

## **CRITERIA FOR GENERAL EDUCATION REQUIREMENTS:**

### **GUIDELINES FOR THE SUBMISSION AND REVIEW OF COURSE PROPOSALS**

The criteria described below clarify the guidelines established in “Making Connections: An Initial Proposal to Revise the General Education Curriculum” (version 1.4). It is intended to assist members of the Arts and Sciences Divisional Committees, the Subcommittee on General Education, and the Administrative Boards of the General College and the College of Arts and Sciences as they review and approve proposed courses for the General Education curriculum. It is also intended to help faculty in departments, curricula, and schools to understand the standards by which their faculty colleagues will make judgments about course proposals. This version of the document, which was approved in spring 2003, has been revised for clarity, style, and consistency by the General Education Implementation Committee. Although faculty can take this as the authoritative statement and we do not expect the general principles or course requirements to change in substantial ways, it is a living document, subject to revision and refinement as we discover issues in the submission, approval, and implementation process.

### **COMMON PRINCIPLES**

All courses satisfying General Education requirements are subject to review and approval by three faculty committees: the Divisional Committee, the Subcommittee on General Education, and the Administrative Boards of the General College and the College of Arts and Sciences. During the implementation phase, proposals for courses in the new general education curriculum will be due February 16, 2004. After that, submissions for the new general education curriculum will be due at the Office of Undergraduate Curricula by the usual deadlines: September 15 or January 15. We cannot guarantee that courses submitted after February 16, 2004, will be reviewed and approved in time to take effect in fall 2006, when we begin the new general education curriculum.

The following criteria, originally established by the Curriculum Review Steering Committee in March 2003, serve as guidelines for identifying appropriate courses to satisfy each of the requirements. This document is meant to be fluid, and as such allow for criteria to be clarified and refined. However, any substantial revisions of it will need to be approved by the General Education Implementation Committee (until fall 2006), the Subcommittee on General Education, and the Administrative Boards of the General College and the College of Arts and Sciences. In general, the following criteria apply to all courses satisfying General Education requirements:

### **Curricular goals of General Education courses:**

1. Whenever possible, preference is given to small classes that make regular use (at least weekly) of discussion in or out of the classroom, use problem-based or essay examinations, and contain ample student-instructor interaction.
2. The foundational skills of English composition, quantitative reasoning, and foreign language require small class sizes for effective learning so 19 to 25 students per class for these entry-level skills courses is desirable.
3. Course content and assignments should be significant within the rubric of each particular academic discipline, including but not limited to research papers, electronic projects, substantial creative projects, laboratory reports, mathematical analysis, etc. "Significant" should generally be construed to mean at least 10 pages of written work over the course of the semester, excluding pages written for essays on in-class examinations. This written work may be composed in an alternative medium or format, as long as the materials represent the equivalent intellectual investment of 10 pages of written work. Students in classes which typically require little writing (math, some sciences, etc.) will be required to complete other work (homework exercises, lab reports, etc.) equivalent to ten pages of writing by virtue of the intellectual labor expended. Take-home examinations which take the form of an assigned essay or essays may count toward fulfilling this requirement.

### **Additional requirements for General Education courses:**

1. Final exams are mandatory; courses with one hour of academic credit may administer their final exams during the last class period; all others must follow the published Final Examination Schedule. First Year Seminars and composition courses are exempt from the requirement of an in-class final exam; Experiential Education and composition courses may have some form of final project or final evaluation of student work in lieu of a traditional final exam.
2. No courses that satisfy General Education requirements may be taken Pass/D/Fail with the exception of Lifetime Fitness, and some of the requirements for the Experiential Education requirement.
3. No General Education requirements may be satisfied with Independent Studies, Internships, Special Topics, Directed Readings, or similar courses. The only exception is Experiential Education, as specified within that description.
4. Courses that do not require papers – or their equivalent – and only offer objective examinations will not be considered as satisfying most General Education requirements in the Humanities, Fine Arts, and Social Sciences.
5. Foundations, Approaches, and Connections courses may count toward major and minor credit, unless otherwise specified. An Approaches course may meet one or more Connections requirements, and a Connections course may simultaneously meet an Approaches requirement or multiple Connections requirements. Foundations courses may not count for either Approaches or Connections credit except in the following cases:
  - 1) A second Quantitative Reasoning (QR) Foundations course may satisfy the Quantitative Intensive (QI) Connections requirement.
  - 2) Except when a foreign language placement exam has "placed" the student in level four of a language, thus requiring that level four be completed to satisfy the FL Foundations requirement in that particular language, a level four foreign language course may be used to satisfy the Foreign

Language Enhancement (FI) Connections requirement.

6. Courses that meet multiple requirements may do so only in so far as reasonable and practicable. For example, one course could not contain a 50% quantitative component AND have 50% of the assignments conducted in a foreign language, AND have a 20% portion dedicated to effective communication. In other words, the sum of the components cannot exceed 100%.
7. Under usual circumstances, any single course can satisfy only *one* requirement in the Foundations and Approaches areas of the curriculum. So a course might be appropriate either as Historical Analysis or Philosophical and Moral Reasoning, but not both; a course might be appropriate as a Social and Behavioral Sciences or as a Physical and Life Sciences, but not both. However, as noted above, a course may satisfy an Approaches requirement and also meet one or more Connections requirements.
8. The General Education Implementation Committee has designed a system to identify all General Education courses in the printed bulletin and online catalog. Those two-letter course identifiers will be added by the Office of Undergraduate Curricula. In the printed and online listings of courses the General Education identifiers will appear in parentheses after the course number. For example: Reli 140, Religion in America (HS, US, NA) would indicate that this course in Religious Studies meets the General Education requirements for Historical Analysis (HS), North Atlantic World (NA), and U.S. Diversity (US). The two-letter course identifiers are included below in parentheses at the first mention of each requirement.

## FOUNDATIONS COURSES

### *English Composition and Rhetoric A and B (CR)*

First-year students, with the exceptions noted below, are required to take a two-course sequence of Rhetoric courses (RHET A and B). RHET A offers a general introduction to college written and oral argumentation, composition, research and information literacy skills, and rhetorical analysis. RHET B extends this introduction into specific disciplinary contexts and requires that students learn how to write papers and construct oral presentations of greater length and complexity than required in RHET A.

#### **Course goals for RHET A and B:**

1. To master the technical aspects of writing and speaking (including standard spelling, punctuation, and grammar) in the context of academic work.
2. To write short papers and develop short oral presentations by revising early versions of work based upon feedback.
3. To incorporate appropriate source material in written and oral presentations (this includes learning how to distinguish between scholarly and non-scholarly sources, to use electronic resources critically, to avoid plagiarizing, and to use standard citation and reference formats).
4. To use graphic and audiovisual materials as part of oral and written presentations.
5. To identify the similarities and differences among various purposes for written and oral communications, and to understand that different contexts require different approaches.
6. To shape written and oral arguments according to purpose and audience.

7. To develop oral delivery skills suitable to topics, purpose, and audience, and to adapt delivery to audience responses.
8. To read and listen critically (that is, to discern main ideas, to identify and evaluate supporting details, and to recognize explicit relationships among ideas).
9. To read and listen in order to pose and respond to questions and comments concisely.

**Additional course goals for RHET B:**

1. To write papers and give oral presentations of substantial length and of greater complexity than required in RHET A (as in RHET A, students in RHET B revise earlier versions of work based upon feedback from other students and the instructor).
2. To synthesize and evaluate written and oral messages by drawing logical inferences and conclusions and assessing the acceptability of evidence and the validity of arguments (this includes learning to detect biases in received messages and in students' own reception of evidence and arguments put forward by others).
3. To incorporate source material in their written and oral presentations according to the conventions, methodologies, and values of particular disciplinary discourse communities.
4. To identify the similarities and differences among various purposes for written and oral communications within particular disciplines, and to understand that different disciplinary contexts require different approaches.
5. To work on collaborative projects.

**Exceptions to the requirement of RHET A and B are the following:**

1. Students who demonstrate sufficient mastery of communication skills as to warrant enrollment directly into RHET B are required to take only RHET B and are awarded "PL" credit for RHET A.
2. Students who are admitted to UNC with English-language deficiencies are offered appropriate instruction in small-enrollment classes tailored to their particular needs before being permitted to begin the Rhetoric sequence.

***Foreign Language (FL)***

All students must successfully complete level 3 of a foreign language, except as noted below. In an increasingly interconnected world, a secure working knowledge of at least one language other than English and an acquaintance with the cultures and peoples employing that language is appropriate. Students should therefore learn:

1. To communicate directly, orally and in writing, with speakers of the acquired second language.
2. To read and understand texts of average complexity written by and for native speakers of the second language.
3. To be conversant with the behavioral norms and cultural practices—frequently quite different from ours—of the relevant speech community.

It is highly desirable that level 3 and 4 language courses include content to enhance cultural understanding (analysis of the culture of a society, nation, or region in which the language is spoken) and introduce to students the challenges and complexities of understanding different societies and cultures.

**Exceptions to the requirement of level-3 competence are the following:**

1. Students who place into level 4 must successfully complete level 4.
2. Students who place beyond level 4 are exempt from this requirement.
3. Students who place into level 1 of the language studied in high school (and who continue study in that language) must successfully complete level 3, but will not receive credit toward graduation for level 1.
4. Successful completion of RHET A and B constitutes satisfaction of this requirement for nonnative speakers of English.

***Quantitative Reasoning (QR)***

Every student is required to take, or have Advanced Placement or transfer credit, for a course in the mathematical sciences where the central goal is to develop skills and understand concepts in these fields. These courses should also extend their abilities to think critically about, and with, the numerical information they encounter daily. The successful student should be able to recognize quantitatively unreasonable solutions or conclusions, and demonstrate facility in using numbers.

Courses satisfying this requirement must focus on mathematics, data analysis, statistics, computing, probability, or modeling. Students should recognize situations where quantitative methods can be used to model and solve problems and identify the appropriate tools to use in formulating and solving a particular problem. The content of the course should be explicitly quantitative and directed toward the development of skill in the use of those tools, at a level beyond that required for admission to the University.

***Lifetime Fitness (LF)***

Every student must take a one-hour academic course that combines instruction in, and practice of, a sport or physical activity that can be sustained in later life together with instruction in life-long health.

1. A substantial portion of the course should be devoted to a specific physical activity or sport and include instruction on the rules and history of the sport on which written examinations can be based.
2. The course must also contain engagement in the sport or activity
3. At least one quarter of the course should be devoted to developing healthy behaviors related to physical exercise and well-being. An ideal course would continually connect these healthy behaviors to the specific sport or activity.
4. Because the course will carry academic credit, it must include written final exams as is customary in undergraduate courses. The course grade cannot be based solely on skill-level in a sport or physical activity.

## APPROACHES COURSES

### *Physical and Life Sciences (PL)*

Students must take two courses in science, at least one of which has a required laboratory component (lab science courses normally constitute four hours of credit). Courses fulfilling the Physical and Life Sciences requirement emphasize a physical science, a life science, the scientific basis of technology, or a combination of these topics.

1. Appropriate courses will focus on scientific content and the scientific method. At the completion of the course students should be able to demonstrate their understanding of a relevant article in a general science magazine, such as *Scientific American*.
2. A significant field experience, for academic credit, may be used to satisfy the laboratory requirements if approved by the Administrative Boards. A significant field experience would generally require a minimum of 30 hours in the field.
3. Courses may satisfy this requirement if they focus on scientific content but devote a significant amount of time (perhaps one quarter of the course) to the science's broader perspective (e.g., historical development of scientific thought, the social impact and public policy implications of the science, etc.).

### *Social and Behavioral Sciences*

Students must take three courses in social and behavioral sciences, at least one of which emphasizes historical analysis (see below). These three courses must be from at least two different departments or curricula.

#### **A. (Non-Historical) Social and Behavioral Sciences (SS)**

1. Courses fulfilling the (non-historical) Social and Behavioral Sciences requirement focus on the scientific study of individual or collective behavior. They consider the individual, family, society, culture, politics, or economy.
2. "Scientific" here means that instructors draw on established quantitative or qualitative methods of analysis and interpretation. Quantitative methods include, but are not limited to, statistical analysis of data and controlled experiments. Qualitative methods include, but are not limited to, fieldwork, surveys, document analysis, and interviews.
3. Theoretical reflection on empirical findings also is understood as part of the work of the Social and Behavioral Sciences.

#### **B. Historical Analysis (HS)**

Students must take at least one course that emphasizes Historical Analysis. Historical analysis involves the systematic study of human behaviors in past times, with an emphasis on how such behaviors change over time. This temporal dimension—particularly the priority given to change over time—distinguishes historical analysis from other forms of social and behavioral analysis. Although historical analysis may be conducted in various ways, explore diverse topics, and employ any number of methodologies, it is always concerned with people, or, more broadly, with social and cultural expressions, patterns, and processes shaped by or affecting humans, in past times.

1. Courses fulfilling the Historical Analysis requirement should focus on the study of some aspect or aspects of human behavior *in the past*. Such courses may cover broad periods of time or particular historical eras. Some may treat problems relating to the material world, while others will focus largely on cultural questions or intellectual concerns.
2. The primary emphasis should be on *historical* rather than contemporary phenomena, and should concern human behavior in *social or cultural context*.
3. Courses concerned primarily with “formal” matters (e.g., Italian Baroque Painting or History of the Renaissance Motet, etc.) normally would not be considered suitable for fulfillment of this requirement.
4. Courses that focus on the history of a discipline (e.g., the history of Anthropology) are appropriate if the course is sufficiently broad in conception to allow students to understand the history of the discipline in relation to the broader social and intellectual currents.
5. Finally, courses fulfilling the Historical Analysis requirement are expected to demand substantial written work. As a rule of thumb, “substantial” should be construed to mean at least 10 pages of written work over the course of the semester (over and above any essays written as part of in-class examinations).

### ***Humanities and Fine Arts***

#### **A. Philosophical and Moral Reasoning (PH)**

One course in Philosophical and Moral Reasoning is required. The course must address philosophical questions—that is, fundamental questions about central areas or aspects of human experience or endeavor. The course must also teach methods of reasoning, analysis, and interpretation appropriate to such inquiry.

1. Philosophical questions often concern important topics such as knowledge, truth, reality, meaning, consciousness, identity, freedom, beauty, happiness, religion, social and political norms, obligation, justice, virtue, the good, and other topics when explored with philosophical complexity. The course need not focus on a single topic, since development of philosophical knowledge and skill is often well served by comparison, or by considering philosophical topics in combination. In courses that treat the social dimensions of philosophical reasoning, however, a significant portion (at least one-fifth) of the course should address questions of morality and values.
2. Philosophical inquiry may be undertaken in conjunction with sociological, anthropological, scientific, political, historical, literary, and other kinds of analysis. Courses fulfilling the philosophical requirement will focus on understanding and critically assessing the truth, adequacy, defensibility, or value of the ideas being explored. They should also help students understand the range and specificity of philosophical thinking.
3. In order to encourage students to evaluate philosophical ideas critically, the course must be designed to develop skills in critical reasoning and to compare multiple points of view concerning the questions under consideration. Courses fulfilling the Philosophical and Moral Reasoning requirement are expected to demand substantial written work. As a rule of thumb, “substantial” should be construed to mean at least 10 pages of written work over the course of the semester (over and above any essays written as part of in-class

examinations).

## **B. Literary Arts (LA)**

One course in Literary Arts is required. A literary text is a written expression in any language of human experience or cultural artifact derived from different historical periods and cultural origins. It is ordinarily but not exclusively an imaginative work and will typically take the form of poetry, narrative fiction, drama, essay, etc. The text is defined in terms of a relationship among author, reader, society, and the historical circumstances of its creation.

A literature course is an organization of literary texts around unifying concepts such as themes, historical periods, genres, theories of criticism and analysis, or the creative writing of such texts. Such a course can include inter-disciplinary links to other studies in the humanities, fine arts, and social sciences, etc. In all cases, however, at least two-thirds of the course content should involve the reading/analysis/creation of literary texts. All courses satisfying this requirement must require a substantial writing component involving analysis and evaluation of literary texts, or the creation of such texts. “Substantial” here means that the assignments, not counting in-class midterm and final examinations, include at least ten written pages, or their equivalent.

## **C. Visual & Performing Arts (VP)**

One course in the Visual or Performing Arts, related to art, architecture, music, drama, design, performance studies, or film that emphasizes aesthetic content that is non-literary, is required. Such a course can include inter-disciplinary links to other studies in the fine arts, humanities, and social sciences, etc. In all cases, however, at least two-thirds of the course content should involve analysis of, or creative expression within, the visual or performing arts. Courses that satisfy this requirement are meant to foster critical thinking and creative practice, expand available means of expression, provide perspective into the human condition, and encourage life-long engagement with the fine arts.\

The wide range of courses that might fulfill the requirement may focus either on the study or the creation of artistic expression. They must include substantial creative activity, or written assignments that examine creative activity. The following examples are all appropriate:

1. Courses on the history of painting, or other forms of the visual arts, as well as those requiring that paintings, or other visual arts, be created.
2. Courses about the history of film or making films.
3. Courses about various aspects of theatre production or design.
4. Courses about making music, writing music, or studying a variety of musical styles.



## CONNECTIONS COURSES

Courses that satisfy these requirements may also satisfy one of the Approaches requirements, another Connections requirement, or a requirement in the major and/or minor.

### *Foundations Across the Curriculum*

#### **One Communication intensive course is required. (CI)**

Content-area courses with an emphasis on written and oral communication in the English language are intended to prepare students to write and speak effectively in their disciplinary area(s). They should directly or indirectly help them recognize that different disciplines have different discourses. Students should be encouraged, though not required, to take a Communication Intensive course in their major or minor area of study.

1. A content course that carries the “CI” designation must integrate writing and speaking into the subject matter of the course in evident and important ways, making effective communication of the content a substantial portion (at least 20%) of the grade for the course. The emphasis of the course must be on the content as well as on the way in which the content is communicated.
2. Written and oral assignments should reflect course content and promote the revision of writing or speaking in response to feedback and discussion.
3. Courses that incorporate communication only in the form of one research paper and/or oral report at the end of the term, or written and oral reports with no opportunity for revision, are *not* eligible for the “CI” designation.

#### **One Foreign Language Enhancement course is required (FI).**

Language Enhancement is intended to make students aware of the importance and relevance of the study of languages so they better understand the diverse languages, peoples, and cultures around the globe. Students can fulfill this requirement in several ways:

1. A language course beyond the foreign language Foundations requirement. It must be level 4 for students who placed below level 4, or at a level beyond 4 for students who placed into level 4.
2. Study-abroad in a country in which the target language is spoken.
3. A Language across the Curriculum course in any academic discipline. Such courses must entail significant use of the foreign language in reading, writing, and discussion. “Significant” in this context means that at least 50% of the reading and writing assignments and discussion sessions must be conducted in the foreign language, and that at least one hour per week of instruction (normally a recitation section) be conducted in the foreign language. LAC courses normally require only level-3 competency for successful completion.
4. A language course in a second foreign language, i.e., a language other than that used to meet the Foundations requirement in foreign language.

#### **One Quantitative intensive course is required (QI).**

This second-level requirement is intended to develop and refine quantitative-reasoning skills in context and to integrate the foundational skills across the curriculum, acquainting the student with how quantitative methods are applied in his or her major fields of interest. Students should be encouraged to take a Quantitative Methods course in their major or minor area of study, or an allied field, when feasible. This course can either be (a) an additional core mathematical sciences course (as described in the Foundations component above); or (b) a course in any department with a substantial quantitative component (at least half). The course would include content involving some of the following:

1. Quantitative methods to model and solve problems, including the development and implementation of computational algorithms.
2. Numerical reasoning above the level of basic algebra and trigonometry.
3. Collecting and interpreting quantitative data.
4. Constructing logically sound arguments and recognizing fallacies by using quantitative information, mathematical analysis, formal logic, and proofs.
5. Expressing ideas and concepts from the mathematical sciences orally and in writing.
6. Connecting the role of the mathematical sciences to cultural change, to other sciences, and to the arts and humanities.

### ***Local, National, and Global Connections***

#### **A. Experiential Education (EE)**

One course that connects academic inquiry with a structured, active learning experience is required. Experiential education takes many forms and develops many skills. It might develop research skills, promote global awareness, enhance career development, encourage community service, support creative expression, or promote closer relationships among students, faculty, staff, and the wider community. Many, though not all, of the sanctioned learning experiences will be outside the classroom or off-campus. (Examples of appropriate on-campus learning sites include the North Carolina Memorial Hospital, the Frank Porter Child Development Center, WUNC-TV, and WUNC-Radio.)

The Experiential Education requirement may be satisfied by completing a course, or program of Study Abroad, in any of the following six categories:

1. Undergraduate Research: sustained, mentored research experience for academic credit.
2. Approved Service Learning: Such courses must be approved by the Administrative Boards of the General College and College of Arts and Sciences, and require at least 30 hours of supervised service, meeting community-identified needs in an off-campus placement.
3. A course with a substantial field trip or fieldwork component: These courses must include at least 30 hours of appropriate off-campus fieldwork or field trips. The fieldwork component of the course should integrate a wide range of subject matter and provide an active opportunity for the student to investigate original problems and apply techniques used by professionals in the discipline.
4. Departmental or University-Unit Internship or Experiential Independent Study: Internships and experiential independent study courses must (a) be administered by an academic school, department, curricula, or university-unit; (b) require a minimum of 100 hours of service or work; and (c) have a unit or departmental faculty adviser to assist

students with setting appropriate goals and providing guidance throughout the experience.

5. Approved Study Abroad Program: These programs include only those approved by the UNC-Chapel Hill Study Abroad Office or the Summer School.
6. Direct and sustained engagement in a creative process: Coinciding with a literary, musical, dramatic, or studio arts class, a student may participate in a supervised community arts program or use their art for community purposes under faculty supervision culminating in at least 30 hours of work during the semester. Courses in any department or university unit that require at least 30 hours of faculty-supervised work and culminate in public programming may also satisfy the Experiential Education requirement.

## **B. U.S. Diversity (US)**

One course that aims to help students develop a greater understanding of diverse peoples and cultures within the United States and, thereby, enhance their ability to fulfill the obligations of U.S. citizenship, is required.

1. Courses must systematically explore the perspectives/experiences of at least two US groups of subcultures (or important groups within these larger communities). Such groups might include African-Americans, Asian-Americans, European-Americans, Latinos, Native Americans, or distinct subcultures within these broad categories. Other culturally distinct groups not identified here may qualify if a case can be made for their cultural/historical significance. A course that addresses in systematic fashion other aspects of diversity such as age, class, gender, sexuality, region, or religion may also satisfy the US Diversity requirement. Courses from many different departments may satisfy this requirement, and the content of the courses may vary widely.
2. Each course should be reasonably balanced and well integrated in its treatment of the groups studied. For example, a course that examines the Civil Rights Movement from the perspective of African Americans and European Americans would satisfy this requirement, as would a course that focuses on comparative analysis of the religious practices of two or more groups. In contrast, a course focusing solely on Native American artistic expression would *not* satisfy this requirement.
3. Courses fulfilling the U.S. Diversity requirement are expected to demand substantial written work, at least 10 pages of written work (or an equivalent component) over the course of the semester.

## **C. The North Atlantic World (NA)**

One course that focuses on the North Atlantic World is required. This course may address the history, culture, or society of the region. The purpose of the requirement is to assure that students understand the world in which they live. (“Focuses on” here means more than two-thirds of the course content, as determined by the reading assignments and class sessions.) The “North Atlantic World” is a phrase that at once has geographical and cultural referents. On the North American side, the North Atlantic World refers to the United States and Canada, and it includes the cultures of Native Americans. In Europe, the boundaries are more difficult to draw, but we use the notion of *language families* to map the borders: the requirement refers to cultures and societies whose dominant language belongs to either the Germanic or Romance language families. We recognize that using that criterion does not solve all difficulties, since the European

boundaries still change over time and include some complicated cases (e.g., Finland and Hungary), but this standard should be a useful guideline in most instances. Because of the region's influences on Western Europe and North America, the southern boundaries of the North Atlantic World extend to the Mediterranean—from the Iberian Peninsula to Greece. As with other boundaries, we realize that this one is difficult to draw: the borders shift over time and change depending on the issue at hand. For that reason, courses dealing with some periods of ancient and medieval history of Mediterranean cultures from Spain to Greece might be understood as “Beyond the North Atlantic World.” Courses that satisfy this requirement will normally involve substantial analytic written assignments, meaning a minimum of ten pages, excluding in-class essay exams.

#### **D. The World Before 1750 (WB)**

One historically-oriented course that focuses on the period prior to 1750 CE is required. (“Focuses on” here means at least two-thirds of the course content, as indicated by the assigned readings and class sessions. “Historically-oriented” means that the course either deals explicitly and substantially with change over time or that it situates the course material within a cultural, political, or social context.) This requirement, which aims to provide some chronological scope to the curriculum, is included because pre-modern periods of human history differed significantly from our own, and pre-modern ideas, practices, and institutions continue to exert a profound influence on the contemporary world.

1. Courses fulfilling this requirement should focus on human beliefs, practices, or institutions in the period prior to 1750 CE. Such courses may cover broad periods of time or a particular pre-modern era (i.e. before 1750). The broad standards regarding this requirement are similar to those developed for the *Historical Analysis* requirement. In the case of this requirement, however, the additional expectation is that courses will devote at least two-thirds of the class time and out-of-class assignments to the pre-1750 period. This focus should be reflected in the assigned readings and class sessions.
2. Exposure to a historically-oriented course focusing on the period prior to 1750 will help students to attain a broader and deeper understanding of pre-modern history and insight into the ways in which events and processes occurring hundreds or thousands of years ago continue to affect us today.
3. Courses that satisfy this requirement will normally involve substantial analytic written assignments, meaning a minimum of ten pages, excluding in-class essay exams.

#### **E. Beyond the North Atlantic (BN)**

Asia, Africa, the Middle East, Latin America, Eastern Europe, and the Pacific have been important in world affairs, and knowledge of the history, geography, and culture of these regions is necessary for effective citizenship. One course focusing on at least one of these regions is required. That means that at least two-thirds of the course must deal with one of these regions to insure that students have some understanding of a culture that is geographically distant from the United States.

1. Courses fulfilling this requirement focus on a society or region outside North America and Western Europe, as that area is defined by the North Atlantic World requirement. In other words, this course in a region “beyond” the North Atlantic world will deal with Asia,

Africa, the Middle East, Latin America, Eastern Europe, or the Pacific. The course may concern itself with a specific aspect of culture—such as literature, religion, or art—or may involve historical or other social scientific analysis of the experiences of the people in the society or region.

2. Courses that satisfy this requirement will normally involve substantial analytic written assignments, meaning a minimum of ten pages, excluding in-class essay exams.

## **F. Global Issues (GL)**

One course that provides students with knowledge and understanding of transnational connections and global forces is required. Global forces entail interrelationships among cultures, societies, nations, and other social units, and they include transnational processes such as migration, urbanization, trade, diplomacy, and information flow. Courses treating global forces might analyze globalization in general or focus on particular case studies. For example, the case studies might consider international economics and politics, focus on the changing demography or environment, or highlight transnational issues concerning ethnicity, gender, religion, or language.

1. Coverage of natural phenomena or technology (e.g. earthquakes or computers) that does not place at least half of its emphasis on human dimensions (perspectives and behaviors of people involved) would not qualify. For example, a course on water resources worldwide, if it treated only the engineering technicalities, might not qualify; however, if it included human dimensions, it could.
2. Courses satisfying this requirement must focus on transnational connections between two or more nations or the transnational dynamics of global forces. (“Focus” here means that at least two thirds of the course must deal with this topic.)
3. Courses that satisfy this requirement will normally involve substantial analytic written assignments, meaning a minimum of ten pages, excluding in-class essay exams.

## **SUPPLEMENTAL GENERAL EDUCATION REQUIREMENTS FOR A.B. STUDENTS IN THE COLLEGE OF ARTS AND SCIENCES**

A.B. students in the College of Arts and Sciences may fulfill this requirement in one of two ways:

### **The Distributive Option: Crossing Divisions**

A.B. Students in Arts and Sciences may meet the requirement by taking three non-introductory courses in the College of Arts and Sciences. The purpose of this requirement is to add greater breadth to the student’s undergraduate experience.

1. The three non-introductory courses must include one in each of the three Divisions of the College of Arts and Sciences outside the student’s major field of study.
2. “Non-introductory” courses are defined as those numbered 200 or above in the course numbering system that takes effect in fall 2006.

3. The Supplemental General Education requirement may not be satisfied with Independent Studies, Internships, Directed Readings, or similar courses.

**OR**

### **The Integrative Option: Interdisciplinary Cluster Programs**

The Integrative Option for fulfilling the supplemental College of Arts and Sciences General Education requirement encourages students to make connections as they cross disciplinary boundaries to explore issues or solve problems. In this option, students enroll in an approved *Cluster Program*. Each of these Interdisciplinary Clusters, which will be proposed by faculty members and listed in the Undergraduate Bulletin, require that students take nine credit hours (usually in three courses) that are linked in some way and that focus on a single theme. Some examples might include: “Landscape” (with faculty from Geography, Environmental Science, and Art History); “Race” (with faculty from Anthropology, English, Sociology, and History), or “Evolution of the Cosmos” (with faculty from Physics, Religious Studies, and Biology).

The Implementation Committee will establish further guidelines and solicit Cluster proposals after the initial deadlines for the submission of renumbered and General Education courses in 2004. However, some of the already established guidelines include the following:

1. A Cluster Program usually will be constituted by three thematically related courses of three credit hours each.
2. Each Cluster will include an introductory or culminating course, whichever seems more appropriate. That course may be jointly taught, though that is not required.
3. The faculty members who teach in the Cluster must have primary appointments in least two different Divisions or Schools, at least one of which is in the College of Arts and Sciences.
4. To insure that the courses will be available when students need them, the list of the Cluster’s required courses must include *at least* twice the number of courses needed to meet the requirement. That means in most cases a Cluster must include a common introductory or culminating course, and at least four others from which students may select two.
5. It is desirable that students approach interdisciplinary study from a firm disciplinary base, so no more than three credits in the Cluster may also count toward the student’s primary major, secondary major, or minor.
6. Courses in the Cluster may also be used to fulfill one or more Connections requirements.