area of specialization, examining common issues relating to the entire discipline so that the students may become familiar with fundamental questions and approaches in the field. All core-area courses will be designed to have carefully explicit connection to the knowledge developed in THEO 101.

All 200-level courses must be structurally coordinated to promote commonality across courses in the core area.

Rationale for studying Biblical theology in the core area

The Bible is a foundational and revelatory text, whose different canons are reality; it seeks to connect (usually by analogy) the relationship of a transcendent mystery with ordinary experience and events; and finally it seeks to provide a foundation for the intellectual implications of the Christian mystery.

THEO 3xx

Third-level courses are seminars designed for interactive learning, allowing students the opportunity to engage in questions which relate to faith and culture. From within a larger selection of courses, students learn how cultures shape faith and how faith informs cultures. Emphasis on this level is given to those issues which connect theology to other disciplines in the liberal arts tradition, and students will be expected to make more sustained use of analytical skills.

Prerequisite: THEO 101 and a 200-level course

Criteria for Third-Level Courses

The requirements of a core-area are in effect in order to create, as much as possible, a common experience at the third level. A wider range of choices, however, is made available on the third level than at the first or second, owing to the demands of sequencing and the need to address a more focused topic in its various interdisciplinary and multi-cultural aspects. A greater selection for students is also regarded as a good in itself.

All third-level courses will address a common theme: Faith and Culture. "Culture" is used here in the widest sense to include the various activities of human individuals and communities (artistic, intellectual, political, etc.) that give expression to the aspirations of the human spirit. Since the Christian faith is always embodied in particular cultural contexts, it is appropriate to take the relationship between faith and culture itself as a focus of inquiry. By focusing on the engagement between faith and culture as the context of all theological questioning, each course will seek to show how the Catholic faith tradition itself develops in a creative and critical interaction with culture.

Third-level courses will build on the skills, knowledge, and methodologies acquired in THEO 101 and THEO 2xx courses. Each third-level course will involve a more sustained application and critical assessment of the methods learned at the second level; each course will also engage in a deeper inquiry into more specific issues than is possible at the second level. The aim is to produce a common experience in the third course in the following ways:

- Building on the intensive reading and writing skills developed at the first and second levels, students will be introduced to basic research tools and asked to produce an elementary, constructive project in the area of the course content. This educational experience will be common to all courses at the third level.
- Building on the knowledge acquired at the first and second levels (e.g. the common themes of THEO 101 and the common dimensions of the 200-level courses), courses at the third level will focus on more precise theological topics or theological texts, in order to allow for a more thorough discussion and analysis of material than is possible at the first or second levels. All sections will be concerned to address the central issue of Christian faith and culture.
- Building on the methodologies introduced in the second-level core-area courses, third-level courses will approach their subject matter primarily from within one of the methodological perspectives of the major areas of

theological inquiry: biblical, historical, moral, and systematic. From these diverse standpoints, the relation between theory and praxis will be addressed.

All third-level courses will give sustained and systematic attention to interdisciplinary connections and to the multicultural contexts in which the Catholic faith tradition has emerged and with which it continues to interact. This goal will be accomplished in at least one of the following ways:

- An examination of another faith or religious tradition and a comparison with the Catholic theological tradition (e.g. Christianity in its relations to other world religions; contemporary ecumenical dialogues between Catholic, Protestant, and Orthodox churches; ancient Christian theology in relation to the Jewish and Greco-Roman environment)
- Attention to interdisciplinary perspectives: that is, the connections between the content and methodologies of the various theological areas and the content and methodologies of other academic disciplines (e.g. the responses of Christian theology to modern philosophical atheism; biblical literature in relation to non-biblical literary texts)
- Application of theological principles to some aspects of modern cultural experience (e.g. the relevance of the Christian tradition to modern social or economic issues, to contemporary sexuality and marriage, to issues of authority and conscience, to the problem of war and violence).

Many courses will address these interdisciplinary and multicultural issues in more than one way. Each course will pursue a theological topic(s) in depth, but it should also treat that topic(s) in the broader context of faith and culture.

Social Analysis

Lead departments: Economics, Geography, Political Science, Psychology, Sociology

Rationale

The underlying rationale for this requirement is based on two beliefs. The first is that an essential component of a liberal arts education is for persons to understand and be able to analyze the social world in which they live. The second is that the social sciences provide a distinctive and valuable perspective for understanding human behavior,

social interaction and related issues of social concern. The goal of this requirement is to ensure that all students develop basic abilities to perform social scientific analyses of patterns of social interaction.

Criteria for a core-area course in Social Analysis

For a course to be eligible to meet the social analysis requirement, it must meet the following criteria:

- provide a broad introduction to the perspectives offered by one of the traditional social sciences (economics, geography, political science, psychology, or sociology)
- discuss empirical and/or normative analysis in the social sciences, including topics such as how social science knowledge differs from other kinds of knowledge, what constitutes data, how theory and data are related, and discussion of the major conceptual perspectives, both theoretical and normative. The course should also provide an understanding of how the discipline's approach to the study of human behavior is similar to and different from those of the other social sciences.
- when appropriate, provide an understanding of and sensitivity to the diversity of American or other societies, especially as it relates to class, race, ethnicity, and gender.
- if appropriate to the discipline, provide an international perspective.
- provide an understanding of how the discipline addresses issues of social concern.

In addition to the above, courses which meet the social analysis requirement:

- should involve students in writing critical analyses of social behavior and social issues.
- should encourage the development of verbal skills through class participation, discussion, or student presentations.
- should ensure that students become familiar with library resources which are discipline related.
- should develop students' abilities to think analytically and critically and to address social issues by applying knowledge in appropriate circumstances.

Finally, there should be at least one common reading across all sections of each course which is approved to meet this core-area requirement.

Historical Studies

Lead department: History

Rationale

There are three primary goals that a core-area course in Historical Studies should achieve:

- increased knowledge of the history of the modern world and its origins
- an introduction to historical methods of inquiry and analysis
- an awareness of the diversity within human history.

Criteria for Core-area Courses in Historical Studies

A core-area course in Historical Studies should advance students' knowledge of their own and others' cultures and traditions. The course should be extensive rather than intensive in its subject matter, exposing students to a fairly broad sweep of history (*i.e.*, not too confined in time or space). The chronological extent should be sufficient to illustrate major social, economic and cultural changes over time; in particular, the historic roots of modern issues should be included. The course should acquaint the student with key events and people as well as with broad and enduring themes. There should be a strong emphasis on multiculturalism and global diversity in courses that fulfill the requirements in Historical Studies.

In addition, a core-area course in Historical Studies should contribute to the development of students' abilities to:

- think analytically and critically
- write and speak clearly, to read demanding works with comprehension and to listen and observe carefully
- participate in a democratic society and to respect the value of informed debate and tolerate different ideas
- use knowledge from various fields and to integrate ideas across disciplinary boundaries
- should provide a foundation in the history of the modern world and its origins through a time period long enough to include long-term causes and consequences and major cultural changes
- should contain specific historical knowledge that will enable students to understand some elements of today's culture through knowledge of its historical development
- should place the history of a specific region into a global historical context through attention to the history of other areas and peoples
- should deal with a wide range of human activities; the range of activities (economic, social, political, cul-

tural, popular culture, *etc.*) will depend on the historical and geographic boundaries of the course

- should stimulate the development of critical reading and thinking skills by the use of historical analysis and interpretation
- should acquaint students with the nature, value and explication of selected primary sources for historical study
- should include the history of women and religious, racial or ethnic minorities
- should involve students in the writing of thoughtful analyses of events and conditions.

One of:

HIST 111 Origins of the Modern World to 1550

HIST 112 The History of the Modern World since 1550

HIST 113 Early America in Global Perspective

HIST 114 The Modern U.S. in Global Perspective

Fine Arts

Lead departments: Art History, Music, and Theater

Introduction

The arts - visual arts, theater, music, and dance - challenge and extend human experience. They provide means of expression that go beyond ordinary speaking and writing. They can express intimate thoughts and feelings. They are a unique record of diverse cultures and how these cultures have developed over time. They provide distinctive ways of understanding human beings and nature. The arts are creative modes by which all people can enrich their lives both by self-expression and response to the expressions of others.

Works of art often involve subtle meanings and complex systems of expression. Fully appreciating such works requires the careful reasoning and sustained study that lead to informed insight. Moreover, just as thorough understanding of science requires laboratory or field work, so fully understanding the arts involves first-hand work in them.

Academic Preparation for College: What Students Need to Know and be Able to Do. New York: College Entrance Examination Board, 1983, p. 16

Rationale

A choice of courses in each department will fulfill this requirement. All core-area courses will include historical, theoretical, analytical, contextual, stylistic, and experiential perspectives. In addition, the arts will be explored as a means of communication and as a creative process.

A core-area course in the fine arts will enhance the student's understanding of and appreciation for one or more of the fine arts (art, music, or theater). It will instill in the student an understanding of the role of the fine arts in expressing and maintaining, discovering and questioning a culture's dominant beliefs and ideals. The focus of the course is broad enough to encompass different styles, but also allows an intensive scrutiny of the way in which the work of art, music, or theater is composed and created.

All university students have experienced the arts in one way or another. They have all seen art work whether it be in advertising or public art or even a visit to a museum. They have heard music almost constantly since they were born. They have experienced theater either as a live performance in a theater, or more likely in film and television. The core-area course in the fine arts will try to build on that foundation of knowledge and develop an appreciation for what they already know while exposing them to other levels of the particular art form.

In discussing the various art forms across the historical spectrum, the student will become more aware of the fact that the arts and the culture in which those arts were created, have a great deal in common. The student will also discover that certain arts are successfully implemented because they reflect the view of the dominant group within a culture.

In view of the current interest in developing a knowledge of other cultures, the arts can be a focal point of beginning to understand what a culture has to offer. By including examples from diverse cultures, the student will recognize that certain values are held in common, although they may be expressed in different ways.

A student in a fine arts course will come away from it with an understanding of the means by which an artist can express an idea, an emotion, or a cultural belief. Such an understanding should include an awareness of the possible variations that exist in style, expression, and symbolic associations that allow for a range in audience reaction and that make a work of art relevant not only to its own contemporary world but also to our own. Students should become aware of the power of non-literary communication and be able to analyze its structure, message, and effect.

Criteria for Core-area Courses in Fine Arts

Historical perspective: A fine arts core-area course should cover a range of periods diverse enough to highlight changes in the style of the fine arts and to elucidate the meaning of the work of art in its broader cultural context. It should also examine the ways in which these changes reflect or challenge a society's beliefs and ideals.

Theoretical perspective: A fine arts core-area course should examine the means by which artists express themselves by analyzing the basic components of composition, their arrangement, and their potential for expressive phrasing or nuances. It should also consider the relationship of artist and listener or viewer and circumstances under which this occurs.

Analytical perspective: A fine arts core-area course should require oral and written analysis of the art form. This may include writing a commentary on a museum visit, a concert report, a critical analysis of the production of a play or film, or an oral presentation analyzing and interpreting a performance.

Contextual perspective: A fine arts core-area course should examine works of art in their religious, cultural, social, and political contexts as appropriate. Courses will also study and compare works of art from different cultures or ethnic groups.

Stylistic perspective: A fine arts core-area course should consider the effect of style upon the form and interpretation of a work of art, and consider how differences in style within or between periods and cultures reveal an expression of the artist and the culture.

Experiential perspective: A fine arts core-area course should include some experience of the art form beyond lecture and reading. This may include attendance at theater or concert performances, field trips to museums, participation in a concert ensemble, or informal participatory experiences such as sketching or stage design.

Since many of the ideas and perspectives explored in a fine arts core-area course are interdisciplinary in nature, drawing upon history, language and literature, philosophy, and religion, it is recommended that students take some of these courses prior to the fine arts course.

Some designated music ensembles, through their repertory and preparation, meet the criteria proposed above, and participation in one of these groups for four semesters will also fulfill the Fine Arts requirement. All ensemble courses offered by the Department of Music are open to qualified college musicians (all ensembles are entered by audition), in which the student will experience the recreation and interpretation of the art under the guidance of the conductor. Since each semester of ensemble participation is only one credit the student who wishes to fulfill the Fine Arts requirement in this way will be required to remain with the ensemble for two years. In that period of time, the student will have been part of presenting a wide variety of music from various style periods and from various parts of the world.

Language and Culture

Lead department: Modern and Classical Languages

Rationale

The core courses in each language offered by the Department of Modern and Classical Languages are motivated by a common commitment to essential goals of the liberal arts education at the University of St Thomas. Rather than regarding the study of a foreign language simply as a matter of developing a single, discrete skill, the core courses approach the acquisition of another language both as an accomplishment useful in itself and as a task that exercises broad intellectual skills that transfer to other learning that the student undertakes in and out of college. Because the student's acquisition of proficiency in the target language is supported by an analytic study of the fundamental structures of that language, the student continually is challenged to exercise critical thinking while solving language problems. Discussion of the nuances of language helps to improve the student's sensitivity to language as a vehicle of individual and cultural expression.

The core sequence of each language approaches language not as an isolated phenomenon, but as an integral part of another culture. The ability to engage another culture intellectually is crucial to the liberal arts education because in meeting another culture in its own terms the student is challenged to recognize the force of locale, time, ideology, and language itself in shaping the ways that individuals in different cultures perceive human experience. Topics from a broad range of disciplines - including history, philosophy, geography, and the fine arts - are employed in teaching the core sequences, and the insight into another culture gained by studying its language in turn reinforces the learning that the student pursues in other liberal arts courses. Ultimately, a critical perspective upon the assumptions of one's own culture may be the greatest benefit that the student gains from the first-hand contact that he or she makes with another culture through studying its language through a core sequence of courses.

The core sequence of foreign language study is shaped by four essential criteria: all core courses will:

- develop the student's skill in using a foreign language in a variety of tasks, which include conversing, reading, writing, and listening with comprehension
- use the foreign language as the essential vehicle for coming to a deeper understanding of other cultures
- guide students toward a realization that the study of a foreign language will provide a comparative basis from which to analyze their own language and culture

- relate course content with that of courses taught in other disciplines.

The core sequence of foreign language study represents an integral part of the liberal arts program at the University of St. Thomas. It is of great importance that students claiming to have satisfied their foreign language requirement through prior work at another institution demonstrate through an equivalency exam that their previous foreign language experience meets the criteria for the core sequence at this university. For incoming students who have not already satisfied the requirements of the core sequence, it is very important that the core courses be taken as early as possible in their program at St. Thomas in order that they might derive the greatest possible benefit from the core sequence throughout the rest of their course of studies.

Criteria for Core Courses in Language and Literature

Core courses in language and culture will:

- develop the student's skill in using a foreign language in a variety of tasks, which include conversing, reading, writing and listening with comprehension. Methodology used will provide opportunities for students using the foreign language to:
 - create with language, both orally and in writing, producing messages, descriptions, and narrations
 - aurally comprehend basic facts, main ideas, and directions in everyday situations related to school, home, community
 - engage in simple conversations on familiar topics
 - read and understand messages and information presented in connected discourse dealing with familiar topics
 - communicate in writing on familiar topics.
- use the foreign language as the essential vehicle for coming to a deeper understanding of other cultures:
 - understand the culture, values, customs, and traditions, including religious traditions, of the countries in which the language is native
 - know and value the inseparable relationship of language and culture and develop strategies for examining other cultures
 - value learning another language in order to interact with another culture
 - develop the necessary knowledge, skills, processes, values and attitudes for language learning to make subsequent study more successful and satisfying
 - appreciate the richness that other cultures bring to our own culture
 - promote awareness of the interdependent nature of the world.
- guide students toward a realization that the study of a foreign language will provide a comparative basis from which to analyze their own language and culture:
 - make generalizations about how languages operate
 - reflect on language as a representation of a world view, system of values and beliefs
 - promote cross-cultural awareness through viewing our culture from other vantage points
 - develop self-insight as well as empathy towards other cultures
 - expand students' horizons in core curriculum through their study of global issues.

- relate course content with that of courses taught in other disciplines:
 - broaden the interdisciplinary function of language teaching through cultural, intercultural, geographical historical, literary and sociological ideas
 - highlight the connection between language and the academic and professional disciplines.

Human Diversity

No lead department

Rationale

Many courses in the core curriculum have been transformed by a fresh consideration of the significance of issues of diversity to a liberal arts education. Although the "infusion" of such issues into the core curriculum provides a necessary opportunity for students and teachers to explore issues of diversity, the infusion is not by itself sufficient.

The study of human diversity is in and of itself an important component of a liberal arts education. It enlarges our conception of the richness of human aspiration and achievement, and strengthens our understanding of the essential and equal dignity of all human beings. It provides vantage points for reflection upon our own experiences, beliefs, and practices. It forces us to confront instances of oppression, and to recognize that the experiences, beliefs, and practices of various peoples and cultures have been at times misrepresented or underrepresented in academic discourse and in the discourse of American society. It shows us how particular interests and privileges may contribute to misrepresentation or misunderstanding. It helps us make the world more just, more peaceful, and more harmonious.

The University of St. Thomas values the study of human diversity not only because it is basic to liberal arts education, but also because it is basic to Catholic education. Following the radical call of the Gospel, the Church demands justice for the vulnerable and for the economically, socially, and politically oppressed. It calls for an impartial search for truth, "a search that is neither subordinated to nor conditioned by particular interests of any kind." It exhorts Catholic universities to "become more attentive to the cultures of the world today" and to realize that various diverse cultures provide "a wealth for the whole of the human family." (Quotations are from *Ex Corde Ecclesiae*)

Finally, the University of St. Thomas believes it is important for students to explore issues of diversity because it wants its graduates to be successful as well as informed and ethical actors in a diverse society. If graduates of St. Thomas are to be successful, they must understand the significance the study of human diversity has for a wide field of human interactions, from those associated with responsible citizenship to those involved in the practice of their chosen professions and disciplines.

Criteria

A course will satisfy the core curriculum requirement in Human Diversity if and only if it meets the first six criteria. Courses will:

- help students understand perspectives of the peoples and cultures being studied
- foster respect for the diversity of peoples and cultures within the fundamental unity of humankind
- where appropriate, acknowledge ways in which privilege and power affect the ability to understand and respect diverse peoples and cultures
- recognize that the experiences, beliefs, and values of any particular group of people studied are not monolithic, but may vary widely within the group
- indicate how the discipline involved contributes to an understanding of the groups under study or how the perspectives of these groups might expand understanding of the discipline itself. (Interdisciplinary courses indicate how the focal disciplines contribute to an understanding of the groups under study or how the perspectives of these groups might expand understanding of the disciplines.)
- meet the specified requirement in one of the following five areas:

Racial and Ethnic Minorities: The major focus of courses in this area is on issues relating to racial and ethnic minorities, with particular attention given to the beliefs, experiences, and cultures of marginalized groups.

Class:: The major focus of courses in this area is on issues relating to the distribution of power, wealth, income, political access, and social prestige, with particular attention given to the experiences, interests, and values of those who are disadvantaged with respect to these factors.

Gender: The major focus of courses in this area is on issues relating to gender. All courses either give attention to the values, beliefs, and experiences of women, or give attention to issues of sexual orienta-

tion (a single course may do both). Comparative studies of women and men are encouraged.

Culture: Global Perspectives: The major focus of courses in this area is on institutions, practices, values, ideas, histories, art, or religions of cultures other than those dominant in the United States, Canada, and Western Europe.

General Studies of Diversity: The major focus of courses in this area is on some combination of the issues, peoples, and cultures mentioned in the first four areas. The special emphases described in the preceding areas are preserved in this fifth area (for instance, a course that combines the study of racial and ethnic minorities with the study of class will give particular attention to marginalized racial and ethnic minorities and to those who are disadvantaged with respect to class).

While the following three goals need not be met by every course satisfying the requirement, they are goals of the undergraduate curriculum which can be furthered by the study of human diversity. Within the limitations imposed by class size and other constraints, instructors are encouraged to construct courses that:

- contribute to the development of the students' abilities to participate in a democratic society, to respect the value of informed debate, and to tolerate differing ideas
- contribute to the development of the students' abilities to use knowledge from various fields and to integrate ideas across disciplinary boundaries
- contribute to the development of the students' abilities to think analytically and critically, to write and speak clearly, and to listen and observe carefully.

Computer Competency

No lead department

The computer competency, as part of the core curriculum requirements, should:

- focus on the basic skills that all students, regardless of major, should have
- be a building block upon which majors can add as appropriate
- prepare students for the applications they are likely to encounter after graduation, in a modern technological society.

Accomplishment of these competencies should be possible through short courses or self-instructing tutorials, although some students might fulfill the requirement through completion of a regular course which includes these elements.

Accomplishment and assessment of the third goal listed above might be through completion of specifically identified regular courses (e.g., a programming course, a research methods course using a statistical package) or in other ways specifically developed or already in place. This final component would be the student's choice, but should be done in consultation with the student's major field advisor.

Detail on the basic skills part of the requirement

Reflecting the constantly changing nature of the computer world, the detailed requirements of the competency also change. The current process may be found in *The Computer Competency Requirement at the University of St. Thomas: A Guide for Students* available from the Office of Academic Counseling.

Health and Fitness

Lead department: Health and Human Performance

Rationale

The primary purpose of this competency in Health and Fitness is to provide the student with the knowledge, skills, attitudes, and techniques necessary to become a physically-educated person: a person who is able to design and maintain a life style of fitness and wellness. As students complete this competency curriculum, they should develop a knowledge and understanding of the role of physical activity in their lives, and how it contributes to lifelong health and wellness; and they should have a better understanding of the extent to which physical activity contributes to all dimensions of an individual's life.

Students who complete this competency requirement will learn to perform physical skills that contribute to personal participation in social and recreational activities - not the skills learned in competitive sports.

Students who complete this competency requirement should not only be able to communicate the components of health-related fitness and wellness, but also have the ability to assess, design, implement and maintain their personal fitness and wellness program.

Completion of this competency curriculum will aid in the development of the knowledge, attitudes, and habits that will enable each student to effectively integrate physical activity into his/her lifestyle of wellness.

Criteria to Meet Requirement in Health and Fitness

Students demonstrating competence in Health and Fitness:

- should understand the components of health-related fitness and wellness
- should understand the components of a total wellness program
- should be able to measure and evaluate his/her personal health-related physical fitness and wellness
- should understand and apply practices of injury prevention and safety procedures associated with health-related physical fitness and wellness activities
- should demonstrate physical skills that contribute to personal participation in social and recreational activities, rather than those skills learned in competitive sports
- should understand and demonstrate that exercise, rest, nutrition and stress management (relaxation) are essential for improvement and maintenance of a healthy lifestyle

- should design and be able to implement a long range personal health-related physical fitness and wellness program according to on-going assessment
- should recognize and understand individual similarities and differences of race, gender, age, and handicapped condition
- should have the information necessary for a positive attitude toward lifetime wellness and physical activity.

PHED 100 Foundations for Fitness

There are four essential components to this course. The first component is cognitive in nature for the purpose of providing knowledge about the principles of health-related fitness and how they can contribute to a lifestyle of health-related fitness and wellness.

A second component of the course is a series of physical assessments designed to help each student determine his or her strengths and weaknesses in each of the five components of physical fitness. Students will be able to compare their performance to accepted norms and should be able to design their personal health-related and wellness program based on this information.

The third component is a six-week unit of physical fitness activity. Students will learn not only to design, but also to begin a program of fitness to improve their level of fitness.

The methodology of the course will consist of student choice of the skill and fitness activities, pre and post test of the components of fitness, written examination(s), written design of a personal fitness and wellness program, diet analysis, active participation, lecture, and laboratory.