

Course Descriptions and Guidelines

University Core Curriculum

This packet contains the course descriptions, guidelines, and learning objectives for each of the courses in the new University Core Curriculum, which goes into effect in fall of 2013. These documents were prepared by the University Core Implementation Committee, based on the new Core Curriculum as approved in spring of 2011 as well as the input of more than 100 faculty members who took part in the workshops or who contributed suggestions via email or letter.

There are 14 documents in the set, one each for the 13 courses in the new Core plus one focused on common learning objectives to be infused in all Core courses. Each document consists of the official description of the course, a set of notes and guidelines that further explain the nature of the course, an explanation of any required pedagogy, and a list of four to six objectives for which each course is responsible.

These documents are primarily designed for the use of faculty members designing courses for the new Core. Faculty should consult the documents for both the specific course they are designing as well as the *Common Learning Objectives in the Core* document. We anticipate and encourage faculty to develop creative and unique courses in response to these guidelines and we are eager to see the results. The UCIC has been careful to write these guidelines in a way that preserves faculty independence while maintaining essential levels of consistency across sections. Individual faculty members should feel free to develop courses that reflect their own specific interests and areas of expertise.

Documents in this packet:

1. Common Learning Objectives in the Core
2. Academic Writing Seminar
3. Quantitative Reasoning
4. Creative Expression and Interpretation
5. Inquiry Seminar in the Humanities
6. Inquiry Seminar in the Natural Sciences
7. Inquiry Seminar in the Social Sciences
8. Theological Explorations
9. Philosophy of the Human Person
10. Ethical Reasoning
11. Religion in a Global Context
12. Humanities and Global Challenges
13. Natural Science and Global Challenges
14. Social Sciences and Global Challenges
15. Disciplinary Capstone

For more information, please contact Core Director Jeff Philpott at jphilpot@seattleu.edu or corerevision@seattleu.edu.

Common Learning Objectives in the Core:

All Core courses share responsibility for helping students develop the knowledge, skills, and values described below.

Core Learning Objectives	How objectives should be addressed in all courses (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>1. Where relevant, courses should help students understand how the field and subject matter being studied are related to or reflect the Jesuit intellectual tradition. In particular, Core courses should help students reflect on questions of meaning, spirituality, ethics, values, and justice (as relevant to the material being studied).</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<p>2. Students should develop analytic thinking and reasoning skills in all Core courses, although the forms those skills take vary across disciplines. Specific infused objectives include:</p> <ul style="list-style-type: none"> • Critical thinking (including logical analysis) • Critical reading • Information literacy (abilities to find, evaluate, and use appropriate information and data) • Ability to engage in evidence-based reasoning and inquiry <p>3. Students should come to recognize and appreciate complexity and ambiguity, as well as the limitations of knowledge and imperfections in understanding of the subjects being studied.</p> <ul style="list-style-type: none"> • Recognize and appreciate complexity and ambiguity <p>4. Study in a variety of disciplines will assist students in understanding and valuing the wide range of academic insights and perspectives. Each course focuses on a particular disciplinary approach, and collectively those courses introduce students to the diversity of approaches in the academy. When possible, faculty are encouraged to help students see how their individual courses relate to other courses in the curriculum.</p> <ul style="list-style-type: none"> • Respect for alternative forms of inquiry and for the diversity of viewpoints within and across disciplines
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<p>5. All courses should help students develop as writers of clear, effective, and elegant prose, including the ability to adapt their writing to different situations and content.</p> <ul style="list-style-type: none"> • Ability to write academic prose in correct English and appropriate format, with clarity and elegance • Rhetorical flexibility, including: <ul style="list-style-type: none"> • Ability to write in multiple genres with emphasis on persuasion, argumentation, and reflection • Ability to suit form of communication to content • Ability to communicate in different rhetorical contexts, including in online environments <p>6. Class discussions, in all their forms, help students learn to engage in effective and responsible discussion and debate. Faculty are encouraged to invite, facilitate, and model high quality discussions.</p> <ul style="list-style-type: none"> • Ability to participate effectively in class discussions, and conduct and sustain dialogue (including disagreements or debates) • Ability to listen accurately, attentively, and respectfully • Appreciation of the importance of communication in everyday life
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>7. All faculty are encouraged to help students understand how their studies prepare them to meaningfully engage important issues and become responsible global citizens. Module III courses have primary responsibility for this objective.</p>

UCOR 1100: Academic Writing Seminar Course Description and Guidelines

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.

Notes and Guidelines:

1. This course balances attention to content development skills (use of evidence, organization in support of a thesis, engagement with ideas through writing, etc.), rhetorical flexibility (use of different genres as appropriate, thoughtful adaptation to different rhetorical situations, etc.) and to fundamental writing mechanics (grammar, punctuation, sentence and paragraph construction, effective language use, writing as a process, etc.). All three are important and should be explicitly addressed in each section. Students who exhibit weaknesses in one or more of these sets of skills should receive specific feedback on those weaknesses and be assisted in receiving additional support and instruction to address these challenges.
2. The thematic foci of these courses facilitate engaging students in writing about significant issues and problems. Through reading and writing about an issue, students learn to grapple with complex texts, understand and join in the discourse on an important subject, respond to the arguments of others, and develop and support their own positions. However, the primary focus of the course is to teach academic writing, not the exploration of the topic or theme. Syllabi should reflect this emphasis.
3. While this course has a central role in helping students develop strong academic writing skills, all Core courses, especially those in Module I, share common responsibility to teach and reinforce effective college-level writing. A "handbook" or writing guide will be selected for all sections of this course, and will be shared with other faculty teaching in Module I so that resources and principles can be reinforced in congruent ways across all courses. An explicit insistence on effective writing (including both mechanics and content) should be a common hallmark of all Module I courses.

Essential Pedagogy:

1. Writing assignments should be included in all sections of this course, with both revision and instructor feedback on content, writing mechanics, and style.
2. Writing assignments should introduce students to 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. All students should be introduced to academic research databases and other library resources.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Academic Writing Seminar: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<p>1. This course helps students develop broad critical thinking and argumentation skills. Through engaging with the theme of each section, students learn to understand and critique arguments; find, evaluate, and use information; and develop well-reasoned, well-supported, and well-written arguments. Other Module I courses will teach these skills in specific disciplines, building on the broad foundation provided in this course.</p> <ul style="list-style-type: none"> • Critical reading (be able to understand and critique arguments of others, including the ability to summarize those arguments and write a response) • Information literacy (be able to draw on sources to make arguments, including the ability to evaluate the strength and relevance of those sources) • Critical thinking (be able to make and defend claims in written work)
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<p>2. This course helps students become effective writers of academic prose. While teaching effective writing is a common goal of all Core courses, this course bears a particular responsibility to teach students the skills and knowledge required to become strong academic writers.</p> <ul style="list-style-type: none"> • Ability to write academic prose in appropriate academic English and appropriate format with clarity and elegance <p>3. Students will learn basic rhetorical principles of communication.</p> <ul style="list-style-type: none"> • Understand the relationships between situation, author or source, intention or goal, audience, message, reception or effect, and medium • Appreciation of the importance of communication in everyday life <p>4. Students will learn to become rhetorically flexible, and be able to thoughtfully adapt their writing to different contexts and contents.</p> <ul style="list-style-type: none"> • Ability to write in multiple genres with emphasis on persuasion, argumentation, and reflection • Ability to suit form of communication to content • Ability to communicate in different rhetorical contexts, including in online environments
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>

UCOR 1200: Quantitative Reasoning Course Description and Guidelines

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.

Notes and Guidelines:

1. These courses will come in two forms: 1) Most five credit MATH courses numbered 118 or above will fulfill this requirement. Students who need advanced mathematical skills for their majors will take these MATH courses as appropriate for their program of studies. 2) Students who do not need advanced mathematical skills for their majors may take either a traditional MATH course numbered 118 or above (depending on placement) or they may take a section of UCOR 1200.
2. The UCOR sections of these courses are intended to be stand-alone courses in quantitative reasoning, not part of a sequential curriculum in Mathematics. Therefore, these courses focus on teaching mathematical knowledge and skills that are widely applicable and useful for students who are not in mathematically-intensive fields. For most students, this will be the only Mathematics course they will take in college, although students will be encouraged to use what they have learned in this course in other Core courses.
3. UCOR sections of this course may have a variety of themes and foci, using the study of the theme or focus to explore and teach quantitative reasoning skills and knowledge. The theme or focus will be indicated in the title. Faculty are encouraged to develop specialized sections around interesting themes that will engage students in the study of quantitative reasoning.

Essential Pedagogy:

1. Constructing mathematical arguments: Students will practice using quantitative data to support claims and develop arguments, and also learn to evaluate the strength of the arguments of others based on mathematical information. Students should learn to create and use graphs to analyze and explain quantitative data, and learn to use mathematical structures to describe relationships and principles.
2. Writing assignments should be included in all sections of this course, with instructor feedback on content, writing mechanics, and style. An explicit insistence on effective writing (including both mechanics and content) should be a common hallmark of all Module I courses.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Quantitative Reasoning: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<p>1. This course is the primary place in the Core where students learn mathematical principles and skills. This course is the only university-level course in mathematics and quantitative reasoning for most students. 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.</p> <ul style="list-style-type: none"> • Quantitative literacy • Information literacy (understanding, analyzing, and using quantitative information) <p>2. By focusing on the use of mathematical reasoning, students will better understand how mathematicians construct arguments and solve problems. This course is part of a suite of courses that help students understand the content and methods of various disciplines.</p> <ul style="list-style-type: none"> • Exposure to content and approaches to inquiry of different disciplines (focus on Mathematics in this course) • Ability to apply disciplinary knowledge and methods to answer questions and solve problems (using mathematics to solve problems; students should be able to use mathematical knowledge to engage challenging issues, including the ability to understand and evaluate quantitative claims they will encounter in their professional, civic, and personal lives.) • Appreciation of how knowledge is discovered and constructed within and across disciplines (focus on Mathematics in this course)
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<p>3. Students will improve their academic writing skills in this course. While the primary focus of this course is teaching quantitative reasoning skills and mathematical knowledge, improving students' writing skills is a common objective for all Core courses, especially in Module I. Writing assignments in this course should focus on writing genres and subjects relevant to the section theme and mathematical studies.</p> <ul style="list-style-type: none"> • Write in multiple genres, including persuasion, argumentation, and reflection (focus on genres appropriate to Mathematics in this section) • Ability to communicate in different rhetorical contexts, including in online environments (as appropriate) • Ability to suit form of communication to content
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>

UCOR 1300: Creative Expression and Interpretation Course Description and Guidelines

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.

Notes and Guidelines:

1. These courses combine two essential elements of the study of artistic expression: the creation of original works of art and the analytic study of artistic works. While both are important and each section should explicitly address both elements, direct experience in the creative process is the major emphasis of this course.
2. This course is part of a suite of inquiry seminars and other courses that introduce students to the various ways scholars explore and pursue knowledge. Individually, these courses provide deep experiences studying in the relevant fields. Collectively, these courses provide both breadth and a greater understanding of the diversity of scholarly and artistic questions, approaches, and standards. Faculty teaching these courses should be mindful of both the course specific and collective goals and strive to help their students understand the individual discipline being studied as well as how that discipline is part of a larger range of approaches to knowledge and insight.

Essential Pedagogy:

1. All students will create original works of art in this course, working from original idea to final creation, ideally through an appropriate system of drafts and revisions. These works of art will be shared with other students in the course for feedback and critique.
2. All students will engage in analysis and/or reflection of works of art, both verbally and writing, applying appropriate principles and vocabulary related to the art form.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Creative Expression and Interpretation: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<ol style="list-style-type: none"> 1. This course develops students' abilities in creative thinking and expression. Students are challenged to develop works of art that articulate a vision and/or concept, and to explore the artistic imagination. <ul style="list-style-type: none"> • 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. In this course, students learn to think as artists, to use artistic methods to engage in original creative expression, and to analyze works of art as artists do. Collectively, this course and others in Module I and II help students understand and appreciate the diverse content, approaches to inquiry, and methods of answering questions or solving problems of a variety of disciplines. <ul style="list-style-type: none"> • Exposure to content and approaches to inquiry of different disciplines drawn from the humanities, social sciences, natural sciences, mathematics, and fine arts • Ability to apply disciplinary knowledge and methods to answer questions and solve problems • Appreciation of how knowledge is discovered and constructed within and across disciplines
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<ol style="list-style-type: none"> 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. By engaging in the creation and discussion of works of art, students learn about fundamentals of communication. <ul style="list-style-type: none"> • Understand the relationships between situation, author or source, intention or goal, audience, message, reception or effect, and medium 4. This course helps students develop basic oral presentation skills. By presenting some portion of their work orally in this course, students gain confidence and ability in preparing and delivering effective oral presentations. <ul style="list-style-type: none"> • Ability to prepare and deliver effective oral presentations 5. This course assists students in becoming effective writers, including writers of high quality academic prose. While this course is primarily focused on creating original works of art, helping students improve their writing skills is a goal of all Core courses. An explicit insistence on effective writing (including both mechanics and content) should be a common hallmark of all Module I courses. Written assignments in this class will focus on genres of writing appropriate to the creation and study of art.
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>

UCOR 1410-1440: Inquiry Seminar in Humanities Course Description and Guidelines

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.

Notes and Guidelines:

1. Each section of this course focuses on an important question or issue studied in a humanities discipline. Faculty members are encouraged to develop courses reflecting their individual scholarly interests and areas of expertise, translating those interests into challenging freshman-level courses that not only teach students disciplinary content relevant to the issue being studied but also engage students in doing some kind of direct study of the issue using appropriate disciplinary methods. The specific course question or topic will be reflected in the section title.
2. This course is part of a suite of inquiry seminars and other courses that introduce students to the various ways scholars explore and pursue knowledge. Collectively, these courses provide both breadth and a greater understanding of the diversity of scholarly questions, approaches, and standards. Faculty teaching these courses should be mindful of both the course specific and collective goals and strive to help their students understand the individual discipline being studied as well as how that discipline is part of a larger range of approaches to knowledge.
3. All humanities inquiry seminars share and help students understand some common qualities: methodologically, each teaches students to engage in deep reading and critical interpretation of primary texts, and the use of appropriate scholarly literature and theory to inform that reading. Texts are interpreted, at least in part, in relationship to their contexts (cultural, place, time, situation, etc.). Humanities inquiry seminars also share a broad common subject matter: the interpretation of human experience and understanding of meaning, human nature, identity, culture, ultimate realities, and social values. Students learn to use the informed interpretation of primary texts to make arguments and ground judgments regarding the question or issue each section is focused on.
4. Faculty from all humanities disciplines are invited to offer sections of this course. They should be mindful that students will receive introductions to Philosophy and Theology in later courses, and not repeat that material here. Faculty from those disciplines should focus their inquiry courses on historical and literature-based questions arising in their discipline.

Essential Pedagogy:

1. All students in these courses will engage in the 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. These courses are all writing intensive, with multiple writing assignments, with options for revision in at least one assignment. Students will receive feedback on content, writing mechanics, and style. An explicit insistence on effective writing should be a common hallmark of all Module I courses.
3. An oral presentation assignment (such as students presenting their research findings) will be included in this course.
4. Research assignments should be designed to help students learn to find, evaluate, use, and properly cite appropriate scholarly sources.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Inquiry Seminars in the Humanities: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<ol style="list-style-type: none"> 1. This course teaches students to engage in careful, analytic reading of primary texts. Students will learn to read accurately, identify structure and content in texts, and evaluate authors' ideas and use of evidence. <ul style="list-style-type: none"> • Critical reading 2. All sections of this course introduce students to subjects, contents, methods, and perspectives of Humanities disciplines. Through the focused exploration of a specific question in a Humanities discipline students learn how scholars in that field think, some of the key knowledge and insights that inform the perspective of the discipline, and how the discipline pursues knowledge. <ul style="list-style-type: none"> • Engage in evidence-based reasoning and inquiry • Understand content and approaches to inquiry of the discipline • Ability to apply disciplinary knowledge and methods to answer questions and solve problems • Information literacy (introducing students to primary literature in the field and teaching them to use those findings in supporting arguments) 3. Together with several other courses that explore different disciplines, this course helps students understand and value the breadth and diversity of academic inquiry. <ul style="list-style-type: none"> • Appreciation of how knowledge is discovered and constructed within and across disciplines.
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<ol style="list-style-type: none"> 4. All freshman-level inquiry seminars help students develop as thoughtful writers of effective academic prose. Writing assignments in each course are disciplinary-appropriate and instruction and feedback in all sections should emphasize transferable fundamental academic writing skills as well as discipline-specific genres. <ul style="list-style-type: none"> • Ability to write academic prose in appropriate academic English and appropriate format with clarity and elegance 5. The oral presentation incorporated in this course helps students develop confidence and basic skills in public speaking. Oral presentation assignments may come in a variety of forms, and should be integrated into the course. Faculty are encouraged to use the presentations as a venue for students to share the results of their research on the course question. <ul style="list-style-type: none"> • Ability to prepare and deliver effective oral presentations
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>

UCOR 1610-1640: Inquiry Seminar in Social Sciences Course Description and Guidelines

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.

Notes and Guidelines:

1. Each section of this course focuses on an important question or issue studied in a social science discipline. Faculty members are encouraged to develop courses reflecting their individual scholarly interests and areas of expertise, translating those interests into challenging freshman-level courses that not only teach students disciplinary content relevant to the issue being studied but also engage students in doing some kind of direct study of the issue using appropriate disciplinary methods. The specific course question or topic will be reflected in the section title.
2. This course is part of a suite of inquiry seminars and other courses that introduce students to the various ways scholars explore and pursue knowledge. Collectively, these courses provide both breadth and a greater understanding of the diversity of scholarly questions, approaches, and standards. Faculty teaching these courses should be mindful of both the course specific and collective goals and strive to help their students understand the individual discipline being studied as well as how that discipline is part of a range of approaches to knowledge.
3. All social science inquiry seminars share and help students understand some common qualities: students will engage in critical thinking with the theories and practices of the discipline and be introduced to appropriate forms of social science research methods. Either or both quantitative and qualitative approaches are appropriate for this course. While there are differences between the methods of different social science disciplines, common features of this method include the development of questions or hypotheses within a theoretical or broader intellectual context; the analysis and interpretation of empirical data; and the posing of additional questions emerging from the inquiry. Social science inquiry seminars also share a broad common subject matter: the goal of understanding individual, social, political, institutional, cultural, and/or economic dynamics. Social science courses help students develop and evaluate explanations for human behavior, culture, and action.

Essential Pedagogy:

1. These courses all engage students in some kind of direct analysis of empirical data related to the question or issue being studied, using those data to make and support claims. Engaging students in collecting data may be a valuable learning experience, but faculty members who wish to have their students collect data should be very careful about how projects are framed in order to protect the human subjects.
2. These courses are all writing intensive, with multiple writing assignments, ideally with options for revision of drafts on at least one assignment. Students will receive feedback on content, writing mechanics, and style. An explicit insistence on effective writing should be a common hallmark of all Module I courses.
3. An oral presentation assignment (such as students presenting their research findings) will be included in this course.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Inquiry Seminars in the Social Sciences: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<ol style="list-style-type: none"> 1. All sections of this course introduce students to subjects, contents, methods, and perspectives of Social Science disciplines. Through the focused exploration of a specific question in a social science discipline (and engaging students in directly investigating that question using appropriate content and research methods) students learn how scholars in that field think, some of the key knowledge and insights that inform the perspective of the discipline, and how the discipline pursues knowledge. <ul style="list-style-type: none"> • Engage in evidence-based reasoning and inquiry • Understand content and approaches to inquiry of the discipline • Ability to apply disciplinary knowledge and methods to answer questions and solve problems • Information literacy (introducing students to primary literature in the field and teaching them to use those findings in supporting arguments) 2. Students' quantitative reasoning skills are reinforced through engaging students in analyzing some kind of numerical information. Faculty should introduce numerical data relevant to the each section's focus and help students learn to interpret those data (graphs, charts, tables,) whether the course is more qualitatively or quantitatively focused. <ul style="list-style-type: none"> • Quantitative reasoning 3. Together with several other courses that explore different disciplines, this course helps students understand and value the breadth and diversity of academic inquiry. <ul style="list-style-type: none"> • Appreciation of how knowledge is discovered and constructed within and across disciplines
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<ol style="list-style-type: none"> 4. All freshman-level inquiry seminars help students develop as thoughtful writers of effective academic prose. Writing assignments in each course are disciplinary-appropriate and instruction and feedback in all sections should emphasize transferable fundamental academic writing skills as well as discipline-specific genres. <ul style="list-style-type: none"> • Ability to write academic prose in appropriate academic English and appropriate format with clarity and elegance 5. The oral presentation incorporated in this course helps students develop confidence and basic skills in public speaking. Oral presentation assignments may come in a variety of forms, and should be integrated into the course. Faculty are encouraged to use the presentations as a venue for students to share the results of their research on the course question. <ul style="list-style-type: none"> • Ability to prepare and deliver effective oral presentations
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>

UCOR 1810-1840: Inquiry Seminar in the Natural Sciences Course Description and Guidelines

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. UCOR 1810 prerequisite: UCOR 1200.

Notes and Guidelines:

1. Each section of this course focuses on an important question or issue studied in a natural science discipline. Faculty members are encouraged to develop courses reflecting their individual scholarly interests and areas of expertise, translating those interests into challenging freshman-level courses that not only teach students disciplinary content relevant to the issue being studied but also engage students in doing direct study of the issue using appropriate disciplinary methods. The specific course question or topic will be reflected in the section title.
2. This course is part of a suite of inquiry seminars and other courses that introduce students to the various ways scholars explore and pursue knowledge. Collectively, these courses provide both breadth and a greater understanding of the diversity of scholarly questions, approaches, and standards. Faculty teaching these courses should be mindful of both the course specific and collective goals and strive to help their students understand the individual discipline being studied as well as how that discipline is part of a larger range of approaches to knowledge.
3. All natural science inquiry seminars share and help students understand some common qualities: methodologically, each teaches students to understand and use the scientific method. While there are differences between the scientific method as used in different natural science disciplines, common features of this method include the development of questions or hypotheses, the use of experimentation and/or careful measurement, the systematic use of comparison or controls, and the rigorous interpretation of results. A common feature is the central role of observation and measurement, almost always requiring the use of quantitative treatment of data. Natural science inquiry seminars also share a broad common subject matter: the goal of objectively understanding natural phenomena and/or tangible structures or processes, and helping students distinguish claims of scientific knowledge from opinions regarding scientific matters.

Essential Pedagogy

1. These courses all include substantial laboratory and/or scientific field research, and ask students to use results from those experiences to make and support knowledge claims.
2. These courses are all writing intensive, with multiple writing assignments, with options for revision in at least one assignment. Students will receive feedback on content, writing mechanics, and style. An explicit insistence on effective writing (including both mechanics and content) should be a common hallmark of all Module I courses.
3. An oral presentation assignment (such as students presenting their research findings) will be included in this course.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Inquiry Seminars in the Natural Sciences: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<ol style="list-style-type: none"> 1. All sections of this course introduce students to subjects, contents, methods, and perspectives of Natural Science disciplines. Through the focused exploration of a specific question in a natural science discipline (including directly investigating questions using appropriate laboratory or field research methods) students learn how scholars in that field think, some of the key knowledge and insights that inform the perspective of the discipline, and how the discipline pursues knowledge. <ul style="list-style-type: none"> • Engage in evidence-based reasoning and inquiry • Understand content and approaches to inquiry of the discipline • Ability to apply disciplinary knowledge and methods to answer questions and solve problems • Information literacy (introducing students to primary literature in the field and teaching them to use those findings in supporting arguments) 2. Students' mathematical and quantitative reasoning skills are strengthened through engaging students in careful measurement and analysis of numerical data. <ul style="list-style-type: none"> • Quantitative reasoning 3. Together with several other courses that explore different disciplines, this course helps students understand and value the breadth and diversity of academic inquiry. <ul style="list-style-type: none"> • Appreciation of how knowledge is discovered and constructed within and across disciplines
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<ol style="list-style-type: none"> 4. All freshman-level inquiry seminars help students develop as thoughtful writers of effective academic prose. Writing assignments in each course are disciplinary-appropriate, and instruction and feedback in all sections should emphasize transferable fundamental academic writing skills as well as discipline-specific genres. <ul style="list-style-type: none"> • Ability to write academic prose in appropriate academic English and appropriate format with clarity and elegance 5. The oral presentation incorporated in this course helps students develop confidence and basic skills in public speaking. Oral presentation assignments may come in a variety of forms, and should be integrated into the course. Faculty are encouraged to use the presentations as a venue for students to share the results of their research on the course question. <ul style="list-style-type: none"> • Ability to prepare and deliver effective oral presentations
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>

UCOR 2100: Theological Explorations: Course Description and Guidelines

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: UCOR 1100 Academic Writing Seminar.

Notes or Guidelines:

1. Note that the description calls for four elements to be addressed in all sections of this course. Courses need not be formally organized around these elements, but the presence of each element should be evident the course design and faculty proposal.
 - 1) An introduction to the academic discipline of Theology
 - 2) A study of some key elements of the Christian theological tradition, including but not limited to the study of Catholic theology and the Jesuit theological tradition
 - 3) A focused exploration of an important issue, person, question, or text that has shaped or informed the Christian tradition
 - 4) An opportunity for students to examine, reflect, and articulate their own spiritual perspectives (see note 2 below)
2. This course is intended to be a rigorous, academic experience. Students in this course will come from many faith traditions, but all students who attend Seattle University should understand basic principles of the Catholic Jesuit tradition. While this course should encourage students to reflect thoughtfully on their own spirituality, students seeking further personal growth in any faith tradition should contact appropriate extra-curricular resources (e.g. Campus Ministry).

Essential Pedagogy:

1. Writing assignments should be included in all sections of this course, 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.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Theological Explorations: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>1. This course helps students understand key theological foundations of the Christian, Catholic, and Jesuit traditions. Students will study central themes of Christianity, including but not limited to Catholic theology. When relevant, courses should help students identify connections between the material being studied and the Catholic, Jesuit intellectual and spiritual traditions. Together with the Religion in a Global Context course, this course helps students understand Jesuit, Catholic perspectives within the context of world religions.</p> <ul style="list-style-type: none"> • Understand academic traditions (theological, philosophical, etc.) on which Jesuit education is based • Understand Catholic theology • Understand Jesuit, Catholic perspectives within the context of world religions <p>2. Students in this course examine their own beliefs and learn to effectively engage with the beliefs of others.</p> <ul style="list-style-type: none"> • Ability to articulate one's own spiritual/religious perspective • Ability to appreciate & reflect on religious & spiritual perspectives other than one's own
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<p>3. This course introduces students to the academic study of Theology, helping them understand key issues, questions, and approaches of the discipline. Students will learn to understand and apply appropriate methods in order to interpret sacred texts, beliefs, rituals, ethics, and spiritual practices. Collectively, this course and others in Module I and II help students understand and appreciate the diverse contents, approaches to inquiry, and methods of answering questions or solving problems of a variety of disciplines.</p> <ul style="list-style-type: none"> • Appreciation of how knowledge is discovered and constructed within and across disciplines • Understanding of the content and approaches to inquiry of different disciplines • The ability to apply disciplinary knowledge and methods to answer questions and solve problems
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<p>4. This course assists students in becoming effective writers, including writers of high quality academic prose. While this course is primarily focused on studying religion, helping students improve their writing skills is a goal of all Core courses. Written assignments in this class will focus on genres of writing appropriate to the study of religion.</p>
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>5. The study of Theology inevitably encounters moral issues, helping students learn to identify and think carefully about issues of value and justice. As appropriate to the section's focus, this course should identify and explicitly address these issues.</p> <ul style="list-style-type: none"> • Appreciate importance of issues of justice, such as social justice, environmental justice, & human rights

UCOR 2500: Philosophy of the Human Person **Course Description and Guidelines**

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: UCOR 1100 Academic Writing Seminar.

Notes or Guidelines:

1. This course combines three important elements: 1) an introduction to philosophical reasoning, 2) some study of how the Jesuit tradition has been informed by philosophical thinking, and 3) the exploration of two or more key philosophical problems related to our nature as human persons (e.g. the problem of human knowing, the mind/body problem, the problem of personal identity, the problem of freedom and determinism, the problem of other persons, etc.).
2. Faculty are encouraged to work within the official description of the course to develop sections with specific foci or themes, which will be reflected in the section titles. All sections should specifically address the three elements identified in the previous note.

Essential Pedagogy:

1. Writing assignments should be included in all sections of this course, with instructor feedback on content, writing mechanics, and style.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Philosophy of the Human Person: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>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.</p> <ul style="list-style-type: none"> • Understand academic traditions (theological, philosophical, etc.) on which Jesuit education is based
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<p>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).</p> <ul style="list-style-type: none"> • Critical thinking <p>3. This course helps students understand key content, central problems, major perspectives, and methods of analysis of Philosophy. This course introduces students to the study of Philosophy, helping them develop important foundational knowledge as well as skills in thinking philosophically about questions. Collectively, this course and others in Module I and II help students understand and appreciate the diverse contents, approaches to inquiry, and methods of answering questions or solving problems of a variety of disciplines.</p> <ul style="list-style-type: none"> • Exposure to content and approaches to inquiry of different disciplines drawn from the humanities, social sciences, natural sciences, mathematics, and fine arts • Ability to apply disciplinary knowledge and methods to answer questions and solve problems • Appreciation of how knowledge is discovered and constructed within and across disciplines
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<p>4. This course assists students in becoming effective writers, including writers of high quality academic prose. Helping students improve their writing skills is a goal of all Core courses. Written assignments in this class will focus on genres of writing appropriate to the study of Philosophy, focusing on writing that interprets philosophical texts and develops philosophical arguments.</p>
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>5. Through the study of Philosophy, students will encounter and be better prepared to identify and understand issues of ultimate meaning, rights, and justice. As appropriate to the individual section's focus, these courses should explore different approaches to human nature, purpose, and value. The foundation in thinking about these issues will be built upon in subsequent courses, both in the Core and in majors.</p> <ul style="list-style-type: none"> • Appreciate importance of issues of justice, such as social justice, environmental justice, & human rights

UCOR 2900-2940: Ethical Reasoning **Course Description and Guidelines**

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: UCOR 2500 Philosophy of the Human Person.

Notes or Guidelines:

1. All sections of Ethical Reasoning will introduce students to moral theories/philosophical approaches to ethics. At minimum, each section must cover character or virtue-based, duty-based, and consequential-based theories.
2. Each section will include the examination of case studies of ethical problems or dilemmas such as those that students may encounter in their roles as professionals, citizens, or human persons.
3. Faculty members may choose to develop sections of this course on the study of particular kinds of ethical problems or arenas. Examples could include professionally-focused courses, courses focused on specific subjects or issues involving ethics, or specific ethical debates. The focus of each course will be indicated in the title. However, in addition to exploring the specific focus, the courses should be broad enough to prepare students to apply moral theory and ethical reasoning across a wide range of their life experiences.

Essential Pedagogy:

1. Writing assignments should be included in all sections of this course, with instructor feedback on content, writing mechanics, and style.
2. All sections should include some kind of major paper or project that engages students in using and applying their knowledge of ethical theories. A central rationale for this assignment is to assist students in developing rigorous and well-informed reasoning skills regarding ethical issues.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Ethical Reasoning: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>1. This course helps students understand key philosophical foundations of the Jesuit intellectual tradition, particularly insofar as that tradition has addressed issues of ethics. Sections need not focus on Jesuit and Catholic perspectives, but should seek to build on and reinforce the knowledge and skills students have previously developed in Philosophy of the Human Person, and help students understand where and how their studies of ethics relate to the Jesuit tradition(s).</p> <ul style="list-style-type: none"> • Understand academic traditions (theological, philosophical, etc.) on which Jesuit education is based
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<p>2. This course helps students understand, use, and assess the strengths and weaknesses of ethical theories. After completing this course students should be able to understand at least three major approaches to ethical reasoning: 1) character or virtue-based, 2) duty-based, and 3) consequential-based approaches. Students should be able to examine issues, problems, or case studies to identify ethically relevant features and use their knowledge to analyze those situations.</p> <ul style="list-style-type: none"> • The ability to apply disciplinary knowledge and methods to answer questions and solve problems
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<p>3. This course assists students in becoming effective writers, including writers of high quality academic prose. While this course is primarily focused on studying ethics, helping students improve their writing skills is a goal of all Core courses. Written assignments in this class will focus on genres of writing appropriate to the study of Philosophy. In particular, this course promotes the development of logical and clear writing on ethical issues, teaching students to justify or rationally defend ethical beliefs. See <i>Common Objectives in the Core</i> for more information on writing across the Core.</p>
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>4. A central goal of this course is to help students learn to use ethical theories to analyze situations and inform judgments about actions. Students should learn habits of mind that lead them to identify where ethical dilemmas lie, to question and reflect on their own behavior (both collectively and individually), and to reflect on issues of justice and values as members of society. This course is designed to integrate theory and practical application so as to prepare students for a life of ethical practice, service, and leadership.</p> <ul style="list-style-type: none"> • Ethical behavior in everyday life • Appreciate importance of issues of justice, such as social justice, environmental justice, & human rights

UCOR 3100: Religion in a Global Context Course Description and Guidelines

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: UCOR 2100 Theological Explorations.

Notes or Guidelines:

1. Sections of this course may take one of two general approaches: 1) Some sections will focus on the study of religious traditions: studying one or more non-Catholic religious traditions or studying non-US Catholic traditions (including some examination of that tradition's engagement with non-Catholic religious traditions). 2) Other sections will study an important global issue (justice, race, gender, class, environment, peace and violence, etc.) through the lens of spirituality and religious traditions. Important note: Sections that take the first approach will not need to address Learning Objective #5 (see second page). All sections must address Learning Objective #1, although those taking the second, global issue approach may place less emphasis on this objective than those focused on studying specific religious traditions.
2. Some study of inter-religious dialog or comparative religious traditions is necessary as a significant component in these courses, although many sections will focus primarily on one particular tradition.
3. This course is intended to be a rigorous academic experience. While this course engages students in studying and reflecting on faith and spirituality, students seeking further personal growth in any faith tradition should contact appropriate extra-curricular resources (e.g. Campus Ministry).
4. Faculty should be mindful that students have previously taken Theological Explorations, and seek opportunities to build on and connect to what students have learned in that course.

Essential Pedagogy:

1. Writing assignments should be included in all sections of this course, with instructor feedback on content, writing mechanics, and style.
2. Whenever possible and relevant to the focus of the section, students should have some kind of cross-cultural experience or focused study of other cultural traditions in the context of this course.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Religion in a Global Context: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>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. Students will develop their abilities to analyze diverse religious and spiritual traditions. This course should either directly study non-Catholic religious traditions or study Catholicism with some attention to that tradition in dialogue or encounter with other religious traditions. Together with the Theological Explorations course, this course helps students understand Jesuit, Catholic perspectives within the context of world religions.</p> <ul style="list-style-type: none"> • Understand Jesuit, Catholic perspectives within the context of world religions • Respect for religious diversity • Ability to appreciate & reflect on religious & spiritual perspectives other than one's own <p>2. The study of religious traditions will help students examine their own beliefs. Building on Theological Explorations, this course engages students in reflecting on their own beliefs and those of others.</p> <ul style="list-style-type: none"> • Ability to articulate one's own spiritual/religious perspective
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<p>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. Students will learn to understand and apply appropriate methods in order to interpret sacred texts and/or examine religious traditions, beliefs, rituals, ethics, and spiritual practices in a global context.</p> <ul style="list-style-type: none"> • The ability to apply disciplinary knowledge and methods to answer questions and solve problems
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<p>4. This course assists students in becoming effective writers, including writers of high quality academic prose. While this course is primarily focused on studying religion, helping students improve their writing skills is a goal of all Core courses. Written assignments in this class will focus on genres of writing appropriate to the study of religion.</p>
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>5. Many, but not all, sections of this course teach students to examine important global issues through the analytical perspectives and methods of theological and religious studies. See Notes or Guidelines #1: sections focused on understanding religious traditions need not directly address this objective.</p> <ul style="list-style-type: none"> • Understand key dimensions and issues related to the global community • Appreciate importance of issues of justice, such as social justice, environmental justice, & human rights • Reflect on one's role as a global citizen <p>6. Through the study of different religious traditions, this course helps students develop cross-cultural understanding and competence. This is not the central goal of this course, but faculty should support the development of these objectives when possible.</p> <ul style="list-style-type: none"> • Appreciation for cultural diversity and cross cultural communication and engagement • Ability to communicate across cultures

UCOR 3410-3440: Humanities and Global Challenges **Course Description and Guidelines**

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: 75 or more credits, UCOR 1300 Creative Expression & Interpretation, UCOR 1410-1440 Inquiry Seminar in the Humanities (from a different category).

Notes and Guidelines:

1. “Global Challenges” refers to important issues or problems confronting the world. These issues may or may not be explicitly international in scope and character, but all should involve and affect a broad range of peoples or geography and explicitly recognize the complex interconnectedness of peoples and issues around the world. When possible, these courses should incorporate international or intercultural study and experiences. Faculty are encouraged to incorporate non-Euro-American perspectives and content when appropriate to the courses’ approach to the challenges being studied.
2. This course serves as the second half of a pair of humanities courses in the Core: In the Module I inquiry seminar, students learned about methods and principles in the humanities through the study of a discipline-based question. In this Module III course, students will learn to understand and address an important global challenge using the insights of a humanities discipline. These courses focus on the global challenge being studied, and do not function primarily as introductions to or surveys of the discipline. Disciplinary content and methods should be incorporated as relevant to study the challenge.
3. All humanities inquiry seminars share common qualities: methodologically, each teaches students to engage in deep reading and critical interpretation of primary texts, and the use of appropriate scholarly literature and theory to inform that reading. Humanities inquiry seminars also share a broad common subject matter: the interpretation of human experience and understanding of meaning, human nature, identity, culture, ultimate realities, and social values. The Humanities often understand current global challenges by examining the past, learning lessons for today through the analysis of historical events, ideas, and texts.

Essential Pedagogy:

1. Students will complete some kind of major paper or project in each section of these courses, as appropriate to the content of the course.
2. Students will be explicitly asked in some assignment to reflect on and synthesize what they have learned in other courses (including in their Inquiry Seminar in Humanities courses) that relate to the global challenge being studied.
3. Students will 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 (e.g. letters to the editor, works of literature or art, advocacy web pages, critical essays, recommendations papers, proposals, persuasive speeches, etc.).

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Humanities and Global Challenges: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • Understand content and approaches to inquiry of the discipline • Ability to apply disciplinary knowledge and methods 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. See Essential Pedagogy #2. These courses encourage students to incorporate what they have learned in other courses in order to help them develop skills and habits of interdisciplinary thinking and better understand the challenge being studied. <ul style="list-style-type: none"> • Ability to integrate content of various disciplines and synthesize disciplinary perspectives
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<ol style="list-style-type: none"> 3. This course assists students in becoming effective writers, including writers of high quality academic prose. While this course is primarily focused on studying a global challenge, helping students improve their writing skills is a goal of all Core courses. See <i>Common Objectives in the Core</i> for more information on writing across the Core. 4. This course helps students learn to engage in persuasive communication in appropriate civic spheres. The course asks students to use their communication skills to translate their knowledge of the challenge being studied into some form of advocacy related to that challenge. See Essential Pedagogy #3. <ul style="list-style-type: none"> • Development of advocacy skills
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<ol style="list-style-type: none"> 5. Each section of this course teaches students to deeply understand a major global issue or challenge (primarily from the perspective of a Humanities discipline). This course helps students develop knowledge and insight into an important issue and explore how that issue might best be approached. When relevant, issues of justice should be examined. <ul style="list-style-type: none"> • Understand key dimensions and issues related to the global community • Ability to reflect on one's role as a global citizen • Appreciate importance of issues of justice, such as social justice, environmental justice, & human rights 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. Opportunities for the study of non-US societies and interaction with peoples of different cultures are encouraged. <ul style="list-style-type: none"> • Ability to communicate across cultures • Appreciation for cultural diversity and cross cultural communication and engagement

UCOR 3610-3640: Social Science and Global Challenges **Course Description and Guidelines**

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: 75 or more credits, fulfillment of UCOR 1200, UCOR 1610-1640 Inquiry Seminar in the Social Sciences (in a different category).

Notes and Guidelines:

1. “Global Challenges” refers to important issues or problems confronting the world. These issues may or may not be explicitly international in scope and character, but all should involve and affect a broad range of peoples or geography and explicitly recognize the complex interconnectedness of peoples and issues around the world. When possible, these courses should incorporate international or intercultural study and experiences. Faculty are encouraged to incorporate non-Euro-American perspectives and content when appropriate to the courses’ approach to the challenges being studied.
2. This course serves as the second half of a pair of social science courses in the Core: In the Module I inquiry seminar, students learned about social science methods and principles through the study of a discipline-based question. In this Module III course, students will learn to understand and address an important global challenge using the insights of a social science discipline. These courses focus on the global challenge being studied, and do not function primarily as introductions to or surveys of the discipline. Disciplinary content and methods should be incorporated as relevant to study the challenge.
3. All Core social science courses share some common qualities: Engaging in some form of empirically-based critical thinking grounded in the theories and practices of the discipline. Either or both quantitative and qualitative approaches are appropriate for this course. Courses share a broad goal of understanding individual, social, political, institutional, cultural, and/or economic dynamics. Social science courses help students develop and evaluate explanations for human behavior, culture, and action.

Essential Pedagogy:

1. Students will complete some kind of major paper or project in each section of these courses, as appropriate to the content of the individual section.
2. Students will be explicitly asked in some assignment to reflect on and synthesize what they have learned in other courses (including in their Inquiry Seminar in Social Science courses) that relate to the global challenge being studied.
3. Students will 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 (e.g. letters to the editor, advocacy web pages, recommendations papers, technical reports with recommendations, proposals, persuasive speeches, etc.).

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Social Science and Global Challenges: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • Understand content and approaches to inquiry of the discipline • Ability to apply disciplinary knowledge and methods 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. See Essential Pedagogy #2. These courses encourage students to incorporate what they have learned in other courses in order to help them develop skills and habits of interdisciplinary thinking and better understand the challenge being studied. <ul style="list-style-type: none"> • Ability to integrate content of various disciplines and synthesize disciplinary perspectives
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<ol style="list-style-type: none"> 3. This course assists students in becoming effective writers, including writers of high quality academic prose. While this course is primarily focused on studying a global challenge, helping students improve their writing skills is a goal of all Core courses. See <i>Common Objectives in the Core</i> for more information on writing across the Core. 4. This course helps students learn to engage in persuasive communication in appropriate civic spheres. The course asks students to use their communication skills to translate their knowledge of the challenge being studied into some form of advocacy related to that challenge. See Essential Pedagogy #3. <ul style="list-style-type: none"> • Development of advocacy skills
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<ol style="list-style-type: none"> 5. Each section of this course teaches students to deeply understand a major global issue or challenge (primarily from a social scientific perspective). This course helps students develop knowledge and insight into an important issue and explore how that issue might best be approached. When relevant, issues of justice should be examined. <ul style="list-style-type: none"> • Understand key dimensions and issues related to the global community • Ability to reflect on one's role as a global citizen • Appreciate importance of issues of justice, such as social justice, environmental justice, & human rights 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. Opportunities for the study of non-US societies and interaction with peoples of different cultures are encouraged. <ul style="list-style-type: none"> • Ability to communicate across cultures • Appreciation for cultural diversity and cross cultural communication and engagement

UCOR 3810-3840: Natural Science and Global Challenges Course Description and Guidelines

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: 75 or more credits, fulfillment of UCOR 1200, UCOR 1810-1840 Inquiry Seminar in the Natural Sciences (in a different category).

Notes and Guidelines:

1. “Global Challenges” refers to important issues or problems confronting the world. These issues may or may not be explicitly international in scope and character, but all should involve and affect a broad range of peoples or geography and explicitly recognize the complex interconnectedness of peoples and issues around the world. When feasible, these courses should incorporate international or intercultural study and experiences. Faculty are encouraged to incorporate non-Euro-American perspectives and content when appropriate to the courses’ scientific approach to the challenges being studied.
2. This course serves as the second half of a pair of natural science courses in the Core: In the Module I inquiry seminar, students learned about the scientific method and principles through the study of a discipline-based science question. In this Module III course, students will study an important global challenge using the insights of a natural science discipline. These courses focus on the global challenge being studied, and do not function primarily as introductions to or surveys of the discipline. Disciplinary content and methods should be incorporated as relevant to study the challenge.
3. All natural science courses share common qualities: each teaches students to approach issues methodologically using the methods of the physical sciences (the scientific method, engineering design process, etc.). Natural science courses also share a broad common subject matter: the goal of objectively understanding natural phenomena and/or tangible structures or processes, and helping students distinguish claims of scientific knowledge from opinions regarding scientific matters.

Essential Pedagogy:

1. Students will complete some kind of major paper or project in each section of these courses, as appropriate to the content of the course.
2. Students will be explicitly asked in some assignment to reflect on and synthesize what they have learned in other courses (including in their Inquiry Seminar in Natural Science courses) that relate to the global challenge being studied.
3. Students will 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 (e.g. letters to the editor, advocacy web pages, recommendations papers, technical reports with recommendations, proposals, persuasive speeches, etc.).

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Natural Science and Global Challenges: Learning Objectives

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> Understand content and approaches to inquiry of the discipline Ability to apply disciplinary knowledge and methods to answer questions and solve problems Students will develop their abilities to reflect on and use relevant knowledge they have learned in other courses across a variety of disciplines. See Essential Pedagogy #2. These courses encourage students to incorporate what they have learned in other courses in order to help them develop skills and habits of interdisciplinary thinking and better understand the challenge being studied. <ul style="list-style-type: none"> Ability to integrate content of various disciplines and synthesize disciplinary perspectives
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<ol style="list-style-type: none"> This course assists students in becoming effective writers, including writers of high quality academic prose. While this course is primarily focused on studying a global challenge, helping students improve their writing skills is a goal of all Core courses. See <i>Common Objectives in the Core</i> for more information on writing across the Core. This course helps students learn to engage in persuasive communication in appropriate civic spheres. The course asks students to use their communication skills to translate their knowledge of the challenge being studied into some form of advocacy related to that challenge. See Essential Pedagogy #3. <ul style="list-style-type: none"> Development of advocacy skills
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<ol style="list-style-type: none"> Each section of this course teaches students to deeply understand a major global issue or challenge (primarily from a scientific perspective). This course helps students develop knowledge and insight into an important issue and explore how that issue might best be approached. <ul style="list-style-type: none"> Understand key dimensions and issues related to the global community Ability to reflect on one's role as a global citizen Appreciate importance of issues of justice, such as social justice, environmental justice, & human rights 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. Opportunities for the study of non-US issues and interaction with peoples of different cultures are encouraged. <ul style="list-style-type: none"> Ability to communicate across cultures Appreciation for cultural diversity and cross cultural communication and engagement

Core Module IV: Disciplinary Capstone Courses Course Description and Guidelines

Description: Each major will include a capstone course for students in that major. These courses will carry department specific prefixes, but also be coded as “Core Senior Synthesis” courses in SUOnline and in student records. The exact nature of each capstone course is up to the faculty members in that major. However, the Core requires that each capstone course include a graded reflective writing assignment in which students will: 1) reflect on their overall educational experiences, 2) critically examine their own academic strengths and weaknesses, 3) explore how the Core and major experiences have helped them develop along the lines described by the university mission statement and undergraduate learning objectives, and 4) reflect on their personal senses of purpose/goals/vocational calling. The exact format of this assignment may well vary across different departments and courses. Faculty members teaching these sections are encouraged to develop assignments that will be taken seriously by students and that promote serious reflection. 3 or more fixed credits, as determined by department, required of everyone, no AP or transfer credits allowed.

Notes and Guidelines:

1. Capstone courses invite students to synthesize and apply the diverse knowledge, skills, and values they have developed in their major studies (and Core) and help them prepare for the transition to post-college life. One set of scholars define capstone courses as “Experiences in the senior year that represent the culmination of years of intellectual, professional, and personal development that prepare students to transition to the next phase in life in a career or in post-graduate work, and as members of a community” (Gardner, et al, The Senior Year Experience, 1998).
2. These courses naturally take different forms in different fields. Professional programs may ask students to undertake professional-level projects; scholarly programs may ask students to do major research projects or write theses; creative programs may require students to do major original work or create portfolios of their work; a wide variety of programs may ask students to do significant group projects; other programs may prefer content-rich courses that incorporates key themes from across the major studies, etc.. Each major program is invited to identify or create a senior capstone experience that fits the content and goals of that major, serves as a culmination of students’ studies, and helps prepare students for the transition of post-college life.
3. In the Jesuit tradition, reflection is an important element in the synthesis process. All sections of these capstone courses will include an opportunity for students to seriously and deeply reflect on their educational experience, their academic strengths and weaknesses, their growth and development through their SU education, and their sense of purpose as they prepare to graduate. Courses should be designed to encourage students to engage in this reflection seriously.
4. Departments may designate existing or new courses as their capstone course. Many departments may choose to continue to use their existing Senior Synthesis courses, although those departments are urged to consider how well those “synthesis” courses accomplish the goals of a “capstone” course. Other departments may designate another existing course as their capstone. Some departments may choose to develop entirely new courses. These courses need not be submitted to the Core Curriculum Committee for review, but do need to be identified as capstone courses in the Catalog and SUOnline. New courses need to be submitted to the normal university process for creating a new course.

Essential Pedagogy:

1. Students will complete a written and graded self-reflection assignment that addresses, in some way, the four elements identified in the description: 1) their overall educational experiences, 2) their own academic strengths and weaknesses, 3) how the Core and major experiences have helped them develop, and 4) their personal senses of purpose/goals/vocational calling. Departments will submit copies of the reflective assignment descriptions and syllabi for these courses to the Core. Departments may be asked to provide copies of students’ reflections for assessment purposes.