

Core curriculum | Descriptions, learning objectives (original & rephrased) and essential pedagogies

About this document...

All descriptions, learning objectives, and essential pedagogies here are taken directly from the Core Curriculum forms named "Proposal to create a new Core course." They are located together here for ease of reference only.

The shaded boxes provide you with student-centered rephrasings of the original learning objectives. They are designed to give you an idea of the ways in which you can make the learning objectives for your course more student-centered, which in turn should help you figure out how best (a) to evaluate the objectives in graded work and (b) to prepare your students to achieve those objectives through learning activities (in-class and out-of-class). Convenient "placeholder" verbs include "demonstrate," "explain," and "articulate." Once you have devised the appropriate assignment, you can be more specific if you wish.

Module I: Academic writing seminar

DESCRIPTION

A seminar-format course designed to develop English college-level academic writing skills in all students to prepare them for both academic and other forms of writing they will encounter in later classes (argumentative writing, reflective writing, etc.). Emphasis on: 1) fundamental writing mechanics, 2) argument construction and use of evidence and 3) rhetorical thinking/flexibility to address various situations, audiences, and genres. Each faculty member selects a theme for their section(s) to focus students' reading and writing work.

ORIGINAL LEARNING OBJECTIVES

1. This course helps students develop broad critical thinking and argumentation skills
2. This course helps students become effective writers of academic prose
3. Students will learn basic rhetorical principles of communication
4. Students will learn to become rhetorically flexible, and be able to thoughtfully adapt their writing to different contexts and contents

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Demonstrate* broad critical thinking and argumentation skills
- Express yourself* in effective academic prose
- Communicate* using basic rhetorical principles
- Adapt* your writing to different contexts and contents, in demonstration of your rhetorical flexibility.

ESSENTIAL PEDAGOGIES

1. Writing assignments with both revision and instructor feedback on content, writing mechanics, and style.
2. Writing assignments in more than one genre of writing, including, at a minimum: thesis driven academic prose, summary/strong response to written ideas of an author, and reflective writing.
3. One or more assignments should emphasize information literacy, helping students learn to find, evaluate, and use and properly cite information.

Module I: Creative expression and interpretation

DESCRIPTION

Courses that engage students in both creating and understanding expressive works of art. Courses may represent a variety of arts disciplines: visual art, music, drama, creative writing, etc. Essential goals include: Develop skills in creative thinking and expression; have direct experience in the process of creating original works of art in some genre; learn to articulate a vision through art and seek to share that vision with others; learn and be able to apply basic artistic techniques and aesthetic principles relevant to the art form; incorporate understanding of social, political, economic, and historical context of artistic movements into creative expression; learn and be able to apply simple principles to evaluate and interpret works of art; study important and relevant works of art and examples of the form of art on which the class is focused; reflect on and analyze the creative process and works of art, orally and in writing.

ORIGINAL LEARNING OBJECTIVES

1. This course develops students' abilities in creative thinking and expression
2. This course helps students understand key content, approaches to creativity and expression, and methods of analysis in a creative art
3. This course helps students understand the relationships between a work of art and the context, the artist, intention or goal, audience reception, and medium of that work of art
4. This course helps students develop basic oral presentation skills
5. This course assists students in becoming effective writers, including writers of high quality academic prose

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Demonstrate* your abilities in creative thinking and expression
- Articulate* key content, approaches to creativity and expression, and methods of analysis in a creative art
- Articulate* the relationship between a work of art and the context, the artist, intention or goal, audience reception, and medium of that work of art
- Deliver* a basic oral presentation
- Express yourself* effectively in high-quality academic prose

ESSENTIAL PEDAGOGIES

1. Create original works of art in this course, working from original idea to final creation, ideally through an appropriate system of drafts and revisions.
 2. Engage in analysis and/or reflection of works of art, both verbally and writing, applying appropriate principles and vocabulary related to the art form.
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Module I: Inquiry seminar in the humanities

DESCRIPTION

Courses that introduce students to the subjects and methods of inquiry of the humanities by engaging in focused study of one or more particularly important historical or literature-based questions arising from a humanities discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. Each section incorporates the interpretation of primary texts (prose fiction, poetry, drama, non-fiction essays and books, historical documents, works of art, film, digital media, speeches, etc.) in relation to their cultural and historical contexts; explores the relationships between language, narratives, thought, and culture; and examines the ways in which important texts and events relate to each other across time. Essential goals include: Introducing students to an important question in the humanities, the relevant content necessary to study that question, and the ways in which the humanities pursue and generate knowledge; preparing students to read and evaluate primary texts in relationship to their contexts, and the use of those texts and interpretations as evidence to construct theses or arguments. In addition, these courses teach the following skills: academic writing, argument construction/critical thinking, library research, critical reading, and oral presentations.

ORIGINAL LEARNING OBJECTIVES

1. This course teaches students to engage in careful, analytic reading of primary texts
2. All sections of this course introduce students to subjects, contents, methods, and perspectives of Humanities disciplines
3. Together with several other courses that explore different disciplines, this course helps students understand and value the breadth and diversity of academic inquiry
4. All freshman-level inquiry seminars help students develop as thoughtful writers of effective academic prose
5. The oral presentation incorporated in this course helps students develop confidence and basic skills in public speaking

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Demonstrate* careful, analytical reading of primary texts
- Articulate* subjects, contents, methods, and perspectives of humanities disciplines
- Explain* aspects of the breadth and diversity of academic inquiry
[?]
- Express yourself* thoughtfully in effective academic prose
- Express yourself* clearly and confidently in an oral presentation

ESSENTIAL PEDAGOGIES

1. Direct analytic examination of primary texts, using appropriate theories and/or principles to study the texts in relation to the central issue or question being studied in the course.
2. Writing-intensive, with multiple writing assignments, with options for revision in at least one assignment.
3. An oral presentation assignment (such as students presenting their research findings).
4. Research assignments should be designed to help students learn to find, evaluate, use, and properly cite appropriate scholarly sources.

Module I: Inquiry seminar in the natural sciences

DESCRIPTION

Courses that introduce students to the subjects and methods of inquiry of the natural sciences by engaging in focused study of one or more particularly important questions arising from a natural science discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. These courses engage students in studying questions about the physical/biological universe. All sections incorporate the direct examination of natural phenomena in either laboratory or field settings; use observation to develop and evaluate principles and hypotheses; and explore how knowledge of key scientific principles can be used to understand and interpret observations.

ORIGINAL LEARNING OBJECTIVES

1. All sections of this course introduce students to subjects, contents, methods, and perspectives of Natural Science disciplines
2. Students' mathematical and quantitative reasoning skills are strengthened through engaging students in careful measurement and analysis of numerical data
3. Together with several other courses that explore different disciplines, this course helps students understand and value the breadth and diversity of academic inquiry
4. All freshman-level inquiry seminars help students develop as thoughtful writers of effective academic prose
5. The oral presentation incorporated in this course helps students develop confidence and basic skills in public speaking

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Articulate* subjects, contents, methods, and perspectives of natural science disciplines
- Demonstrate* mathematical and quantitative reasoning skills through careful measurement and analysis of numerical data
- Explain* aspects of the breadth and diversity of academic inquiry
[?]
- Express yourself* thoughtfully in effective academic prose
- Express yourself* clearly and confidently in an oral presentation

ESSENTIAL PEDAGOGIES

1. Substantial laboratory and/or scientific field research; and ask students to use results from those experiences to make and support knowledge claims.
2. Writing-intensive, with multiple writing assignments, with options for revision in at least one assignment.
3. An oral presentation assignment (such as students presenting their research findings) will be included in this course.

Module I: Inquiry seminar in the social sciences

DESCRIPTION

Courses that introduce students to the subjects and methods of inquiry of the social sciences by engaging in focused study of one or more particularly important questions arising from a social science discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. These courses engage students in studying questions about human behavior and social phenomena arising from a specific discipline in the social sciences. These courses all incorporate the direct study of human behavior or institutions through disciplinary-appropriate means (observation, experimentation, analysis of data, etc.); introduce students to developing hypotheses, research questions, and/or synthesizing qualitative data; and explore how knowledge of key social scientific principles provides explanatory insight into patterns of individual human and social behavior. In addition, these courses teach the following skills: academic writing, argument construction and critical thinking, critical reading, quantitative reasoning, and oral presentations.

ORIGINAL LEARNING OBJECTIVES

1. All sections of this course introduce students to subjects, contents, methods, and perspectives of Social Science disciplines
2. Students' quantitative reasoning skills are reinforced through engaging students in analyzing some kind of numerical information
3. Together with several other courses that explore different disciplines, this course helps students understand and value the breadth and diversity of academic inquiry
4. All freshman-level inquiry seminars help students develop as thoughtful writers of effective academic prose
5. The oral presentation incorporated in this course helps students develop confidence and basic skills in public speaking

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Articulate* subjects, contents, methods, and perspectives of social science disciplines
- Demonstrate* quantitative reasoning skills through analysis of numerical data
- Explain* aspects of the breadth and diversity of academic inquiry [?]
- Express yourself* thoughtfully in effective academic prose
- Express yourself* clearly and confidently in an oral presentation

ESSENTIAL PEDAGOGIES

1. Some kind of direct analysis of empirical data related to the question or issue being studied, using those data to make and support claims.
2. Writing-intensive, with multiple writing assignments, ideally with options for revision of drafts on at least one assignment.
3. An oral presentation assignment (such as students presenting their research findings) will be included in this course.

Module I: Quantitative reasoning

DESCRIPTION

Courses in quantitative reasoning appropriate to students' major field. Essential goals include developing basic or more advanced quantitative reasoning skills (including the ability to manipulate expressions), evaluating probabilities, creating and interpreting graphs, using mathematics to solve problems, and making arguments with numbers. The requirement may also be fulfilled by MATH 118 or above.

ORIGINAL LEARNING OBJECTIVES

1. This course is the primary place in the Core where students learn mathematical principles and skills. Students should learn to use basic mathematical principles to understand quantitative information; make sound mathematical arguments; interpret, evaluate, and create probability-based claims; read and create graphs and tables; and be able to apply their mathematical knowledge in other courses
2. By focusing on the use of mathematical reasoning, students will better understand how mathematicians construct arguments and solve problems
3. Students will improve their academic writing skills in this course

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Use* basic mathematical principles to understand quantitative information;
- Make* sound mathematical arguments;
- Interpret, evaluate, and create* probability-based claims;
- Read and create* graphs and tables;
- [*Transfer* your mathematical knowledge to other courses]
- Articulate* how mathematicians construct arguments and solve problems, by focusing on the use of mathematical reasoning
- Express yourself* in effective academic prose

ESSENTIAL PEDAGOGIES

1. Constructing mathematical arguments: practice using quantitative data to support claims and develop arguments, and learn to evaluate the strength of the arguments of others based on mathematical information.
 2. Writing assignments with instructor feedback on content, writing mechanics, and style.
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Module II: Ethical reasoning

DESCRIPTION

These courses introduce students to major traditions of moral theory and ethical reasoning, engage students in critically examining ethical problems, and challenge students to develop rigorous personal systems of ethical reasoning. The central goals of the course are to develop students' skills in reasoning about ethical problems and encourage deep, habitual reflection on the ethical dimensions of life. This course requires a major case study analysis of some sort. Individual sections may focus on different ethical arenas or problems. Prerequisite: Philosophy of the Human Person.

ORIGINAL LEARNING OBJECTIVES

1. This course helps students understand key philosophical foundations of the Jesuit intellectual tradition, particularly insofar as that tradition has addressed issues of ethics
2. This course helps students understand, use, and assess the strengths and weaknesses of ethical theories
3. This course assists students in becoming effective writers, including writers of high quality academic prose
4. A central goal of this course is to help students learn to use ethical theories to analyze situations and inform judgments about actions

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Articulate* key philosophical foundations of the Jesuit intellectual tradition, particularly insofar as that tradition has addressed issues of ethics
- Explain, use, and assess* the strengths and weaknesses of ethical theories
- Express yourself* effectively in high-quality academic prose
- Use* ethical theories to analyze situations and inform judgments about actions.

ESSENTIAL PEDAGOGIES

1. Writing assignments with instructor feedback on content, writing mechanics, and style.
 2. Some kind of major paper or project that engages students in using and applying their knowledge of ethical theories.
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Module II: Philosophy of the human person

DESCRIPTION

This course introduces students to the methods of rigorous philosophical reasoning; introduces students to the philosophical questions, methods, and figures that have played key roles in shaping the Jesuit approach to education and scholarship; and teaches students to critically examine assumptions about reality (especially assumptions about our natures as human beings). Each section explores two or more of the following fundamental philosophical questions: the problem of human knowing, the mind/body problem, the problem of personal identity, the problem of freedom and determinism, and the problem of other persons. This course also aims to develop critical reflective skills to prepare students for more in-depth study in ethics (in the subsequent Ethical Reasoning course), improve critical thinking and writing skills, and enhance students' appreciation for complexity and ambiguity. Prerequisites: Module I Writing, Humanities seminar, and Social Science seminar.

ORIGINAL LEARNING OBJECTIVES

1. This course helps students understand the role of philosophical reasoning as a central practice/method of inquiry in the Jesuit tradition, important thinkers and texts in that tradition, and some of the questions about the human person that have shaped that tradition and ground that tradition's study of ethics.
2. By teaching rigorous philosophical methods of reasoning, this course helps students develop skills in logical analysis and reasoned dialogue, the ability to understand and assess the soundness of arguments, and improved skills in constructing well-reasoned arguments (including the ability to formulate objections to their own and others' arguments).
3. This course helps students understand key content, central problems, major perspectives, and methods of analysis of Philosophy.
4. This course assists students in becoming effective writers, including writers of high quality academic prose.
5. Through the study of Philosophy, students will encounter and be better prepared to identify and understand issues of ultimate meaning, rights, and justice.

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Articulate* the role of philosophical reasoning as a central practice/method of inquiry in the Jesuit tradition,
- Convey* the stances of important thinkers and texts in that tradition, and some of the questions about the human person that have shaped that tradition and ground that tradition's study of ethics.
- Use* logical analysis and reasoned dialogue,
- Explain* and *assess* the soundness of arguments
- Construct* well-reasoned arguments (including formulating objects to your own and others' arguments)
- Articulate* key content, central problems, major perspectives, and methods of analysis of philosophy
- Express yourself* effectively in high-quality academic prose
- Identify* and *explain* issues of ultimate meaning, rights, and justice.

ESSENTIAL PEDAGOGIES

1. Writing assignments with instructor feedback on content, writing mechanics, and style.

Module II: Theological explorations

DESCRIPTION

These courses each include four key elements: An introduction to theology as an academic discipline; an examination of some of the theological beliefs that have shaped Christian understandings of the divine, especially in the Catholic Jesuit theological tradition, and a consideration of their implications for life today; an exploration of a key issue, person, or text that has had a formative role in shaping this theological tradition; and an opportunity for students to reflect on their own spiritual life and become more thoughtful and articulate in expressing their own spiritual values. Prerequisites: Module I Writing, Humanities seminar.

ORIGINAL LEARNING OBJECTIVES

1. This course helps students understand key theological foundations of the Christian, Catholic, and Jesuit traditions
2. Students in this course examine their own beliefs and learn to effectively engage with the beliefs of others
3. This course introduces students to the academic study of Theology, helping them understand key issues, questions, and approaches of the discipline.
4. This course assists students in becoming effective writers, including writers of high quality academic prose
5. The study of Theology inevitably encounters moral issues, helping students learn to identify and think carefully about issues of value and justice.

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Articulate* the key theological foundations of the Christian, Catholic, and Jesuit traditions
- Examine* your own beliefs and
- Engage* effectively with the beliefs of others
- Explain* key issues, questions, and approaches of the discipline of theology
- Express yourself* effectively in high-quality academic prose
- Identify and thoughtfully explain* issues of value and justice, through encountering moral issues.

ESSENTIAL PEDAGOGIES

1. Writing assignments with instructor feedback on content, writing mechanics, and style.
2. At least one assignment should ask students to engage in reflection on their own spiritual life, beliefs, and/or values.

Module III: Religion in a global context

DESCRIPTION

Courses that examine religious traditions, spiritual practices and worldviews in a global context. These courses examine diverse religious traditions with respect to sacred texts, doctrines and beliefs, rituals, ethics, and spiritual practices in a global context. Emphases can include the study of a specific religious tradition, comparison and dialogue between religious traditions, and/or applying theological/spiritual perspectives and methods of analysis to global issues. Courses will include explorations of the relationships between religion, society, culture, history, and aesthetics. These courses assist students in applying theological thinking and spiritual reflection to global issues, help them develop understanding of diversity within and between religious traditions, develop facility in dialoging with persons from various religious and spiritual backgrounds, and teach them to reflect on religious traditions outside of one's own. Prerequisite: Module II Theological Explorations.

ORIGINAL LEARNING OBJECTIVES

1. This course helps students understand different religious traditions, the interplay between religions, and the relationships between religious traditions and their cultural, historical, and social contexts.
2. The study of religious traditions will help students examine their own beliefs.
3. Students will learn to apply scholarly perspectives and methods to understanding religious traditions or to examining important global issues through the study of religion.
4. This course assists students in becoming effective writers, including writers of high quality academic prose.
5. Many, but not all, sections of this course teach students to examine important global issues through the analytical perspectives and methods of theological & religious studies.
6. Through the study of different religious traditions, this course helps students develop cross-cultural understanding and competence.

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Explain* different religious traditions, the interplay between religions, and the relationships between religious traditions and their cultural, historical, and social contexts
- Examine* your own beliefs
- Apply* scholarly perspectives and methods for understanding religious traditions or for examining important global issues through the study of religion.
- Express yourself* effectively in high-quality academic prose
- Examine* important global issues through the analytical perspectives and methods of theological and religious studies
- Demonstrate* cross-cultural and competence through the study of different religious traditions

ESSENTIAL PEDAGOGIES

1. Writing assignments with instructor feedback on content, writing mechanics, and style.
 2. Whenever possible and relevant to the focus of the section, some kind of cross-cultural experience or focused study of other cultural traditions in the context of this course.
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Module III: Humanities and global challenges

DESCRIPTION

Courses that explore important global issues through the lens of a specific discipline in the humanities. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of the humanities as they relate to global issues, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as a reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning is encouraged but not required. Prerequisites: Module I Writing and Inquiry in the Humanities courses.

ORIGINAL LEARNING OBJECTIVES

1. Through the focused study of a global challenge, students gain additional humanities-based knowledge and insight and improve their abilities to use rigorous critical analysis grounded in the Humanities to answer questions and solve problems
2. Students will develop their abilities to reflect on and use relevant knowledge they have learned in other courses across a variety of disciplines
3. This course assists students in becoming effective writers, including writers of high quality academic prose.
4. This course helps students learn to engage in persuasive communication in appropriate civic spheres.
5. Each section of this course teaches students to deeply understand a major global issue or challenge.
6. This course helps students understand relevant cultural dimensions of the global challenges being studied and, when appropriate, helps students develop awareness and skills in cross-cultural engagement.

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Apply* rigorous critical analysis, grounded in the humanities, to answer questions and solve problems, based on the humanistic study of a global challenge
- Reflect on* and *use* relevant prior knowledge from a range of disciplines
- Write* effectively for specific audiences, including producing high-quality academic prose
- Engage in* persuasive communication in appropriate civic spheres
- Explain* a major global issue or challenge from a humanistic perspective
- Demonstrate* your skills in, and awareness of, cross-cultural engagement, based on your understanding of the cultural dimensions of the global challenges being studied in this course.

ESSENTIAL PEDAGOGIES

1. Major paper or project, as appropriate to the content of the course.
2. In some assignment, reflect on and synthesize learning in other courses (including in their Inquiry Seminar in Humanities courses) that relate to the global challenge being studied.
3. Practice translating and applying knowledge to some appropriate public or civic context in at least one assignment in this course. This assignment should ask students to practice engaging in some kind of advocacy related to the challenge.

Module III: Natural sciences and global challenges

DESCRIPTION

Courses in the natural sciences that explore important global issues through the lens of a specific discipline in the natural sciences. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of a natural science as it relates to global issues, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as some kind of reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning and/or field or laboratory research is encouraged but not required. Prerequisites: Module I Writing, Quantitative Reasoning, and Inquiry in Natural Sciences (or equivalent).

ORIGINAL LEARNING OBJECTIVES

1. Through the scientific study of a global challenge, students gain additional scientific knowledge and improve their abilities to use rigorous scientific thinking to answer questions and solve problems.
2. Students will develop their abilities to reflect on and use relevant knowledge they have learned in other courses across a variety of disciplines
3. This course assists students in becoming effective writers, including writers of high quality academic prose.
4. This course helps students learn to engage in persuasive communication in appropriate civic spheres.
5. Each section of this course teaches students to deeply understand a major global issue or challenge (primarily from a scientific perspective).
6. This course helps students understand relevant cultural dimensions of the global challenges being studied and, when appropriate, helps students develop awareness and skills in cross-cultural engagement.

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Apply* rigorous scientific thinking to answer questions and solve problems, based on the scientific study of a global challenge
- Reflect on* and *use* relevant prior knowledge from a range of disciplines
- Write* effectively for specific audiences, including producing high-quality academic prose
- Engage in* persuasive communication in appropriate civic spheres
- Explain* a major global issue or challenge from a scientific perspective
- Demonstrate* your skills in, and awareness of, cross-cultural engagement, based on your understanding of the cultural dimensions of the global challenges being studied in this course.

ESSENTIAL PEDAGOGIES

1. Major paper or project, as appropriate to the content of the course.
2. In some assignment, reflect on and synthesize learning in other courses (including in their Inquiry Seminar in Natural Science courses) that relate to the global challenge being studied.
3. Practice translating and applying their knowledge to some appropriate public or civic context in at least one assignment in this course. This assignment should ask students to practice engaging in some kind of advocacy related to the challenge.

Module III: Social sciences and global challenges

DESCRIPTION

Courses in the social sciences that explore important global issues through the lens of the social sciences. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of a social science as it relates to a global issue, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as some kind of reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning is encouraged but not required. Prerequisites: Module I Quantitative Reasoning, Writing, and Inquiry in the Social Sciences.

ORIGINAL LEARNING OBJECTIVES

1. Through the focused study of a global challenge, students gain additional social scientific knowledge and improve their abilities to use rigorous social scientific thinking to answer questions and solve problems.
2. Students will develop their abilities to reflect on and use relevant knowledge they have learned in other courses across a variety of disciplines
3. This course assists students in becoming effective writers, including writers of high quality academic prose.
4. This course helps students learn to engage in persuasive communication in appropriate civic spheres.
5. Each section of this course teaches students to deeply understand a major global issue or challenge (primarily from a social scientific perspective).
6. This course helps students understand relevant cultural dimensions of the global challenges being studied and, when appropriate, helps students develop awareness and skills in cross-cultural engagement.

REPHRASED LEARNING OBJECTIVES

On successful completion of this course, you will be able to:

- Apply* rigorous social-scientific thinking to answer questions and solve problems, based on the social-scientific study of a global challenge
- Reflect on* and *use* relevant prior knowledge from a range of disciplines
- Write* effectively for specific audiences, including producing high-quality academic prose
- Engage in* persuasive communication in appropriate civic spheres
- Explain* a major global issue or challenge from a social-scientific perspective
- Demonstrate* your skills in, and awareness of, cross-cultural engagement, based on your understanding of the cultural dimensions of the global challenges being studied in this course.

ESSENTIAL PEDAGOGIES

1. Major paper or project, as appropriate to the content of the course.
2. In some assignment, reflect on and synthesize learning in other courses (including in their Inquiry Seminar in Social Science courses) that relate to the global challenge being studied.
3. Practice translating and applying their knowledge to some appropriate public or civic context in at least one assignment in this course. This assignment should ask students to practice engaging in some kind of advocacy related to the challenge.

Compiled/rephrased March 2012, David Green, CETL