University of San Diego
Core Curriculum
Fall 2017

Approved by Faculty
April 29, 2016

Approved by Faculty Senate
May 5, 2016

Approved by Board of Trustees
September 25, 2016

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Preface

The Core Curriculum is the expression of the two great traditions that animate the University of San Diego: liberal arts education and the Catholic intellectual tradition. By carrying on the humanist project of free inquiry, the liberal arts teach us to think critically. We learn to examine the world, to question assumptions, and to cultivate self-reflection – habits of mind which are essential for our students as they become adults and citizens. These ideals are also essential to the spiritual and ethical values of USD's Catholic mission. The distinctive idea of a Catholic university puts particular emphasis on academic excellence in the liberal arts, and on critical reflection as a key ingredient in our spiritual welfare. By thinking about both reason and faith, our students uphold the dignity and aspirations of all people. The Core reflects these traditions, and it simultaneously turns toward the complex realities of the present. The vibrancy and relevance of a USD education depends in no small part on a Core that can evolve with its students, and with our rapidly changing, diverse world.

Core Curriculum at USD

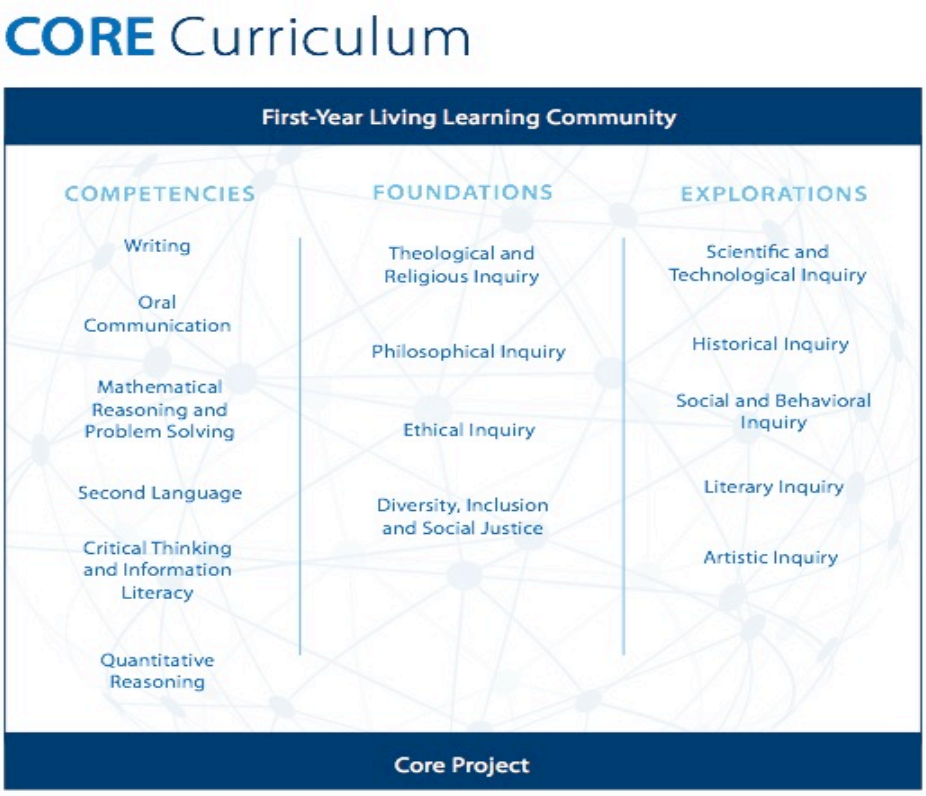
The Catholic intellectual tradition centers on the belief that serious sustained intellectual reflection is essential to our lives. In higher education, the Catholic intellectual tradition embodies and embraces the work of those who seek to push forward the boundaries of knowledge. Accomplishing intellectual rigor in a liberal arts curriculum includes, but is not limited to, exposing students to rich and relevant coursework and engaging discussions that stimulate intellectual inquiry. Students will learn through high academic standards that sharpen critical thinking and analytical reasoning, and increase advanced competency skills in writing, oral communication, and cognitive reasoning. Students will be well equipped to creatively envision, articulate and apply new solutions to the problems of today and prepared to addressed the unscripted issues of our future.

A rigorous and purposeful curriculum aims to challenge students to evaluate their existing assumptions by exposing them to new ideas. Courses necessarily must be intense and demanding, both in breadth and depth of coverage of topics. A rigorous curriculum awakens and stimulates in the student a desire to explore, to experiment, to reason, and to transform not only themselves but also the world around them as they discern their own place in it.

Core Outcomes
Through the core, we expect that students at USD will:

- Integrate knowledge, insights, and skills gained through scholarly inquiry and strong community into the quest for truth as a continuous process of making connections (integrated learning);
- Become individuals who aspire to uphold the dignity and aspirations of all people in the search for truth and for the good (foundations);

- Critically and creatively explore the "big questions" about God, personal and social identity, and the world through varied modes of inquiry (foundations & explorations);
- Learn essential skills of critical thinking and information literacy, communication, mathematical reasoning and problem-solving, and quantitative reasoning (core competencies).



Students will complete the following core curriculum requirements. Requirements that are "flagged" are included within other core or major/minor courses.

First-Year LLC/Integration	Students learn how to recognize broad the connections between their classes and will be able to articulate how different disciplines approach problem solving related to the LLC theme.
Competencies	
First-Year Writing	**1 course (3 units)** Students will complete a first year writing course that will focus on composition and writing mechanics.
Advanced Writing	**1 flagged course** Students will complete writing requirements within a core or major/minor course.
Mathematical Reasoning & Problem Solving	**1 course (3 units)** Students will complete a math course at the appropriate level or complete a math competency exam.
Second Language	**0-3 courses (0-9 units)** Students will demonstrate a minimum of third-semester competency in another language in addition to English. Some students will need to take preparatory courses before registering for the third semester. Students may also satisfy this requirement by taking a course beyond the third semester level in any language other than English or by passing a competency exam.
Oral Communication	**1 flagged course** Students will take a course in the core or in the major/minor that will include an oral communication component. Students will learn how to prepare and verbally deliver appropriate messages to a specific audience.
Quantitative Reasoning	**1 flagged course** Students will learn how to evaluate and interpret quantitative information.
Critical Thinking and Information Literacy	Critical thinking and information literacy is defined as the students' ability to use and analyze appropriate evidence to make a clear argument. This will be included in all Historical Inquiry courses.

Foundations	
Theological and Religious Inquiry	**2 courses (6 units)** At least one course will offer students "a critical understanding of Christian traditions, including Catholic Christianity at a basic college level, OR an understanding of the diversity of religious traditions with special attention to Catholic Christianity at an introductory level."
Philosophical Inquiry	**1 course (3 units)** Students take one course that focuses on the central problems of Philosophy while practicing analytical skills and argumentation.
Ethical Inquiry	**1 course (3 units)** Students take one course that emphasizes ethical reasoning and moral responsibility and requires students to apply key concepts to assess individual, professional, and institutional decisions.
Diversity, Inclusion, and Social Justice	**2 flagged courses** Students are required to complete two courses that carry the DISJ flag. At least one course asks students to critically examine and recognize how difference may lead to disparities in life experiences domestically. The second course may be internationally focused. The courses are developmental.
Explorations	
Scientific and Technological Inquiry	**1 course including lab (3-4 units)** Students take one course in the sciences with a primary focus on laboratory/design/field experiences where students will ask scientific questions and collect and analyze data to test hypotheses to answer questions or apply the engineering design process to develop a solution to satisfy a set of user requirements.
Historical Inquiry	**1 course (3 units)** Students take one course that examines a historical time period and will analyze a range of primary sources and scholarly interpretations. Students will formally express their ideas orally and/or in writing.

Social and Behavioral Inquiry	**1 course (3 units)** Students take one course that examines the human condition and will learn to take an informed stance from the disciplinary knowledge and apply it to issues outside the classroom.
Literary Inquiry	**1 course (3 units)** Students take one course that focuses on the critical interpretation and analysis of literary texts.
Artistic Inquiry	**1 course or equivalent (3 units)** Students take courses that engage students with artistic practices that reflect and shape the society in which they are produced.
Core Project	Students will practice using the breadth of knowledge attained in the core as a way to deepen their understanding of major-specific knowledge.
TOTAL	11—14 courses (33 – 43 units)

Integrative Learning (LLC and Core Project)
Embedded in core and/or major courses

Integrative learning asks students and faculty to connect across disciplines, to synthesize disparate areas of knowledge, and to pose the "big questions." Core curriculum components connect and build on one another, the latest advances in research are integrated into the quest for understanding, and a continuous engagement with the complex problems of our world inform the questions we ask and the answers we seek. Integrative learning is an approach that creates an opportunity for students to make connections among ideas and experiences to synthesize knowledge. The definition of integration is multifaceted and includes courses and experiences that provide students with opportunities to make connections between disciplines, apply knowledge in a variety of contexts, make connections between curricular and co-curricular activities, and to synthesize Core competencies.

At the end of their coursework at USD, students should be able to do the following:

- Recognize broad connections between multiple disciplines, perspectives, and/or approaches to learning.
- Articulate how the integration of different disciplines, perspectives, and approaches to learning can enhance one's understanding of practical issues and problems.
- Synthesize knowledge and/or skills from multiple disciplines or perspectives.
- Transfer and apply knowledge and/or skills from multiple disciplines or perspectives.

The first two student learning outcomes (SLOs) can be demonstrated at all levels, but are particularly relevant to the experiences of students in the LLCs. Through the LLCs students will be introduced to the integrated nature of learning. We expect them to be

able to: 1) recognize that people bring different perspectives to scholarly inquiry; 2) discuss how real-world problem solving is inherently integrated; and, 3) describe the value of multiple perspectives to scholarly inquiry and/or problem solving. Courses in the LLC program will satisfy a core requirement, unless a specific course is given an exception to this requirement.

The third and fourth SLOs can also be demonstrated at all levels, but are particularly relevant to the experiences of more advanced students who are completing their Core Project.

For the third SLO, we expect students to draw meaningful connections between diverse perspectives in a way that enhances the overall body of knowledge presented. We want them to be able to demonstrate that the whole (an integrated body of knowledge) is greater than the sum of its parts. For the fourth SLO, students are expected to apply an integrated body of knowledge that they have developed by synthesizing diverse perspectives and/or skills to address a carefully formulated issue, problem, hypothesis, question, activity, or practice relevant to any mode of inquiry, executed in a form appropriate to any particular academic discipline.

Competencies

The Core Curriculum offers students opportunities to develop key areas of learning identified as necessary components of any core curriculum. At USD, the Core Curriculum addresses the following competencies: written communication, mathematical reasoning and problem solving, second language, oral communication, critical thinking, information literacy, and quantitative reasoning.

Written Communication (1 First Year Writing course & 1 Advanced Writing Flag)

The following learning outcomes guide the 3-unit First-Year Writing course (FYW) and a flagged Advanced Writing course (AW). FYW must be taken in the first year, and should prepare students for writing in subsequent Core and major courses. FYW should stretch beyond a single discipline, so that students will study multiple discourses and gain practice in multiple kinds of writing. AW builds on FYW, providing further instruction in the same four basic outcome areas. Most AW students will work more specifically within an academic discipline, equipping them to succeed in their majors. Writing courses should be writing intensive and writing instructive, focusing on teaching writing as a process. This includes pre-writing, multiple drafts, revision, and editing.

First-Year Writing Student Learning Outcomes

Contexts and Purposes

Students will:

- Write in ways appropriate to the audiences and occasions of each assignment
- Write effectively in multiple discourses by distinguishing and responding to rhetorical contexts

Content

Students will:

- Use relevant and persuasive content based on mastery of assigned subjects and genres
- Write within the conventions of the academic discipline, and with content appropriate to multiple types of discourse

Sources and Evidence

Students will:

- Use credible sources to develop ideas and arguments that are effective within assigned disciplines and discourses
- Cite sources accurately according to topic and style

Mechanics

Students will:

- Make effective use of process writing, including pre-writing, revision, and editing
- Write clearly and fluently, with few errors in syntax and grammar

Advanced Writing Student Learning Outcomes

Contexts and Purposes

Students will:

- Write with the mastery of a student advanced in an area of study by distinguishing and responding to audiences, occasions, and discursive contexts

Content

Students will:

- Use relevant and persuasive content based on mastery of the subjects and conventions appropriate to the area of study

Sources and Evidence

Students will:

- Use credible sources to develop ideas and arguments that are effective within the area of study
- Cite sources accurately according to the style of the area of study

Mechanics

Students will:

- Make effective use of process writing, including pre-writing, revision, and editing
- Write clearly and fluently in formats relevant to the area of study, with few errors in syntax and grammar

Mathematical Reasoning and Problem Solving (1 course)

The definition of mathematical reasoning includes creating, following and assessing chains of mathematical arguments; explaining, interpreting, and correctly applying definitions, theorems, and results; having familiarity with the idea of mathematical proof (including the ability to understand and explain simple proofs, to understand and derive mathematical formulas, and to recognize the difference between proofs and informal arguments). This type of reasoning is crucial when creating and stating problems to be solved, building mathematical models, solving problems, understanding the results and

solutions of others, and correctly using our current (and ever-increasing) body of knowledge in mathematics and other fields. This type of reasoning should not be confused with nor limited to the ability to use methods to compute and manipulate quantities.

The language of mathematics is used to model real-world processes. Mathematical models enable us to describe and study the behavior of these processes, which can allow us to discover and describe phenomena and properties of these processes that were not easily noticeable without the use of the model. The language of mathematics is independent of any field and it is often the bridge that allows experts in different fields to communicate and work together and expand our current body of knowledge.

This competency involves mathematical reasoning and problem solving which can be taught at different levels, but all courses that will satisfy this competency will be classes at the college level, not remedial courses. The emphasis is on a type of rigorous reasoning rather than computational skills. Courses that satisfy this core requirement will help students develop this type of reasoning. These courses will provide multiple opportunities for students to solve problems requiring these reasoning skills and to receive feedback on their solutions.

Student Learning Outcomes

- Mathematical problem solving. Apply mathematical methods to solve problems including problems with applications to other disciplines.
- Mathematical reasoning, argumentation, and proof. Demonstrate mathematical reasoning by being able to
    - create chains of mathematical arguments, including using definitions and theorems appropriately, and
    - assess chains of mathematical arguments.
- Mathematical explanation. Clearly communicate mathematical reasoning and solutions to problems by using correct mathematical notation, terminology and symbolism.

Second Language (at least 1 third semester or equivalent)

Students will demonstrate a minimum of third-semester competency in another language in addition to English. Students are encouraged to fulfill this requirement during their first two years at USD. This can be done by successfully completing the third-semester course (201); by taking a course beyond this level in any of the nine languages offered in the Department of Languages, Cultures and Literatures; or through alternate credit.

Student Learning Outcomes
Students will be able to:

- Produce language interactively both orally and in writing in different social situations.
- Present information to an audience of listeners using basic vocabulary and grammatical structures.

- Write short texts about familiar topics using the vocabulary, grammatical structures, and social conventions.
- Understand and recognize the main idea in conversations and oral messages in accordance with the cultural settings in which they take place.
- Understand the main idea in a variety of written texts.

Oral Communication (1 flagged course)

The oral communication competency is understood as a prepared, purposeful, presentation for an audience designed to increase knowledge, to foster understanding, and/or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Learning outcomes attend to the central message, content, and delivery of student presentations. Students should be introduced to oral communication skills early in the semester and be encouraged to develop learning outcomes throughout the course of the semester.

Student Learning Outcomes
Students will be able to:

- Deliver a central message that is compelling and appropriate to the audience (*Central Message*)
- Construct presentations with clear and consistent organizational patterns (*Organization*)
- Demonstrate techniques of verbal and nonverbal delivery that evoke confidence from the speaker, make the presentation compelling, and fully engage the audience (*Delivery*)

Critical Thinking and Information Literacy (embedded in Historical Inquiry)

Critical thinking is defined as the students' ability to explain an issue/problem, construct a thesis, gather support for a claim, consider assumptions, and reach conclusions. In order to achieve critical thinking, a student must also be information literate. Information literacy provides students with the necessary skills to gather and analyze various sources of information, including access the needed information through well-designed search strategies, evaluate the credibility of the information, use the information to accomplish a specific purpose, and use information ethically and legally. In the core, CTIL has been formally and fully embedded in Historical Inquiry. See the Historical Inquiry area to read student learning outcomes that align with the definition and outcomes for CTIL.

Quantitative Reasoning (1 flagged course)

Quantitative Reasoning (QR) is the ability to use relevant quantitative information in the evaluation, construction, and communication of arguments in public, professional, and personal life, and to consider the power and limitations of such quantitative evidence. QR courses develop students' ability to communicate, draw insights and facilitate decision making with quantitative information; in other words, think quantitatively. A critical

component of QR is the ability to identify quantitative relationships in a range of contexts. As such, the mathematic tools should be taught in a disciplinary or interdisciplinary context to demonstrate their relevance and application. Ultimately, QR stays in the intersection of critical thinking and math skills in a real-world context of learning.

Student Learning Outcomes:

- Identification: Recognize and select quantitative information that is relevant to the argument (e.g., extract necessary data from larger datasets that may also contain non-relevant information).
- Calculation and Organization: Perform any necessary calculations (e.g., converting units, standardizing rates, applying formulas, solving equations), and put data into comparable forms (e.g. graphs, diagrams, tables, words).
- Interpretation: Interpret and explain data in mathematical forms, such as analyzing trends in graphs and making reasonable predictions about what the data suggest about future events.
- Evaluate Assumptions and Recognize Limitations: Make and evaluate important assumptions in estimating, modeling, and analysis of quantitative data as well as recognizing their limitations.
- Justification: Communicate carefully qualified conclusions and express quantitative evidence to support arguments.

Foundations

Theological and Religious Inquiry (2 courses)

Theological and Religious Inquiry learning outcomes demonstrate respect for each of three distinct modes of critical engagement with religion: biblical studies, Christian theology, and religious studies. Historically, Catholic universities have required their students to engage in extensive study of the Hebrew Bible (Old Testament), Christian Scriptures (New Testament), and Christian theology, which is why many of these universities had three required courses in the study of religion. Especially since *Nostra Aetate*, Catholic universities have additionally invested considerable resources in the teaching of non-Christian traditions; at USD, this has resulted in the hiring of tenure-track scholars who are experts in non-Christian traditions, now including Buddhism, Daoism, Hinduism, Islam, and Judaism. The study of non-Christian traditions, both to clarify Christianity and because of the inherent value of such study, is now well established as a desideratum of Catholic higher education generally and at USD specifically. Students are provided the latitude to pursue college-level study of religion utilizing the methods of biblical studies, Christian theology, religious studies, or some combination thereof. In this way, USD produces students who have a sophisticated understanding of Christianity and who can critically reflect upon the nature of religion.

Student Learning Outcomes
Students will demonstrate:

1. a critical understanding of Christian traditions, including Catholic Christianity at a basic college level, OR an understanding of the diversity of religious traditions with special attention to Catholic Christianity at an introductory level;
2. a critical understanding of theory and method in biblical studies, Christian theology, or religious studies; and
3. in-depth knowledge of at least one religious tradition, foundational sacred text, or important historical or contemporary issue in the study of theology or religion.

Typically students will satisfy LO1 and LO2 at the lower-division level in a single course. Students can satisfy LO3 only through upper-division courses.

Philosophical Inquiry (1 course)

Philosophical inquiry is the analysis, clarification and critique of a range of issues, including not only the traditional 'big questions' but also the foundational questions of all academic disciplines in the interests of developing argumentative and analytical skills essential for careful and clear reasoning, efficient communication, and the critical assessment of knowledge claims. Philosophy, in an important sense, has no content of its own. It is the activity that reflects critically on all other activities. The study of philosophy develops the skills and intellectual muscle for engaging with any subject matter. It therefore facilitates work in all other academic disciplines and so is an essential component of the core curriculum.

Student Learning Outcomes:

Skills: Analysis and Argument
To develop and promote argumentative and analytical skills essential for careful and clear reasoning, efficient communication, and the preservation of high standards for knowledge claims.

- Analysis: Identify and define issues and problems of concern, analyzing them critically and systematically by asking relevant questions, examining different sides of an issue and evaluating arguments and, where appropriate, using the language and techniques of formal logic to articulate and assess argumentation.
- Argumentation: Construct clear, rigorous arguments for well-delineated theses.

Knowledge: Fields, Problems & History of Philosophy
Philosophy courses will be directed to the achievement of one or more of the following learning outcomes:

- Central Problems of Philosophy: Demonstrate awareness of the central areas of philosophical inquiry, including logic, metaphysics, philosophy of mind, epistemology, or ethics and of the major questions explored in these fields.

- History of Philosophy: Demonstrate knowledge of the views of selected major figures, movements, and important theories in central areas of ancient, medieval, modern or contemporary philosophy.
- Philosophy and Other Disciplines: Integrate the study of philosophic problems and problem-solving techniques with work in other academic disciplines.

Ethical Inquiry (1 course)

The study of ethics emphasizes the development of ethical reflection, judgment, moral responsibility, and action. Of traditional and particular significance in the intellectual and personal development of students studying at a university grounded in the Catholic intellectual tradition, it evokes broad inquiry regarding the foundations of morality, ethical principles, and the application of these principles through reasoned reflection and critical engagement with real human and social concerns and problems. Ethical inquiry is an essential component of the core curriculum and of a well-rounded education for the twenty-first century. But not all Ethics courses look the same. Despite the fact that all Student Learning Outcomes (SLO)s must be satisfied by an Ethics class, it is expected that courses will vary in terms of emphasis. For example, certain courses may emphasize more general issues relating to ethical inquiry, such as Foundational Knowledge and Ethical Reasoning. In such courses, other SLOs such as Perspectival Reflection and Ethical Self Reflection would serve as illustrations or applications of the more fundamental SLOs of Foundational Knowledge and Ethical Reasoning.

The SLOs capture the minimal expectations for core classes, but some schools and/or departments might add additional expectations for ethics courses within their curriculum structure. Notwithstanding the fact that Ethics classes may vary in terms of emphasis, it is required that all Ethics classes focus on ethical reasoning and argument. Only by containing such a component can students reasonably be expected to develop and retain an ability to adequately conduct ethical inquiry.

Student Learning Outcomes

- Foundational Knowledge: Describe and analyze key ethical concepts (e.g., justice, happiness, the good, moral value, virtue, dignity, rights, equality, etc.)
- Ethical Reasoning: Reason ethically by drawing on major ethical theories and traditions (e.g., virtue ethics, feminist ethics, Catholic social thought, deontological ethics, consequentialist theories, etc.) or the values grounding those traditions (e.g., autonomy, utility, etc.) to normatively assess individual, professional, and institutional decisions
- Perspectival Reflection: Analyze a contemporary ethical issue from multiple perspectives, including identifying potential biases on the basis of social location (e.g., historical, cultural, gender, racial, economic, religious, ability, etc.).
- Clarity of Argument: Develop, articulate, and defend a well-reasoned judgment on a particular ethical issue, demonstrating nuance and ambiguity, as well as

clarity and precision, in their thinking and writing about moral problems, concepts, and ideals.
- Ethical Self-Reflection: Reflect on and evaluate their own ethical decisions, actions, and practices, as well as on their obligations as morally responsible agents.

Diversity, Inclusion and Social Justice (2 developmental flagged courses)

Critical examination of inclusion and social justice fosters an informed appreciation of different experiences and perspectives, recognition of privilege and power, and engagement across a range of intellectual and cultural traditions. Courses in the Diversity, Inclusion, and Social Justice foundation area emphasize students gaining substantial knowledge of self and diverse others, and honing skills to articulate complexities of how people are categorized and valued differently, and how that leads to wide disparities in life experiences and outcomes. *Diversity* refers to difference, understood as an historically and socially constructed set of value assumptions about what/who matters that figures essentially in power dynamics from the local to the global. Some differences have been made to matter more than others. *Inclusion* is the institutional process(es) of incorporating diversity. *Social Justice* entails identifying and contesting the process(es) in which power and privilege utilize diversity for inequitable outcomes along intersecting lines—race, class, gender, sexual orientation, religion, ability, and more—that inhibit democratic empowerment, civil and human rights, and Catholic social teachings.

Student Learning Outcomes

Knowledge:
- Critical self –reflection: Critically reflect on and describe how you and others have experienced privilege and oppression.
- Explain diversity, inclusion, and social justice: Analyze how social constructions are produced historically and reproduced in contemporary contexts and various forms of cultural representation – literature, film, among others. Describe struggles of marginalized peoples and their allies against forces such as racism, sexism, classism, or heterosexism to attain equitable outcomes.

Skills:
- Analyze the complexities of diversity, inclusion, and social justice: Critically examine the intersections of categories such as race, ethnicity, class, gender and sexuality in local and/or global contexts of unequal power relationships and social justice.

Explorations

Scientific and Technological Inquiry (1 course)

The impact of science and technology on our daily lives is enormous and ever growing. It calls for a citizenry that is knowledgeable about the ways scientific and technological knowledge is advanced. In order to meet that goal we envision that all students taking a

course to fulfill the Scientific & Technological Inquiry core requirement will have an experience similar to the following. The primary focus of the course will be laboratory/design/field experiences where students will use the guided inquiry process or other suitable approach to 1) ask scientific questions and collect and analyze data to test hypotheses and answer questions, or 2) apply the engineering design process to develop a solution to satisfy a set of user requirements.

The overall structure of courses, and length of lab/design/field experiences can vary from course to course, but lab/design/field work must make up at least 40% of the course contact hours. It is envisioned that lecture (which may itself use guided inquiry methods) will serve the lab/design/field experience by introducing students to the foundational concepts of the field, with a goal of developing a deeper knowledge of these concepts. Students will apply their understanding to evaluate scientific claims and technological solutions. Such knowledge enables students to critically evaluate information about the world and understand the role of science and technology in modern society. Courses that meet the USD Core Scientific and Technological Inquiry requirement will achieve the following learning outcomes in addition to any department or course specific learning outcomes.

Student Learning Outcomes
Students will be able to:

- Design and conduct an experimental and/or observational investigation to generate scientific knowledge or a technological solution to a problem.
- Analyze data using methods appropriate to the natural sciences and/or engineering in order to make valid and reliable interpretations.
- Explain the basic scientific concepts and theories relevant to the area of study.
- Identify and use appropriate and sufficient scientific evidence to evaluate claims and explanations about the natural and designed world.

Historical Inquiry (1 course)

Courses within the historical inquiry area seek to engage students' minds and imaginations by teaching them to find a primary source, ask a question inspired by that primary source, learn more about that primary source by reading secondary sources and then present a clear, coherent, fluid analysis that answers the question raised by the primary source. When using historical evidence, students will weigh competing scholarly interpretations and express their opinions both verbally and in writing. When students pose and answer a question, they participate in an historical debate about why people in the past behaved as they did. In the end, students will develop a more critical eye to seek, find, and evaluate the evidence to understand world in which they live.

Student Learning Outcomes

Area Goal:

Students must identify and formulate significant historical questions, analyze a range of primary sources, weigh competing scholarly interpretations, and effectively communicate their findings.

Students will be able to:

- Identify and formulate significant historical questions.
- Access information effectively, and use information ethically and legally.
- Analyze a range of primary sources (texts, photographs, visual art, audio recordings, films), articulate historical context, and use these sources as evidence to support an argument.
- Find secondary sources to weigh against competing scholarly interpretations and learn to employ various interpretive strategies.

These Learning Outcomes align with the Critical Thinking and Information Literacy (CTIL) Outcomes. Thus, CTIL is formally embedded in Historical Inquiry, and courses that satisfy Historical Inquiry will also satisfy CTIL. Faculty who submit their courses for approval in Historical Inquiry should also read the CTIL report as their courses will also be approved for CTIL and used in CTIL assessments.

Social and Behavioral Inquiry (1 course)

The social and behavioral sciences examine the human condition from various perspectives, including the study of individuals, communities, and institutions around the world and over time. The methods, theories, and empirical findings of the social and behavioral sciences are essential to public discourse and constitute a basis for self-reflection, critical evaluation, public and social policy decisions, and social and cultural changes. Students will learn to take an informed stance that will allow them to weigh and apply ideas and claims from the discipline to issues outside the classroom. The critical component of the requirement is that students learn skills of inquiry that enable them to analyze social and behavioral issues. The traditional social sciences are a group of fields that ask questions about human behavior but do not have one dominant mode of inquiry. Because the disciplines allow for methodological pluralism, the learning outcomes have been designed to be as inclusive as possible.

There are two overall course goals elaborated in four student learning outcomes.

Area Goals:

Goal 1 Inquiry: Students will use a disciplinary toolkit of theories and methods to analyze claims and develop informed judgments.

Goal 2 Application: Students will apply the tools of social and behavioral inquiry in evaluating real-world issues.

Student Learning Outcomes

Students will be able to:

- Articulate and compare social scientific theories/concepts as appropriate to the course/discipline.

- Evaluate the quality, objectivity, and credibility of evidence using theories, methods, or ways of thinking that define inquiry in a social science discipline.
- State a conclusion that is a logical extrapolation from the inquiry process.
- Apply the discipline-specific inquiry process to analyze a new set of events/fact patterns representing real-world problems or issues.

Literary Inquiry (1 course)

Literary inquiry seeks to understand the past and present by revealing the ways in which texts (understood as visual and literary products) and the language (codes) that texts contain render the infinite facets of human experience across historical periods, geographical boundaries, and diverse political and social contexts. Students will wrestle with the ethical complexities of the literary field itself and of the texts they study. This activity requires students to broaden their perspectives and leave their familiar comfort zones in order to critique unexamined assumptions—their own, those of their peers, and those they encounter in their readings and their lives.

Literary inquiry thus provides a unique vehicle not only for interpretation of texts, but also for intentional critical thinking, which demands the synthesis, analysis, reflection upon, and evaluation of information, ideas, choices, and actions represented within texts. In the process, students also engage with language, multisensory input, and discourse at a highly critical level as they analyze and evaluate the ways in which literary and visual codes are used to create and convey meaning. Through literary inquiry students encounter and master the modes of thinking and expression, and develop the interpretive habits of mind, that will incline them throughout their lives to analyze and appreciate the social, ethical, and aesthetic qualities of texts and language reflective of a wide and inclusive range of human experience.

Student Learning Outcomes:
Students will:

- Develop and demonstrate understanding of language and discourse and of methods of analysis and interpretation of textual works including fiction, nonfiction, poetry, and/or drama in filmic or literary representations.
- Perform close reading; identify the formal and aesthetic attributes of a text; and analyze the ways that written language and (in film) multi-sensory codes create meaning and various effects on readers and audiences.
- Analyze literary and/or filmic interpretations, theories, and arguments; identify and probe unexamined assumptions; demonstrate understanding of diverse theoretical movements and traditions, their fundamental characteristics, their development over time, and their long-term influences.
- Contextualize literary and/or filmic movements, works, and genres with regard to their diverse cultural, historical, geographical, ethical, philosophical, social, political, economic, religious, and/or spiritual situations, impacts, and claims.
- Demonstrate deep engagement with textual analysis techniques by means of oral contributions in class and writings that contain ethical insight and critical interpretation.

Artistic Inquiry (1 course or equivalent)

Artistic inquiry reveals the ways that artistic practices at once reflect and shape the society in which they are produced. Through the study of the history, theory and/or practice of one or more of the arts, students come to understand the distinct vocabularies of form and structure that produce meaning. Students deploy critical skills to delve into works of art, architecture, music, and/or theatre within their historical contexts and experiential dimensions, questioning received knowledge and presuppositions. This domain of study elucidates the ways in which the arts operate as modes of reflection and of action—alert to the past while re-envisioning the future—from the local to the global. Courses that satisfy the Artistic Inquiry Area will examine an art form (visual, material, musical, or performative) from a disciplinary perspective that emphasizes history, theory, or practice. The richness of artistic disciplines is difficult to encapsulate in a simplified set of outcomes, and course content is highly variable between historical, theoretical, or practice-based courses. For this reason, although courses in the Artistic Inquiry Core Area are expected to integrate all three Student Learning Outcomes in some measure, each course may align itself primarily with one (or two) SLO(s) and designate the remainder as secondary for purposes of evaluation and assessment. Course work should reflect these primary and secondary outcome designations.

Student Learning Outcomes:

- Creative, Performative, or Receptive Practice: Engage in the creative, performative or receptive practices of an artistic discipline.
- Engagement with Theoretical Principles: Recognize and describe the relationships between the component parts of an artistic medium using discipline specific vocabulary and analytic systems.
- Historic and Cultural Contextualization: Situate and contextualize artistic practices within historic and cultural frames using methods of inquiry specific to the discipline.