

# **“Curriculum 2000” Proposal for a Revised Liberal Arts Core**

## **I. BACKGROUND**

Early in the Fall semester, 1989, Dean David A. Caputo appointed a broadly-based committee -- composed of eight faculty members and one student representative, chaired by an associate dean -- to review the undergraduate core curriculum for majors in our College. He charged the committee, if it thought a revision was in order, to report back by the start of the 1990 Fall term with alternative proposals for a new liberal education core that would serve our students well for the rest of this decade and into the next century.

The remainder of Fall 1989 was taken up with campus visits by four outside experts in various aspects of general education curricula and a few lengthy organizational sessions; then the committee began weekly meetings in a seminar-like setting during the Spring 1990 semester. It twice surveyed faculty opinion and heard faculty comments in an open forum; it also solicited student response through a survey sent to all graduating seniors. Subsets of the full committee met with departmental faculties as requested, as well as with the council of department heads.

With partial funding through a planning grant from NEH, representatives from the committee made site visits to three other universities (Minnesota, Carnegie Mellon, and Towson State) and met for ten full days of discussion over the summer of 1990. During the summer as well, four members from the committee participated for two weeks in the Lilly Endowment Workshop on the Liberal Arts, while other subcommittees were at work preparing drafts of various portions of this document for submission to the faculty. All of these activities led the committee to conclude that our current general education core falls far short of what is essential for our students in several respects, and that a major revision is called for. The School of Liberal Arts Faculty Senate, after over a year of discussion and debate, approved the amended version of the Committee's proposal by a 34-2 vote at its February 11, 1992 meeting. The proposal now goes to the full faculty for ratification.

Organizationally, the freshman entering in Fall 1993 would be the first to begin under a new curriculum. A Core Implementation Advisory Committee, appointed by the Dean and chaired by an Associate Dean, will resolve routine organizational questions as they develop. The Senate's Educational Policy Committee will retain its traditional role in any future changes. These two committees will be charged with completing the final review of courses which are to be added to or deleted from the list included in the Curriculum 2000 Committee report no later than December, 1992. The Core Implementation Advisory Committee will be responsible for the planning and logistical support needed to successfully implement the new core. That committee will also prepare a yearly report on the new core and a full evaluation of the revised curriculum and its implementation in 1995. The committee's reports and evaluations will be provided to the Dean and the full faculty senate.

## **II. REPORT OF THE COMMITTEE**

### **A. Rationale**

General education requirements are designed to ensure that each student will have the knowledge, ability, and skills needed to be an effective and productive citizen in our rapidly changing world. Achieving this goal requires a thorough knowledge of one's own culture and the diversity of actual

and possible alternatives to it; the ability to grasp and analyze problems, and to suggest and critically evaluate solutions to them; and the skill to articulate and advocate such solutions effectively.

A liberal education should enable one to grasp and respond analytically and intelligently to the concerns of people from a wide variety of cultural and intellectual backgrounds. Among the primary ends that general education courses should foster are the ability to speak and write clearly and precisely, as well as facility at logical analysis, critical thinking, and quantitative reasoning. The effective communication of ideas and presentation of arguments should be nurtured by special attention to writing skills in every field of study.

General education courses do not merely provide a background against which a student pursues expertise in a specific area of study. They also constitute a foundation for inquiry and reasonable response throughout a person's life. Such courses should acquaint students with the varied methods of inquiry pursued in the humanities, arts, social sciences, natural sciences, and mathematics. Education in the liberal arts should enable students to acquire the knowledge and abilities required to deal with the social, political, technical, and ethical aspects of the complex issues that now confront us. A liberal education should also enable students to develop the resources and capacities needed to address the new problems that will doubtless arise because of ongoing social and technological change. Solving these problems will demand original, creative approaches, including the ability to view them from various perspectives – for example, the perspectives of the psychologist or historian or economist. A liberal education that goes well beyond imparting a certain body of facts will enable students to adopt and integrate such perspectives and discover the unique approaches used by the various disciplines.

Understanding current concerns requires an appreciation of the context in which they have arisen, and this in turn demands a grasp of the culture of the United States and Western civilization generally. The study of U.S. society should include its distinctive subcultures, thereby familiarizing students with such factors as race, gender, ethnicity, and social class. Students should become acquainted with the cultural works acknowledged to be most significant for the United States and Western civilization in literature, history, art, philosophy, and other fields. In addition, students should become knowledgeable about the diversity of human values by exposure to works that lie outside the mainstream of our pluralistic society. Understanding not only the major cultural traditions and institutions of our society but also its diverse characteristics is vital to the liberally educated student.

Recognition of the multiplicity of world cultures and values is equally vital. Because the contemporary world is one of global interdependence, students should comprehend the nature of non-Western cultures as well as Western cultures. A full understanding of one's own culture can be attained only if one has some grasp of other cultures with which its future is interlocked.

Given this rationale for general education in the liberal arts, the committee articulated a set of specific goals it felt were not only desirable but necessary outcomes of the liberal education of our students. The committee arrived at thirteen such essential goals and organized the course requirements in terms of these goals.

B. Areas of Study

1. Facility in English Composition and Communication (9 hrs.)

a. *First-Year Requirement in Written and Oral Communication*

Many recent public and private reports on educational reform have presented the rationale for including a component in the undergraduate curriculum designed to develop skills in writing, oral expression and critical thinking. These reports emphasize that the ability to express oneself with clarity and assurance, both orally and in writing, demonstrates one's understanding of materials and one's powers of clear thinking and critical analysis. To develop these abilities, students will be required to complete a two-semester sequence in English composition (normally ENGL 101 and 102) and a one-semester course in Oral Communication (COM 114).

b. *Requirements in Writing-Intensive Courses*

In addition to the first-year courses in written and oral communication, students will eventually be required to complete three writing intensive courses – one each in their sophomore, junior, and senior years. This requirement will be phased in as possible, depending on the ability to meet budgetary and staffing needs. This aim might be achieved through the development of new writing-intensive courses, as well as the identification of existing courses that could qualify as writing-intensive. Although these courses would be offered in every academic unit in the School of Liberal Arts, students would be advised to enroll in at least one of these courses in their own major. This proposal asserts that the skills of good communication – both written and oral – and of critical thinking cannot be conveyed completely in three courses taken in the first year, but must be reinforced throughout a student's entire academic program.

Writing intensive courses would be regular courses offered in various academic units in the School of Liberal Arts; these courses might also satisfy students' other core and major requirements. These courses would emphasize criticism and revision as a way of improving student's critical thinking and communication abilities; such courses would include significant writing components, consisting of such assignments as drafts, in-class papers, informal papers, and polished papers. These courses would assume a relatively low student-to-teacher ratio; in courses with larger enrollments, appropriate new resources (e.g., teaching assistant positions) would need to be made available to achieve the desired ratio. Without such resources, this requirement could not be implemented. A desirable goal would be to phase in this requirement over a period of three years. Students beginning their programs in the first year of the new core requirements would thus be required to take one writing-intensive course, students beginning in the second year of the core would take two such courses, and students beginning in the third and subsequent years would take three such courses.

2. Facility in Other Languages (3 hrs.)

Language is our connection with our community and the world; the ability to communicate in a second language provides unique opportunities to gain access to other peoples and other cultures. Since cultural mores and concepts are closely reflected in language, and linguistic differences are fully as important as linguistic similarities, the study of language in text and context as a reflection of cultural values and beliefs becomes a vital component of the educated person. Elementary and intermediate knowledge of language can reveal much about the patterns of thought and culture of another people and so strengthen the understanding of one's own culture.

The core requirement in another language will be the successful completion of the fourth course of a language other than English OR an equivalent level of course work in American Sign Language.

For a spoken language other than English the requirement may be fulfilled in any of the following ways:

1. a student will choose to continue a language already begun in high school and will be placed through testing in the proper level of language study, and thus proceed to the completion of the requirement;
2. a student will demonstrate proficiency through the last required level by testing and will thus not be required to do further language course work for the core;
3. a student will choose to begin a new language and will enroll in the first course, proceeding through the fourth course level.

Those who choose to fulfill this requirement through American Sign Language will need to demonstrate a level of competence consistent with that required in another spoken language. Since funds available to provide additional courses in ASL are limited, implementation of this option will be gradual.

An international student in the School of Liberal Arts who has demonstrated proficiency in English as a second language would not be required to achieve proficiency in yet a third language.

### 3. Competency in Mathematics and Statistics (6hrs.)

Competence in mathematics at the level of algebra and elementary statistics is a minimal requirement for a liberally educated person. Mathematical and statistical analyses are now used throughout the academic disciplines to enable us to study our world; these methods, which have long been central in the natural sciences, are now essential in the social and behavioral sciences, and have gained importance even in the arts and humanities. Given the barrage of statistical information citizens receive and the prevalence of reasoning based on statistical analysis in many domains, including public policy, knowledge of material covered in statistics courses, as well as knowledge of mathematics, is indispensable for students today.

To satisfy this requirement, students must take one course from each of the following categories:

1. Mathematics: MA 151, Algebra and Trigonometry, or MA 154, Algebra and Trigonometry II. Students may fulfill this requirement by testing out of one of these courses.
2. Statistics: STAT 113, Statistics and Society; STAT 114, Elements of Probability and Statistics; STAT 301, Elementary Statistical Methods; POL 300, Introduction to Political Analysis; PSY 201, Introduction to Quantitative Topics in Psychology I; SOC 382, Introduction to Methods of Social Research; ECON 360, Econometrics .

### 4. Knowledge of the Western Heritage (6 hrs.)

Because it has shaped our own culture most profoundly, Western civilization is an important component of the core curriculum. As heirs as well as creators of that culture, students must acquire knowledge of the Western past so that they may make informed and meaningful contributions to its future. History, in Carl Becker's phrase, is the "memory of things said and done." To establish historical memory requires the reconstruction of human actions and events, ordered chronologically or topically. The memory of thought and deed infuses literature and philosophy as well as history.

As they offer insight into the guides to perennial matters of human experience and to historical context, the literature, philosophy, and history of Western cultures enable student to place themselves within the continuum of human history.

Students will choose two courses from among a variety of disciplines that help them to understand the nature of continuity and change in human experiences in the west. In the spirit of a core curriculum, these courses have chronological and geographical breadth. Although surveys in nature, the courses all make available the evidence from the past – through primary texts and sources – enabling students to encounter the past in an immediate way. To achieve breadth of perspective, these courses must be taken in two different departments or programs.

CLCS 310 Introduction to Classical Mythology  
 CLCS 350 Survey of Greek Literature in Translation  
 CLCS 351 Survey of Latin Literature in Translation  
 COM 312 Rhetoric in the Western World  
 ENGL 230 Great Narrative Works  
 ENGL 262 Greek & Roman Classics in Translation  
 ENGL 266 World Literature: Beginning to 1700 A.D.  
 ENGL 267 World Literature: 1700 A.D. to Present  
 FLL 396 Comparative Literature in Translation  
 HIST 102 Introduction to the Ancient World  
 HIST 103 Introduction to the Medieval World  
 HIST 104 Introduction to the Modern World  
 HIST 412 The Cultural History of the Middle Ages  
 HIST 415 Development of Classical Greek Civilization  
 HIST 416 Greek Civilization: The Classical and Hellenistic Ages  
 IDIS 220 Introduction to Medieval Studies  
 PHIL 110 Introduction to Philosophy  
 PHIL 301 History of Ancient Philosophy  
 PHIL 302 History of Medieval Philosophy  
 PHIL 303 History of Modern Philosophy  
 PHIL 331 Religions of the West

5. Appreciation of the United States Tradition (3 hrs.)

The School of Liberal Arts core curriculum invites students to engage their own cultural legacy, and to assess the ways in which the United States is similar to and departs from the rest of the world. In so doing, it is important to recognize that the very concept of cultural legacy is complex and contested. As Walt Whitman said, “Here is not merely a nation but a teeming nation of nations.” Therefore, to gain awareness of United States culture is to encounter, to respect, and to appreciate the persistent tension in American life between conflict and consensus. The goal of course work on the culture and society of the United States is to weave together the various strands of the American experience so that we can locate our place within it.

Students will choose one course:

ENGL 250 Great American Books	HIST 361 American Studies Survey I
ENGL 350 Survey of American Literature I	HIST 362 American Studies Survey II
ENGL 351 Survey of American Literature II	HIST 382 American Constitutional History
ENGL 361 American Studies Survey I	IDIS 350 American Studies Survey I

ENGL 362 American Studies Survey II  
 ENGL 372 American Folklore  
 ENGL 382 The American Novel  
 HIST 151 American History to 1877  
 HIST 152 American History since 1877

IDIS 351 American Studies Survey II  
 POL 101 American Government and Politics  
 POL 301 American Political Systems

6. Awareness of Other Cultures (3 hrs.)

The liberally educated person ought to possess an awareness of the pluralistic nature of the world; to accomplish this requires gaining an understanding of the evolution and characteristics of its many cultures, illuminating the similarities and differences among Western and other worlds. We live in a world in which neither the United States nor any other single nation holds a preponderance of power or a monopoly of wisdom. The School of Liberal Arts core curriculum must enable students to see and understand the commonalities and differences among the people of nations and cultures radically different from their own. To encourage the cultivation of insight, respect, and intellectual humility that results from an awareness of cultural differences, students will select one course on the cultures and civilizations of Africa, Latin America, the Middle East, or Asia.

Students will select one course from the following list of existing courses. Departments are encouraged to develop additional appropriate courses, such as the last two indicated.

HIST 240 Asia & Its Historic Tradition  
 HIST 241 Asia in the Modern World  
 HIST 245 Islamic Civilization: A Historical & Cultural Survey  
 HIST 271 Latin American History to 1824  
 HIST 272 Latin American History from 1824  
 HIST 341 History of Africa South of the Sahara  
 HIST 342 Africa and the West  
 HIST 345 The Modernization of the East  
 PHIL 330 Religions of the East  
 POL 344 Introduction to the Politics of the Third World  
 POL 347 Introduction to Latin American Politics  
 SPAN 230 Spanish American Literature in Translation  
 ENGL/FLL xxx Nonwestern World Literature in Translation  
 HIST xxx History of South Asia

7. Development of Aesthetic Awareness (3 hrs.)

The exercise of human judgment in making or appreciating the arts depends upon the ability to cope with ambiguity and the nuances of experience. The study and practice of creative endeavors in the visual arts dance, music, poetry, fiction, and theatre promote the exercise and cultivation of that judgment. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, has said, "Art is perhaps humanity's most essential, most universal language...Indeed, the quality of civilization can be measured by the breadth of the symbols used...These languages are not longer simply desirable but are essential if we are to convey adequately our deepest feeling, and survive with civility and joy."

The arts present to the competent eye and ear those forms of feeling and insight that only artistic creation can reveal. A curriculum which does not provide for at least a basic introduction to the arts denies students access to an integral part of their own and other cultures.

Students will choose either a three-credit course in the study of an arts discipline (Group A) or a three hour course in the practice of an art discipline (Group B).

Group A:

A&D 226 History of Art to 1400  
 A&D 227 History of Art since 1400  
 A&D 255 Art Appreciation  
 A&D 359 Medieval European Art  
 A&D 380 Mannerist, Baroque, and Rococo Art  
 A&D 382 Nineteenth Century Art  
 A&D 383 Modern Art: the Twentieth Century  
 A&D 390 African Art  
 ENGL 235 Introduction to Drama  
 ENGL 376 The Movies  
 ENGL 386 History of the Film to 1938  
 ENGL 387 History of the Film from 1938 to  
     the Present  
 GER 330 German Cinema  
 ITAL 330 Italian Cinema  
 MUS 250 Music Appreciation  
 MUS 371 History of Western Music I  
     From the Beginnings of Music  
     through the Renaissance  
 MUS 372 History of Western Music II  
     The Baroque  
 MUS 373 History of Western Music III  
     The Classic and Romantic Eras  
 MUS 374 History of Western Music IV  
     The Twentieth Century  
 PHIL 275 Philosophy of Art  
 RUSS 330 Russian & East European Cinema  
 SPAN 330 Spanish and Latin American Cinema  
 THTR 201 Theatre Appreciation  
 THTR 380 History of Theatre I  
 THTR 480 History of Theatre II

Group B:

(*Note: participation in performing groups that require auditions will not fulfill this requirement.*)

A&D 104 Introduction to Art Design  
 A&D 105 Design I  
 A&D 113 Basic Drawing  
 A&D Photography I  
 A&D 242 Ceramics I  
 A&D 265 Relief Printmaking  
 A&D 275 Beginning Sculpture  
 COM 240 Introduction to Oral Interpretation  
 ENGL 305 Introduction to Creative Writing  
 MUS 361 Music Theory I  
 PE 103 Creative Rhythms and Dance  
 PES 113 Dance Movement Forms  
 THTR 133 Survey of Acting  
 THTR 250 Introduction to Theatre  
     Technology

8. Sensitivity to Racial and Ethnic Diversity (3 hrs.)

A university education in our own nation today should foster an appreciation of racial and ethnic diversity in our society and the importance of the values of tolerance and equality. To this end, students will elect a course that illuminates the pluralistic nature of the United States and challenges racism and ethnocentrism through the study of the historical, cultural, and social experience of its racial and ethnic minorities.

Students will select one course from among the following:

ENGL 257 Literature of Black America  
 ENGL 358 Black Drama  
 SPAN 350 The Literature of the Spanish-Speaking People in the United States  
 HIST 377 Indians of the United States  
 HIST 396 The Afro-American to 1865  
 HIST 398 The Afro-American since 1865  
 ANTH 379 Indians of North America  
 SOC 310 Racial & Ethnic Diversity  
 IDIS 271 Introduction to Afro-American Studies  
 IDIS 330 Introduction to Jewish Studies  
 IDIS 371 The Afro-American Experience  
 IDIS 373 Issues in Afro-American Studies

9. Consideration of Gender Issues (3 hrs.)

Gender organizes societies in unique and fundamental ways. An integral component of a core curriculum is a critical analysis of sex/gender systems and their consequences for the role and status of women and gender relations. Through one course chosen from a variety of disciplines, students will not only confront sexism but gain an appreciation for gender as a category of analysis and way of re-evaluating knowledge.

Students will select one course from among the following:

ENGL 360 Women in Literature  
 FLL 232 Contemporary Foreign Women Writers in Translation  
 HIST 365 Women in America  
 IDIS 280 Women's Studies: An Introduction  
 PEHRS 570 Women in Sport  
 PHIL 225 Philosophy of Woman  
 POL 222 Women, Politics and Public Policy  
 POL 360 Women and the Law  
 PSY 239 Women: A Psychological Perspective  
 PSY 365 Gender Roles in Children  
 SOC 450 Sex Roles in Modern Society

10. Understanding of the Individual and Society (6 hrs.)

A perspective on the basic capacities and processes that underlie human behavior fosters an understanding of the self, including the development of individual and social identity in a variety of social contexts. Related to this goal is gaining knowledge about the nature of cognition and the processes by which people learn and remember. Also involved is an awareness of the dynamics of behavior between and among peoples in a variety of social contexts, encompassing systems of language and other means of communication. In gaining this understanding, students will become familiar with the modes of inquiry and methods of analysis used primarily by social and behavioral scientists. An understanding of how human endeavor is structured within organizations and institutions is also central to a student's acquiring an awareness of the social processes by which political and economic activities transpire and change occurs. Related to this goal is gaining



knowledge about how human, natural, and economic resources can best be deployed to meet social needs.

Student must take one course from each of the following two categories:

Group A:

ANTH 341 Culture & Personality  
 AUSL/ENGL 227 Elements of Linguistics  
 COM 212 Approaches to the Study of  
     Interpersonal Communication  
 COM 320 Small Group Discussion  
 PHIL 435 Philosophy of Mind  
 PSY 120 Elementary Psychology  
 PSY 200 Cognitive Psychology  
 PSY 220 Brain & Behavior: An Introduction  
 PSY 235 Child Psychology  
 PSY 240 Introduction to Social Psychology  
 PSY 242 Psychology of Personality  
 RECR 212 Foundations of Leisure and  
     Recreation  
 SOC 340 General Social Psychology  
 SOC 350 Social Psychology of Marriage

Group B:

ANTH 105 An Introduction to Cultural  
     Anthropology  
 COM 324 Communicative Behavior in  
     Organizations  
 ECON 210 Principles of Economics  
 H&S 365 Principles of Community Health  
 PHIL 240 Social & Political Philosophy  
 PSY 372 Psychological Foundations of  
     Work Behavior  
 SOC 100 Introductory Sociology  
 SOC 312 American Society

11. Exploring Social Ethics (3 hrs.)

Public institutions, especially land-grant institutions, retain as an essential part of their mission educating citizens to be responsible members of local and national communities. Literacy about public issues, the ability to assess them critically, respect for a plurality of viewpoints, and an awareness of the process by which informed consensus is reached all contribute to one's commitment to civic involvement. By understanding the necessity for active participation, students can begin to see how the resources of society can be creatively employed to benefit all.

Such a requirement might be fulfilled in either of two ways: by taking any one of a number of appropriate courses, or by choosing to participate in an approved community service project.

Option 1: Students choose one of the following courses:

ECON 217 Economics	POL 120 Introduction to Public Policy and Public Administration
HIST 358 The American Business System	POL 190 Politics of Change
HIST 383 Recent American Constitutional History	POL 223 Introduction to Environmental Policy
PHIL 111 Ethics	POL 320 Introduction to Public Policy Analysis
PHIL 260 Philosophy & Law	SOC 220 Social Problems

OR

Option 2: Supervised community service projects would be limited to ones that directly benefit those in physical, psychological, or economic need: educate those persons; or enhance the environ-

ment and physical quality of life. Participation in these activities, in order to be acceptable for fulfilling this requirement, would include evidence of learning as demonstrated by submission of a journal, report, or other project to a supervising faculty member; the community service in and of itself is not sufficient, since the goal is to lead students to a conscious understanding of civic service.

Appropriate activities might include:

Social Services

(Big Brothers/Big Sisters, Family Service Agency, Meals on Wheels, Women's Shelter, Council on Aging, homeless shelters, food pantries, etc.)

Health Services

(Planned Parenthood, Crisis Center, nursing homes, etc.)

Educational Services

(Lafayette Reading Academy, tutoring of international students, cultural organizations, etc.)

Environmental Services

(recycling, community beautification, urban development, etc.)

Some campus activities (existing or newly designed) might also be included as appropriate, for example, those addressing concerns such as campus beautification, waste management, inventories of physical and health hazards on campus, or activities to investigate inadequate service to students.

*Note:* This option will be available only on a limited basis, depending on the number of openings in local service agencies and on finding appropriate faculty mentors.

12. Development of an International Perspective (3 hrs.)

Participation in contemporary society requires an understanding of the workings of the global political/economic system, international practices and institutions, and the factors and forces shaping the modern world. Urgent social and ecological issues on the global agenda need to be explored and understood.

Option 1: Students will take one of the following courses:

OR

AG ECON 340 Introduction to World  
Agricultural Development  
HIST 386 History of American Foreign  
Relations  
POL 130 Introduction to International  
Relations  
POL 141 Introduction to Comparative  
Politics  
POL 232 Contemporary Crises in  
International Relations  
POL 235 International Relations among  
Rich and Poor Nations  
SOC 342 Sociology of Peace & War  
ECON xxx International Economics

Option 2:  
A semester's study abroad (fulfills  
requirement, and so reduces total core  
hours by 3).

### 13. Knowledge of the Natural Sciences (6 hrs.)

A crucial means of making sense of the material universe and one's experiences in it is provided by knowledge of the major concepts and principles of the physical and life sciences, as well as their methods of inquiry. These interrelated educational objectives can best be met by taking courses which provide understanding of scientific concepts, as well as exposure to the experimental and observational techniques that acquaint students with science as it is actually practiced. Familiarity with these methods is essential to exploring the social implications of scientific and technological inquiry. Moreover, laboratory and field experience nurture a student's understanding of scientific inquiry in at least three ways (as highlighted in the American Association for the Advancement of Science's recent report *The Liberal Art of Science*): by making the empirical basis of scientific theories explicit; by acquainting students with the actual practice of scientists; and by allowing students to develop important skills through the manipulation of equipment, the collection of data, and the analysis of the results of experimentation and observation.

To satisfy this requirement, students must take two of the following courses. They must be in different sciences, and one must be a course having a laboratory component (\*).

ASTR 263 Descriptive Astronomy	BIOL 212 The Social Impact of the Biological Sciences
ASTR 264 Topics in Modern Astronomy	CHM 111 General Chemistry*
ATMS 230 Introduction to Atmospheric Science (may be accompanied by ATMS 240, Laboratory in Atmospheric Science)*	CHM 112 General Chemistry*
BIOL 108 Biology of Plants	GEOS 100 Frontiers in Geosciences
BIOL 109 Biology of Animals	GEOS 104 Introduction to Oceanography
BIOL 121 Biology I: Diversity, Ecology And Behavior (may be accompanied by BIOL 122, Laboratory in Biology)*	GEOS 111 Physical Geology*
BIOL 131 Biology II: Development, Structure, and Function of Organisms (may be accompanied by BIOL 132, Laboratory in Biology II)*	GEOS 112 Historical Geology*
BIOL 211 The Social Impact of the Biological Sciences	GEOS 120 Introduction to Geography
	GEOS 171 Origin and Development of Life
	PHYS 160 Exploring the Astrophysical World
	PHYS 210 The Nature of Physical Science I*
	PHYS 220 General Physics*
	PHYS 221 General Physics*
	PHYS 270 Special Topics in Physics

#### C. Suggestions on Sequencing and Pairing Courses

The committee makes two further recommendations:

##### 1. Sequencing of Courses

Students should progress from elementary to more advanced study in their general education as well as in their majors. Therefore, each student should take at least one upper-division course (outside of the major) in the Liberal Arts. This course should be in an academic unit within the School of Liberal Arts from which the student has already taken a lower-division course to meet other core requirements. For example, a student majoring in English might have taken a

lower-division political science course to satisfy part of core requirements; this student could then take an upper-division political science course. This course should be chosen, in consultation with the student's advisor, to build on the introductory course by presenting more advanced, specialized study of some of the material considered in the introductory course. This course may also satisfy certain other requirements of the core.

## 2. Pairing of Courses

In general, when choosing courses to fulfill the core requirements students should be encouraged by their academic advisors to pair courses logically, creating linkages so that work in one discipline will be enhanced by work in another and a cross-disciplinary approach to learning will result.

### D. Summary of Proposed Core Curriculum

1.	Facility in English Composition & Communication.....	9 hrs.
2.	Facility in Other Languages .....	3 hrs.
3.	Competency in Mathematics and Statistics.....	6 hrs.
4.	Knowledge of the Western Heritage.....	6 hrs.
5.	Appreciation of the United States Tradition.....	3 hrs.
6.	Awareness of Other Cultures.....	3 hrs.
7.	Development of Aesthetic Awareness.....	3 hrs.
8.	Sensitivity to Racial and Ethnic Diversity.....	3 hrs.
9.	Consideration of Gender Issues.....	3 hrs.
10.	Understanding of the Individual and Society.....	6 hrs.
11.	Exploring Social Ethics.....	3 hrs.
12.	Development of an International Perspective.....	3 hrs.
13.	Knowledge of Natural Sciences.....	6 hrs.
	<b>TOTAL.....</b>	<b>57 hrs.</b>