

Imagining the Core: Introducing the Core Action Plan

September 26, 2011

Moderators: Mary Boyd, Abe Stoll

Nominations for the Core Planning Committee

- Email self-nominations to Dean Boyd by September 28
- CPC meetings will be bi-weekly, on Fridays, 3:00-5:00

Part One

Timetable

Year One: Imagining the Core

- The Core Proposal

Year Two: Building the Core

- The Core Charter

Year Three: Implementation

Year Four: launch

Open Fora (Forums)

- | | |
|--------|---|
| Sep 27 | Imagining the Core: Liberal Arts and the Core <ul style="list-style-type: none">• 9:30-11:00, Solomon Hall• Del Dickson and Carole Huston |
| Oct 27 | Imagining the Core: Catholicity and the Core <ul style="list-style-type: none">• 9:30-11:00, Warren Hall (Soles)• Alberto Pulido, Lori Watson, Mary Doak |
| Oct 28 | Imagining the Core: Synthesizing the disciplines <ul style="list-style-type: none">• Lunch, Manchester 206 A-B• Sue Lowery and Colin Fisher |
| Nov 29 | Imagining the Core: Creative design with students <ul style="list-style-type: none">• 12:30-2:00 |
| Nov 30 | Imagining the Core: Creative design with faculty <ul style="list-style-type: none">• 4:00 – 5:30 |

Approval process for the Core Proposal

- Endorsement by Academic Assembly, SBA, and Engineering
- Review from Senate, Provost, President, and Board of Trustees Academic Affairs Committee in order to get feedback for the crafting of the Charter

Approval process for the Core Charter

- Endorsement by Academic Assembly, SBA, and Engineering
- The proposed Senate Core Committee will present to the full Senate for approval
- Provost and President will bring the Charter to the Board of Trustees for approval

Governance

The Core Planning Committee (CPC)

- 12 members, plus Mary as Chair
- 9 of the 12 are faculty

Other faculty committees

Primary stakeholders

Part Two

Vision Statement

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Measures of Success

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Part Three

Core Models

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Glossary

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SINQ & Cluster Courses[American Studies](#)[Community Studies](#)**[Environmental Sustainability](#)**[Cluster and Course Proposal
Link Page](#)[Family Studies](#)[Freedom, Privacy, & Technology](#)[Global Environmental Change](#)[Global Perspectives](#)[Healthy People/Healthy Places](#)[Interpreting the Past](#)[Knowledge, Rationality and
Understanding](#)[Leadership For Change](#)[Morality](#)[Popular Culture](#)[Science in the Liberal Arts](#)[Sexualities](#)[Women's Studies](#)[**African Studies \(no longer
offered as of Fall 2010\)](#)

Cluster: Environmental Sustainability

This cluster creates a bridge between the scientific approach to analyzing and solving environmental problems, the socioeconomic concerns involved in formulating and administering environmental policy, and the historic and philosophical basis of humanity's relationship to ecosystems. With the common goal of defining, characterizing and understanding environmental sustainability, the cluster identifies how each participating discipline can creatively contribute and thus, enable students to direct their own courses of study toward this end.

(Cluster Proposal)

Cluster Coordinator: Joe Maser

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Sophomore Inquiry: Environmental Sustainability

(UNST 224)

A sustainable human society is one that satisfies its needs without jeopardizing the opportunity of future generations to satisfy theirs. This course introduces students to the study of environmental sustainability, and to the ways in which a wide variety of disciplines address environmental issues.

This SINQ leads to the Environmental Sustainability Cluster.

Approved Cluster Courses:

Academic Year 11-12

*Courses listed below are all Approved Cluster Courses. The links beside the course titles are for documentation purposes.

D	ARCH 367U	Fundamentals of Environmental Design
	ARCH 399U	Towards Sustainable Architecture
r	ArH 437U	Nature into Art I & II (Approved Course Proposal)
	CH 371U	Environmental Chemistry
r	EAS 399U	Problems, Solutions, and Systems Thinking (Approved Course Proposal)
	EC 332U	Environmental Economics (Approved Course Proposal)
r	ESM 355U	Understanding Environmental Sustainability
	ESM 356U	Understanding Environmental Sustainability II
	G 352U	Minerals and World Affairs
	G 410U	Environmental Writing: Ecology of Malheur National Wildlife Refuge
	GEOG 314U	Severe Weather (Approved Course Proposal)
	GEOG 326U	Ecology and the Implication of Management
	GEOG 338U	Investigating Forest Ecosystems
	GEOG 340U	Global Water Issues and Sustainability (Approved Course Proposal)
	GEOG 345U	Resource Management
	GEOG 346U	World Population and Food Supply (Approved Course Proposal)
	GEOG 347U	Environmental Issues and Action (Approved Course Proposal)
	GEOG 348U	Cultural Ecology (Approved Course Proposal)
:	GEOG 349U	Mountains: Cultural Landscapes
	HST 339U	Environment and History (Approved Course Proposal)
	INTL 399U	International Green Building & Development (Approved Course Proposal)
	INTL 399U	International Sustainability, Urban Design and Human Health (Approved Course Proposal)
	PHE 455U	Film and Health (Approved Course Proposal)
	PHL 310U	Environmental Ethics (Approved Course Proposal)

Cluster: Morality

This cluster studies morality (i.e., moral learning, beliefs, values, feelings, and behavior) from the perspective of philosophy, psychology, and other academic disciplines. The aim of these courses is not just the practical moral one of improving moral thought and behavior but the more intellectual one of coming to understand better this central aspect of our human nature.

Cluster Coordinator: Alexander Sager

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Sophomore Inquiry: Morality

(UNST 249)

This course focuses attention on the psychology of moral development, as well such philosophical questions as whether there are any objective moral standards. There will also be stress on the distinctions between philosophical questions about morality, scientific questions about morality and moral questions themselves, as well as some effort to introduce students to the relevant methods of scientific inquiry on the one hand, and philosophical inquiry on the other hand.

This SINQ leads to the Morality Cluster.

Approved Cluster Courses:

Academic Year 11-12

*Courses listed below are all Approved Cluster Courses. The links beside the course titles are for documentation purposes.

HST/PHL 399U	American Values/Conflict (Crosslisted with PHL 399U)
PHE 444U	Global Health (Approved Course Proposal)
PHE 455U	Film and Health (Approved Course Proposal)
PHL 308U	Elementary Ethics (Approved Course Proposal)
PHL 309U	Business Ethics (Approved Course Proposal)
PHL 310U	Environmental Ethics (Approved Course Proposal)
PHL 311U	Morality of Punishment (Approved Course Proposal)
PHL 313U	Life and Death Issues (Approved Course Proposal)
PHL 314U	Computer Ethics
PHL 316U	Social & Political Philosophy (Approved Course Proposal)
PHL 331U	Philosophy of Education
PHL 350U	International Ethics
PHL 355U	Morality and Health Care
PHL 369U	Philosophy of Sex and Love (Approved Course Proposal)
PHL / HST 399U	American Values/Conflict (Crosslisted with HST 399U)
PHL 481U	Biomedical Ethics (Approved Course Proposal)
PS 325U	Politics and the Legal Enforcement of Morals
PSY 410U	Psychology of Moral Development (Approved Course Proposal)
SCI 363U	Ethics in Science
SYSC 399U	Sustainability, Systems, Concepts and Indigenous Perspectives

Cluster: American Studies

American Studies is an established interdisciplinary "field" both in the United States and in several other countries, including England and Japan. This cluster uses Americanist materials ranging from literature, through landscapes, to art, music and court cases, to explore both the tensions and the traditions of American culture and society.

(Cluster Proposal)

Cluster Coordinator:

Dr. Tom Fisher
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Sophomore Inquiry: American Studies

(UNST 212)

This course introduces students to the interdisciplinary field of American Studies, provides a focus through which to explore sources in the humanities, social sciences, natural sciences and performing arts, and offers an opportunity to acquire a variety of skills important in college and the work worlds. As the interdisciplinary study of American Culture, the course focuses on a comparison of "voices" or perspectives as a way of knowing American artifacts, policies, and places. Although the focus of each class may differ, they will all use their subjects as a laboratory for learning the methods and perspectives of American Studies. In the process, students will become familiar with something of the culture, character, and environment of the United States. Each class will focus on several main "texts" or projects during class and students will do an additional project either outside class and/or in their mentor sections.

This SINQ leads to the American Studies Cluster.

Approved Cluster Courses:

Academic Year 11-12

*Courses listed below are all Approved Cluster Courses. The links beside the course titles are for documentation purposes.

ANTH 313U	Indian/White Relations (Approved Course Proposal)
ANTH 314U	Native Americans
ANTH 315U	American Culture (Approved Course Proposal)
ANTH 355U	Historical Archaeology and the Origins of the Modern Pacific Northwest (Approved Course Proposal)
ArH 486U	American Art and Architecture: Colonial Period
ArH 487U	American Art and Architecture: Jacksonian to 20th Century
BST 302U	African-American 20th Century
BST 412U	Oregon African-American History Racism
BST 414U	Racism
BST 424U	African-American/African Culture in Cinema
BST 427U	African-American Films and Film Makers
BST 484U	African American Community Development
CHLA 375U	Southwestern Borderlands History
COMM / PSY / WS 410U	Women in Contemporary Film (Crosslisted with PSY/WS 410U) (Approved Course Proposal)
COMM / TA / WS 457U	The Language of Violence (Crosslisted with TA/WS 457U)
EC 399U	Family Values and American Economic Decline
EC 411U	Cultural Economics
EC / WS 417U	Women in the Economy (Crosslisted with WS 417U)
EC 419U	Economics of Race and Ethnicity (Approved Course Proposal)
ENG 305U	Topics in Film: The Films and Times of Charlie Chaplin (Approved Course Proposal)
ENG 306U	Topics in Literature and Popular Culture (e.g., Fiction and Film, Practice of Everyday Life)
ENG 309U	American Indian Literature (when content is appropriate) (Approved Course Proposal)

University Studies Chart

Freshman Inquiry (FRINQ)

UNST 100-level class

A year-long, theme-based course with a mentor section that corresponds with the class.

Sophomore Inquiry (SINQ)

UNST 200-level classes

One-term courses with a mentor section that corresponds with the class.

Sophomore Inquiry

Sophomore Inquiry

Sophomore Inquiry

Upper Division Cluster

Classes designated with a "U" offered by academic departments. Three courses in one cluster linked to one of the Sophomore Inquiry courses.

Cluster Course One

Cluster Course Two

Cluster Course Three

Senior Capstone

UNST 400-level class

A 6-credit, community-based learning class.



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THE CORE CURRICULUM

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The Core Curriculum

➤ The Classes

- Contemporary Civilization
- Literature Humanities
- University Writing
- Art Humanities
- Music Humanities
- Frontiers of Science

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21(M/T/W only) *Genesis* (2nd day)

28 *Job* (2 days) – or *Genesis* (3rd day) and *Job* (1 day)

Dec. 5 *Luke/John* (2 days, including last day of class/review for T/R sections)
 12 (M only) Last day of class/Review for M/W sections

Texts: Homer, *Iliad* (Farrar, Straus, and Giroux, tr. R. Fitzgerald)
 Homer, *Odyssey* (Farrar, Straus, and Giroux, tr. R. Fitzgerald)
 Aeschylus, *Oresteia* (Aeschylus I, U. of Chicago, tr. Lattimore)
 Sophocles, *Oedipus the King* (Sophocles I, U. of Chicago, tr. Grene & Lattimore)
 Euripides, *Medea* (U. of Chicago, tr. Warner)
 Herodotus, *The Histories*
 Thucydides, *History of Peloponnesian War*
 Aristophanes, *Lysistrata* (Penguin, tr. Sommerstein)
 Plato, *Symposium* (Hackett, trs. Nehamas, Woodruff)
 Bible: Revised Standard Version (Meridian)

23 Woolf, *To the Lighthouse* (2 days, including last day of class/review for T/R sections)*

30 (M only) Last day of class/Review for M/W sections

*Note: Individual instructors may require an additional 20th century text instead of a 3rd day of *To the Lighthouse*.

Texts: Virgil, *Aeneid* (Bantam, tr. Mandelbaum)
Ovid, *Metamorphoses* (Penguin, tr. Raeburn)
Augustine, *Confessions* (Oxford, tr. Chadwick)
Dante, *Inferno* (Bantam, tr. Mandelbaum)
Montaigne, *Essays* (Penguin, tr. Cohen)
Shakespeare, *King Lear* (Pelican)
Cervantes, *Don Quixote* (Harper Collins, tr. Grossman)
Goethe, *Faust* (Bantam Classics, tr. Salm)
Austen, *Pride and Prejudice* (Oxford)
Dostoevsky, *Crime and Punishment* (Vintage, trs. Pevear & Volokhonsky);
Woolf, *To the Lighthouse* (Harcourt Brace Jovanovich)

8/26/2011

Welcome to Frontiers of Science!

For more than eighty years, Columbia College has sustained an extensive Core Curriculum, required of all students, which serves as an intensive introduction to the great ideas of western literature, art, music, and philosophy. In the University's 250th year, we launched a complementary course in science: Frontiers of Science.

The course is designed both to introduce students to exciting ideas at the forefront of scientific research, as well as to inculcate in them the habits of mind common to a scientific approach to the world. Each semester, four scientists in different disciplines deliver a series of three lectures each describing the background, context, and current state of an area of research; readings and other activities supplement the lectures. Consistent with the Core tradition, the course also includes small seminar sections in which these topics are discussed by students.

Intellectual Structure of the Course

This course is not content driven. Instead, it attempts to outline the kinds of approaches that scientists take to answer interesting problems in the natural world. The topics selected, scientific disciplines and faculty vary from one semester to another.

To achieve our goals, a web-based text forms an essential element of the course. This text ("Scientific Habits of Mind") lays out the ideas and structures that are common to scientific approaches. The text provides a framework that unites the weekly assignments, based in specific disciplinary areas, and suggests how - exactly - one might think about these issues as a scientist.

1. **Legacies of the Ancient World** is the study of texts from the ancient Mediterranean and Near Eastern world that have had lasting philosophical, political, religious, and artistic influence. These texts articulate perennial issues: the nature of the human and the divine; the virtues and the good life; the true, the just, and the beautiful; and the difference between subjective opinion and objective knowledge.

2. In **Challenges of Modernity**, students conduct an interdisciplinary study of primary texts from the period between 1750 and the present, leading to an understanding of the impact on the modern world of urbanization, industrialization, capitalism, imperialism, and scientific discovery.

3. Students choose one course from the **Communities and Identities** category, ensuring they gain a textured understanding of the identities, cultures, and human experience inherent in particular communities and regions of the world. (Course subject examples include North American Indians, Ethiopia, Russia at the Crossroads of East and West, and The Arctic.)

4. One course from the **Scientific Perspectives on the World** category helps students apply their growing understanding of scientific methods to an issue in society or outside of the realm of natural sciences and mathematics. (Course examples include The Science of Art, Earth Resources, Genes and Human Fate, and Sport and the Scientific Method.)

In addition to the four core classes, all students are required to take at least one of many courses that carry the **Global Engagements** designation. Such courses ask students to analyze the conditions and effects of cross-cultural interaction, so that they will be prepared to responsibly confront the challenges of the 21 century.

And in order to foster breadth, an **Areas of Inquiry** requirement ensures that students take six courses from a range of disciplines. This section is divided into three areas: Human Thought and Expression; Social Relations, Institutions, and Agents; and Natural Sciences and Mathematics.



Checklist for the New Core Curriculum
Office of Undergraduate Studies
408-551-7032

Foundations

Critical Thinking & Writing

- ☐ Course 1
- ☐ Course 2

Cultures & Ideas

- ☐ Course 1
- ☐ Course 2

Other Foundations courses

- ☐ Second Language
- ☐ Mathematics
- ☐ Religion, Theology & Culture 1

Explorations

- ☐ Ethics
- ☐ Civic Engagement
- ☐ Diversity
- ☐ Arts
- ☐ Natural Science
- ☐ Social Science
- ☐ Religion, Theology & Culture 2
- ☐ Cultures & Ideas 3
- ☐ Science, Technology & Society
- ☐ Religion, Theology & Culture 3

Integrations

- ☐ Experiential Learning for Social Justice
- ☐ Advanced Writing
- ☐ Pathway

Theme: _____

☐ _____

☐ _____

☐ _____

☐ ----- **

Integrations are normally elements within other courses for the Core or the major, not stand-alone courses.

**Engineering students take three Pathway courses (or at least 12 units); all other students take four Pathway courses (or at least 16 units).

Psychology (PSYC)	
1	General Psychology I
2	General Psychology II

Sociology (SOCI)	
1	Principles of Sociology

12. RELIGION, THEOLOGY, AND CULTURE 2

- GOALS: Critical Thinking, Complexity, Religious Reflection
LEARNING OBJECTIVES:
Students will
- 2.1 Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief).
 - 2.2 Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena.
 - 2.3 Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence.
- Students choose one course from the list below.

Note: The department recommends that RTC 2 be taken after the completion of 44 units.

Prerequisite: Religion, Theology & Culture 1

67	Ancient Greek Religion
68	Ancient Roman Religion
69	Early Christianity

Communication (COMM)	
175A	Theology & Communication

English (ENGL)	
161	Bible as Literature
189	Literature & Religion

History (HIST)	
16	Ancient Greek Religion
17	Ancient Roman Religion
103	Jesuit History & Spirituality
117	State & Church in the Middle Ages, 1000–1450
126	Conflicts in Medieval Christianity

Political Science (POLI)	
139	Religion & Politics in the Developing World

Religion and Society (RSOC)	
33	Maya Spirituality
44	African Christianity
46	African Religion & Culture
51	Religion in America
54	Comparative Religion & Social Theory
67	Film & Judaism
81	Islam
85	Hinduism
86	Buddhism
87	Buddhism & Film
91	Native Spiritual Traditions
99	Sociology of Religion

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Distributional Requirements

The distributional requirements, described below, are intended to assure that all graduates of Yale College have an acquaintance with a broad variety of fields of inquiry and approaches to knowledge. These requirements are the only specific rules limiting the selection of courses outside a student's major program. By themselves, the distributional requirements constitute a minimal education, not a complete one, and represent the least that an educated person should seek to know. They are to be embraced as starting points, not goals.

Distributional Requirements for the Bachelor's Degree

Students must fulfill disciplinary area requirements by taking no fewer than two course credits in the humanities and arts, two in the sciences, and two in the social sciences. Students must also fulfill skills requirements by taking at least two course credits in quantitative reasoning, two course credits in writing, and courses to further their foreign language proficiency. Depending on their level of accomplishment in foreign languages at matriculation, students may fulfill this last requirement with one, two, or three courses or by certain combinations of course work and approved study abroad.

ADDITIONAL INFORMATION

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