

**CORE COURSE OFFERINGS
FALL 2011**

KING'S COLLEGE CORE CURRICULUM

- A student must earn a minimum of 120 credit hours to be awarded the baccalaureate degree. The number of credit hours required for graduation may be higher in certain major programs or if the student elects to pursue a second major. The requirements of the Core Curriculum represent 52-59 credit hours. Beyond the requirements of the Core Curriculum and of a student's chosen major program, the balances of the credit hours required for graduation are free electives.

COURSE NUMBER	CATEGORY <i>(Click on the Course Title for Course Description and Themes)</i>	MINIMUM CREDITS REQUIRED		MAXIMUM CREDITS REQUIRED	PAGE
CORE 098 ¹	Mathematical Skills¹ (if required)			3	3
CORE 099 ²	Thinking and Writing² (if required)			3	4
CORE 110L ³	Effective Writing Lab³ (if required)			1	9
CORE 090	The First Year Experience	1		1	2
CORE 100	Liberal Arts Seminar (click for themes)	3		3	5
CORE 110	Effective Writing	3		3	8
CORE 115 – 116	Oral Communications (click for choice)	3		3	10
CORE 120	Mathematical Ideas (or an Advance MATH course)	3		3	11
CORE 131 - 133	Civilizations: Historical Perspectives (click for choice)	3		3	12
CORE 140 – 146	Foreign Cultures & Foreign Languages (click for choice)	3		3	13
CORE 150 – 158 ⁴	Social Science⁴ (click for choice)	3		3	14
CORE 161 – 164	Literature (click for choice)	3		3	15
CORE 171 – 179	The Arts (click for themes and course descriptions)	3		3	17
CORE 180 – 188 ⁴	American Studies⁴ (click for choice)	3		3	19
CORE 190 – 198 ⁴	Contemporary Global Studies⁴ (click for choice)	3		3	21
CORE 250 – 259	Systematic Theology (click for choice)	3		3	22
CORE 260 – 269	Moral Theology (click for choice)	3		3	24
CORE 270	Natural Science I	3		3	25
CORE 271 – 279	Natural Science II (click for choice)	3		3	26
CORE 280	Philosophy I	3		3	27
CORE 281 – 289	Philosophy II (click for choice)	3		3	28
	TOTAL CORE CREDITS REQUIRED FOR GRADUATION	52	-	59	

¹Students will take a Math Placement Exam to determine if the need to take CORE 098 as a Prerequisite to CORE 120.

²Students will take a Writing Placement Exam to determine if they need to take CORE 099 as a Prerequisite to CORE 110.

³Students will take a Grammar Placement Exam to determine if they need to take CORE 110L with CORE 110.

⁴All students are required to take ONE CORE course numbered CORE 150, 180, or 190 to fulfill the INTERDISCIPLINARY INTRODUCTION TO THE SOCIAL SCIENCE. Students should consult with their advisor to determine what SOCIAL SCIENCE, AMERICAN STUDIES, and CONTEMPORARY GLOBAL STUDIES course best suits their major.

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CORE 090 THE FIRST YEAR EXPERIENCE

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- All freshmen are required to take CORE 090 during their First Semester at King's College.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 090	A, B, C, D, G, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z1, Z2	The First Year Experience Seminar	<p>The First Year Experience Seminar is designed to introduce first year King's students to the multiple dimensions of college life and to the King's College community in general. Over the course of 14 sessions, led by a faculty instructor and student assistant and presented in an interactive format, students will be challenged to draw full benefit from their experience at King's. Besides receiving timely information concerning student services and college expectations, first year students will have an extended experience of four major modules:</p> <ul style="list-style-type: none"> • Intellectual Development • Service Learning • Career Planning • Social Issues <p>Seminar participants will also be expected to attend at least three campus events (from a list of recommended activities) during the semester. This program of continuing orientation and formation supports and fosters the King's commitment to promoting intellectual, moral and spiritual development in a student centered learning environment.</p> <p>Successful completion of the one-credit FYE Seminar is a requirement for graduation.</p>	1

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CORE 098 MATHEMATICAL SKILLS (IF REQUIRED)

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- Students will take a Math Placement Exam during Summer Advisement to determine if they need to take CORE 098 as a Prerequisite to CORE 120 (or an advanced MATH course).

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 098	A, B, C, D, F, G	Mathematical Skills	<p>This course develops the skills needed for other mathematics courses at King's College, and emphasizes the organizational and analytical skills required for success in a problem solving society. Mathematically, this course focuses on the structure of arithmetic and directly relates this understanding to the more theoretical topics of algebra. Students will review and relearn the fundamentals of real numbers and use this knowledge as a bridge to the abstract concepts of algebra. The arithmetic and algebraic concepts covered in the course are used to introduce the basics of problem solving and mathematical reasoning. Topics include; whole numbers and integers, fractions, decimals, and mixed numbers, exponents, roots, simplifying algebraic expressions, solving first and second degree equations, factoring algebraic expressions, and simplifying rational expressions.</p> <p><i>CORE 098 Mathematical Skills is a prerequisite for CORE 120 and all other Mathematics courses offered at King's College. For some students, this requirement may be waived on the basis of the recommendation of the mathematics department.</i></p> <p><i>A student taking CORE 098 must attain a minimum of a "C" grade in order to register for CORE 120 or any other mathematics course.</i></p>	3

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CORE 099 THINKING AND WRITING (IF REQUIRED)

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- Students will take a Writing Placement Exam during Summer Advisement to determine if they need to take CORE 099 as a Prerequisite to CORE 110.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 099	A, B, C, D, F, G, I	Thinking and Writing	<p>The course is designed to help students become more confident and effective writers. Students will write organized, well-developed paragraphs and essays for various audiences and purposes; understand and use techniques of writing — prewriting, writing and revising; and editing for correct grammar, usage, and punctuation. This course has four meetings per week.</p> <p><i>CORE 099 is a prerequisite for CORE 110. In some cases CORE 099 may be waived on the basis of a placement exam.</i></p> <p><i>Students must attain a minimum of a “C” grade in order to register for CORE 110. Students who do not meet this requirement must repeat CORE 099.</i></p>	3

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CORE 100 LIBERAL ARTS SEMINAR (CHOOSE FROM THEMES BELOW)

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- Students may choose from the themes below **based on availability**.
- All students are required to take CORE 100 (must be taken in either the fall or spring of the first year).

General Course Description: The Liberal Arts Seminar course is an introduction to college-level academic study with emphasis on critical reading and discussion. Topics will vary, but each seminar will focus on questions and issues relevant to the liberal arts. The course will emphasize the development of students' reading and thinking skills through close textual analysis of a range of works. The seminar also seeks to enhance students' ability to synthesize a variety of textual materials in order to express ideas, formulate positions, and construct oral and written arguments

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 100	B, F	Animal Matters	(Laurie Sterling) MWF 10:00 and 11:00 Animals are inextricably intertwined with human history and culture. They figure prominently in our folklore, language, families, food, economics, entertainment, and our science. Drawing on the interdisciplinary field of animal studies, this seminar will examine the history and beliefs that have shaped our complicated (and often contradictory) relationships with animals. We will also address some of the issues and questions that such an examination provokes. Of particular interest will be the way we talk about animals—the language, stories, and arguments that we construct about them—and our relationship with them. We will begin interrogating the human/animal divide: What do our language, history, and folklore tell us about our perceptions of animals? What separates us from animals? What qualities do we share with them? We will also explore the topics such as pet keeping; animals as food; animal protection, welfare, and rights; and animals in sport and entertainment.	3
CORE 100	Q	From Woody Guthrie to Woodstock	(Marlon Alber) MW 2:00 In this class, we'll respond to music, film, poetry, novels, plays, and critical essays spanning from the Great Depression to the Vietnam War. Our group will share the responsibility of contributing to a free exchange of ideas and continue the dialogue with iconic writers (John Steinbeck, Tennessee Williams, J.D. Salinger, Arthur Miller, Sylvia Plath, Allen Ginsburg, Jack Kerouac, Martin Luther King, Daniel Berrigan, David McCullough, Toni Morrison, and more) and musicians (Odetta, Woody Guthrie, Hank Williams, Bob Dylan, Joan Baez, Johnny Cash, Arlo Guthrie, John Lennon, Simon and Garfunkel and more). We'll listen to lyrics, interpret music as poetry, and place the stories being told into their historical contexts. We'll also read some of the toughest critics of these icons and explore the validity of arguments being presented. Research projects include analytical interpretation and interaction with the critical reviews of the musicians and writers covered in class. All research topic selections will be student-based. Possible texts include <i>Bound for Glory</i> , by Woody Guthrie, and <i>On the Road</i> , <i>The Dharma Bums</i> , or <i>The Subterraneans</i> , by Jack Kerouac.	3
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			musicians (Odetta, Woody Guthrie, Hank Williams, Bob Dylan, Joan Baez, Johnny Cash, Arlo Guthrie, John Lennon, Simon and Garfunkel and more). We'll listen to lyrics, interpret music as poetry, and place the stories being told into their historical contexts. We'll also read some of the toughest critics of these icons and explore the validity of arguments being presented. Research projects include analytical interpretation and interaction with the critical reviews of the musicians and writers covered in class. All research topic selections will be student-based. Possible texts include <i>Bound for Glory</i> , by Woody Guthrie, and <i>On the Road</i> , <i>The Dharma Bums</i> , or <i>The Subterraneans</i> , by Jack Kerouac.	
CORE 100	P	Greed: Wealth and Ethics in Modern America	If "Greed" were an acronym, it might stand for Gains and Rewards on Everyone Else's Dime. There seems to be no end to the number of people who have recently managed to get very wealthy at someone else's expense. Over the last decade, anyone attentive to any form of media could not escape the unsettling volume and varied forms of human greed exposed in activities conducted in the normal course of daily business. This course will examine topics and issues such as the role nature and nurture play in influencing human greediness and the rippling effect that the actions of individual perpetrators have had on the wellbeing of relevant stakeholders (such as citizens, family members, taxpayers, shareholders, and business enterprises). We will look not only at the motives and actions of people driven by greed, but also, more important, at the consequences of such illegal and immoral missteps.	3
CORE 100	C, J	Hey! Watch Your Language!	(James Wallace) MWF 10:00 and 12:00 In this seminar we'll explore ways in which the English language is used to convey information, express emotion, influence opinion, and provide entertainment. We'll examine the power of language in advertising, politics, and the media and look at how language shapes and manipulates our perceptions and values. We'll look at several topics of current interest including political correctness, hate speech, censorship, and whether English should be declared the official language of the United States. We'll consider gender differences in language; listen to dialects; look at prejudicial language, slang, and cursing; and examine the variety of English that shows up in text messages and on line. Readings will include classic and contemporary essays and arguments about the nature and use of language and one novel, <i>Apex Hides the Hurt</i> , by Colson Whitehead.	3
CORE 100	D, L	Irish Myth and Reality	(Jennifer McClinton-Temple) MWF 11:00 and 1:00 Every year on March 17, the Irish take to the streets to celebrate the feast day of St. Patrick, who converted the pagan Irish to Christianity and drove out the snakes as an added bonus. But more than celebrating those accomplishments, we are also celebrating ourselves, and what it means to be Irish. Ireland's history is filled with oppression and independence, poetry and violence, self-righteous aristocrats and fun-loving drunks, mythical warriors and very real terrorists. We will look at how the image of Ireland and Irishness matches up to the reality, how a national identity was created to advance Ireland's fight for independence, how that national identity continues to contribute to the contemporary violence in Northern Ireland, and what all of this means for anyone who claims Irish heritage, including Irish-Americans.	3
CORE 100	M	Mapping the Ghetto: The Venetian Ghetto in History and Memory	(Daniel Clasby) TT 9:30 In this course we will "map" the use of the word ghetto in a world history context. This course is multidisciplinary in design and incorporates a wide variety of scholarship, including academic surveys, Shakespeare's the Merchant of Venice, Renaissance poetry written by Venetian Jewish women, and postcolonial fiction. From the academic vantage point of urban culture and architecture, art history, Italian and Jewish literature and history we will study the ways in which Venice and its Jewish community, which had its organizational beginnings in the Ghetto, is a microcosm of European and world history. We will shift focus in the second half of the course and examine how the idea of the ghetto has been used and abused in more contemporary times. We'll look at the ghettos of Nazi-occupied Europe and	3

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			compare them to the use of the word to describe areas where poverty persists and opportunity is all but lost for marginalized people, especially in a global context. We'll also examine the expropriation of the word in various contexts and look to see whether ghettoization must always describe a persecuted existence of confinement and powerlessness or if, as in the case of modern hip-hop music, it can be used to empower someone and to criticize the social condition and the politics of a nation, as well as signify community and identity.	
CORE 100	A	Myth Busters: Christmas, Santa, and Other Weird Things	(Kyle Johnson) MWF 9:00 In this class we will develop and exercise our critical thinking and reading skills by looking at the origins of Christmas traditions along with as many other myths as we can get our hands on. We will begin by learning how to think about weird things in general, and explore the possibility of ESP, UFO's, Ghosts and many other weird things. Then we will turn our attention to Christmas, and see exactly from where the holiday and all its traditions and myths come. Could there be a connection between the weird things people believe about Christmas and the other weird things that people believe? By teaching our children to believe in someone we know doesn't exist, like Santa Claus, could we be setting them up to believe in other things that don't exist, like aliens visitors, later in life? We shall see.	3
CORE 100	G, K	Peace and Social Justice: What are the Alternatives to Violence?	(Dr. Noreen O'Connor) MWF 12:00 and 1:00 The peace sign is so popular today as a fashion symbol, we can find it on everything from expensive designer jewelry to complete dorm bedroom sets. But if everyone-- large nations to simple individuals-- claims to want peace, why is there so little of it? Why is violence routinely used as the way to settle conflicts, whether across an ocean or across the living room? And one more question: what do we really know about the alternatives to violence? Students in this course will consider a variety of voices and ideas about nonviolent means of solving human problems. Students examine the theory and practice of nonviolent social change and explore the ideas of Henry David Thoreau, Virginia Woolf, Mohandas K. Gandhi, and Martin Luther King, Jr., Dorothy Day, Charles Chaplin, and more. We will read essays, poems, stories and reports, consider and analyze plays, films, and art to study nonviolence. This course is those who are intellectually brave, spiritually alive, socially engaged, and lovers of long-shots.	3
CORE 100	I	Radicals & Revolutionaries	(Margarita Rose) MWF 9:00 What do Karl Marx, Jesus Christ, and Betty Friedan have in common? You could add to the list Albert Einstein, Rachel Carson, Nelson Mandela, and Mahatma Gandhi. Each of these individuals challenged the power structure of their time by offering a radical way of viewing the realities around them. Their thinking sparked revolutions in how humans interacted with one another and in some cases how humans interacted with the natural environment. By taking a critical look at the writings by, or about, these radical thinkers, we may begin to challenge our own worldview and the power structures and cultural influences that have shaped us. Additionally, we will consider what it means to be a revolutionary and how thinking "outside the box" can impact our place in society. Are there issues on which we take a radical position? Are we willing to be marginalized for our beliefs and/or our actions to bring about positive social change?	3
CORE 100	N, O	Unruly Women through the Ages	(Megan Lloyd) TT 9:30 and 11:00 Sarah Palin, Hillary Clinton, Queen Elizabeth, Cleopatra, Joan of Arc, Medea, Lady Macbeth, and maybe your mom. This course investigates the strong female in literature, history and society and explores the attitudes and anxieties about power that smart, assertive women generate.	3

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CORE 110 EFFECTIVE WRITING

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- All students are required to take CORE 110.
- This course must be taken in either the fall or spring of the first year.
- The Writing Placement Exam will determine if a student is required to take CORE 099 prior to CORE 110.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 110	A, B, C, D, E, F, G, I, J, K, L, M, N	Effective Writing	This course in college-level composition emphasizes writing clearly, effectively, and interestingly for a variety of purposes and audiences. Individual conferences, writing work-shops, journal writing, and regular writing assignments encourage practice in each step of the writing process. Students are also introduced to the use of sources in informational writing through a documented essay assignment. <i>(All students take CORE 110 in the Freshman year).</i>	3

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CORE 110L EFFECTIVE WRITING LAB

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- Students will take a Grammar Placement Exam during Summer Advisement to determine if they need to take CORE 110L Effective Writing Lab.
- Students are required to take CORE 110L if they score below 60% on the Grammar Placement Exam administered during Summer Advisement.
- If required, this course will be taken with CORE 110 Effective Writing.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 110L	A, B, C	Effective Writing Lab	The class, taught by instructors from the English Department, will review basic grammar skills such as proper comma use and sentence construction, subject-verb and pronoun antecedent agreement, and proper use of modifiers. It is a Pass/Fail class. <i>(This class is not required for students who are able to score 60% or higher on the Grammar Placement Exam).</i>	1

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CORE 115 EFFECTIVE ORAL COMMUNICATION OR CORE 116 ARGUMENTATION & DEBATE (CHOOSE ONE)

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- Students may choose either CORE 115 or CORE 116 to fulfill the Oral Communications CORE Requirement.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 115	A, B, C, D, F, G, I, J, K, L, M, N, O, P, Q, R, S, T, U	Effective Oral Communication	<p>CORE 115 introduces students to the functions and modes of public presentation, as well as various practical strategies with which to execute it. It requires students to plan, prepare, practice and perform many types of public messages that provide them with invaluable experience in developing ideas thoroughly and communicating them effectively. A video portfolio is kept of each student's performances to document evolving skills development. Emphasis is given to help students execute presentations that are clearly focused, well organized, substantially supported, effectively worded, and confidently delivered. The aim is to help students develop their abilities to express their thoughts, beliefs and experiences in an intelligent and affecting manner, as well as to help them gain confidence in themselves as they do so. Attention is also given to the ethical implications inherent in one's messages, as well as the accurate analysis of the messages of others.</p> <p><i>NOTE: Students would normally schedule CORE 115, CORE 115X, or CORE 116 before the end of their sophomore year.</i></p>	3
CORE 116	Not Offered Fall 2011	Argumentation and Debate	<p>CORE 116 focuses on the use of arguments in contemporary society. Students will learn types of propositions, burden-of-proof, and different types of arguments. In particular, the student will develop skill in rhetoric, public speaking, and critical thinking. Each student will construct, advance, and support arguments within the context of a current public policy controversy. The course will also examine the use and misuse of arguments in government and society, and the consequences of such choices. This is designed for the student who likes to engage in an intellectually rigorous activity that will lay the foundation for success in their future careers.</p> <p><i>NOTE: Students would normally schedule CORE 115, CORE 115X, or CORE 116 before the end of their sophomore year.</i></p>	3

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CORE 120 MATHEMATICAL IDEAS

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- All students are required to take at least one MATH course depending on the Student's Math Placement Exam administered during Summer Advisement.
- Certain majors require a specific math course which may satisfy the CORE requirement.
- Before registering for a math course, make sure to check the Math requirement for your selected major.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 120	A, B, C, D, F	Mathematical Ideas	<p>In order to fully participate in society today, a person must have knowledge of the contributions of mathematics. Mathematics has become an indispensable tool for analysis, quantitative description, decision-making, and the efficient management of both private and public institutions. Consequently, a familiarity with essential concepts of mathematics is necessary for one to function intelligently as both a private individual and a responsible citizen. As such, this course is divided into four units, each covering an aspect of mathematics that is conceptually significant and highly relevant. The first unit deals with issues of fairness and strategy in voting and elections. In the second, students learn about collecting, organizing, interpreting, and presenting statistical data. The third unit involves the use of mathematics to solve problems related to organizing and managing complex activities, and a final unit on symmetry and fractal geometry establishes connections between mathematics and art and highlights some applications. On some occasions, units on other suitable topics may replace those denoted here.</p> <p>Prerequisite: CORE 098 Mathematical Skills.</p> <p><i>Students may also satisfy this requirement by taking one course from among: (see catalog for MATH course descriptions)</i></p> <ul style="list-style-type: none"> • <i>MATH 123 Finite Mathematics (3 credits)</i> • <i>MATH 125 Calculus (4 credits)</i> • <i>MATH 126 Introduction to Statistics (3 credits)</i> • <i>MATH 127 Logic and Axiomatics (3 credits)</i> • <i>MATH 128 Introduction to Statistics, Data Analysis, and Applications to Life Science (4 credits)</i> • <i>MATH 129 Analytic Geometry and Calculus I (4 credits) OR By taking two courses from among</i> • <i>MATH 101 Theory of Arithmetic</i> • <i>MATH 102 Algebra and Geometry</i> • <i>MATH 124 Probability and Statistics for Education Majors</i> 	3

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CORE 131 - CORE 133 CIVILIZATIONS: HISTORICAL PERSPECTIVES

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- Students may choose either CORE 131 or 133 to fulfill the Civilizations: Historical Perspectives CORE Requirement.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 131	A, B, C, D, F, G, I, J	Western Civilization to 1914	To increase the student's appreciation for and understanding of the main stages of Western Civilization from the foundations of human history to the West's domination of the globe at the beginning of the First World War. Students will examine major issues, including gender and class, war, classical antiquity, Christianity, feudal society, capitalism, the Reformation, democratic institutions, the international state system, nationalism, and imperialism.	3
CORE 133	Not Offered Fall 2011	World Civilizations 1453 to the Present	To increase the student's appreciation for and understanding of the contact between cultures and civilizations, since the 15th century, when the world became knitted together through trade and conquest as never before. This class traces the development of this interconnectivity between and among cultures and civilizations to the present in order to better understand the history and meaning of globalization, its horrors and triumphs, perils and possibilities.	3

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CORE 140 FOREIGN CULTURES OR CORE 141 - 146 FOREIGN LANGUAGE

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- Students may choose either CORE 140 or CORE 141-146 to fulfill the Foreign Culture/Language CORE Requirement.
- Students who select a foreign language are assisted in determining the appropriate level at which to begin their study.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 140		Foreign Cultures	<i>(African, Islamic, Latin American, or Polish)</i> A study of the contemporary culture, values, perspectives and lifestyle of a foreign people focusing on a sympathetic understanding of cultural diversity and appreciation of another way of life. The course is taught in English. No knowledge of a foreign language is required.	3
CORE 141		Beginning Language I	<i>(Chinese Mandarin, French, German, Italian, Latin, or Spanish)</i> Pronunciation, fundamentals of grammar, exercises in speaking, understanding and writing the foreign language. Readings introduce the student to the foreign culture.	3
CORE 143		Intermediate Language I	<i>(French, German, Italian, or Spanish)</i> Review and further study of the fundamentals of the foreign language to increase comprehension, speaking and writing skills. Readings increase knowledge and understanding of the foreign culture. <i>Prerequisite: CORE 142 or equivalent.</i>	3
CORE 145		Conversation and Composition I	<i>(French, German, or Spanish)</i> Development of proficiency in the active use of the foreign language, both spoken and written. The course acquaints the student with the contemporary lifestyle, values and attitudes of the foreign people and increases cultural awareness. <i>Prerequisite: CORE 144 or equivalent.</i>	3

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CORE 150 – 158 SOCIAL SCIENCE (CHOOSE ONE)

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- Students choose ONE of the Social Science courses numbered CORE 150 through 158 to fulfill the Social Science CORE requirement.
- Certain majors require a specific Social Science course. Students are advised to choose the course which is required for their major.
- Students are required to take a course numbered CORE 150, CORE 180, or CORE 190 to fulfill the INTERDISCIPLINARY INTRODUCTION TO THE SOCIAL SCIENCES.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 150	A, B, C	Human Behavior and Social Institutions	An introduction to the goals, methods, theories, and research findings associated with the various fields comprising the social sciences. Topics will include: causes and consequences of individual and collective human behavior; the ways in which societies are organized; and the interrelationships of various institutions which comprise human society. Each course taught will focus on a specific theme as a focus of this interdisciplinary overview of the social science disciplines. <i>This course fulfills the Core requirement for an Interdisciplinary Social Science course.</i>	3
CORE 153	A, B, C, D	The Principles of Economics: Macro Economics	Macro Economics: The theory of national income, aggregate demand and the level of employment, money and banking, and government fiscal policy.	3
CORE 154	A, B, C, D, DE, DE1, F	Introduction to Psychology	A survey of basic core topics, concepts, and principles, including child development, learning, memory, motivation, physiological influences, stress and coping, personality dynamics, social functioning, abnormal behavior, and psychotherapy. Special emphasis is given to showing how psychology is applied to important issues in society, such as delinquency, child abuse, learning disabilities, crime and violence, profiling and forensics, managing stress, the widespread use psychotropic medications, addictions, brain injury, and “greening” the environment. At the end of this course, it is expected students will understand (a) the research principles that make psychology a scientific discipline, and be able to critically evaluate statements about behavior; (b) the biological and psychological factors involved in cognitive and emotional development from birth to old age; (c) anxiety pathologies and psychotic disorders; (d) different counseling techniques; and (e) how to evaluate the use of prescription medication for treating mental disorders.	3
CORE 155	Not Offered Fall 2011	Introduction to Women’s Studies	An analysis of women’s historical and contemporary place in American society. An examination of the approaches and research findings of the social sciences using gender as a category of analysis intersecting with class, race, and ethnicity. The impact of gender on social institutions including government, the economy, religion, family, and education will be explored.	3
CORE 157	A, B, C	Introduction to Sociology	The course introduces sociology’s basic concepts, theories, research methods, and subfields, covering such topics as socialization, deviance and crime, family, economic inequality, culture, gender, religion, and social movements. Students will come to understand the many ways in which people’s lives, including their own, are shaped by the social world, and the many ways in which human behavior and interaction serve to reinforce or challenge and reshape or social world.	3
CORE 158	Not Offered Fall 2011	Introduction to Political Science	Political science consists of many fields of study. This course provides an introduction to the basic theories and concepts of political science. The course includes political theory, the political process, and an overview of American government, comparative politics, and international relations.	3

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CORE 161, 162, 163 OR 164 LITERATURE (CHOOSE ONE)

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- Students may choose CORE 161, 162, 163 or 164 to fulfill the Literature CORE requirement.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 161	A, B	Introduction to Literature	An examination of major literary works that provide a unique perspective on human experience and society. Emphasis is placed on developing close reading and interpretation skills through the analysis of literary texts. Special attention will be given to relations between thematic content and formal properties and readings must include key works of poetry, drama, fiction, and creative nonfiction from a range of historical moments and cultural contexts.	3
CORE 162	A	Russian Literature	As a continental power comparable to the United States, stretching “from sea to sea,” Russia has traditionally had an impact on history that is impossible to ignore. From the multi-national empire of the Tsars, through the rival mega-state that was the Soviet Union, to the “third power” dividing the world today with the USA and China, Russian culture informs our own, and no one’s store of knowledge is complete without at least a cursory understanding of the one Euro-Asian superpower. This course will introduce the student to the major works and authors of Russian literature, from the middle ages to the contemporary world. Readings will stretch from the <i>Primary Chronicle</i> and <i>Song of Igor’s Campaign</i> through the giants of the nineteenth century (Pushkin, Gogol, Dostoevsky) to twentieth century authors such as Blok, Mayakovsky, and Solzhenitsyn.	3
CORE 163	A	American Literature: From Poe to Pound	Although the United States possesses a relatively “new” literary culture, dating in the main from the eighteenth century, the American tradition in literature is remarkable for the number of world-class writers it has produced in the short span of two centuries. Charles Baudelaire’s translations of Edgar Allan Poe fundamentally changed French literature, and the influence of both Walt Whitman and Ezra Pound on the modern poetry of nations from Great Britain to Poland and Russia has been enormous. Our course will focus on a number of great poets and writers of the American tradition, from the Romantic period through the twentieth century. Some of the authors included will be Edgar Allan Poe, Walt Whitman, John Steinbeck, William Carlos Williams, E.E. Cummings, Edna St. Vincent Millay and Ezra Pound. The student of this section of Core 163 will get both a good grounding in many of the “classics” of modern American literature, as well as an introduction to some lesser-known regions of our literary tradition. Not all American citizens who write, express themselves in English. Accordingly, we will also briefly explore the Francophone poetry of New Orleans, the writings of New Mexican poet Fray Angelico Chavez, and other non-Anglo writers “off the beaten track.”	3
CORE 164	A	Fairy Tale Themes in Literature	This course will begin with a study of traditional fairy tales and their interpretations. We will read versions of “Red Riding Hood,” “Cinderella,” “Snow White,” “Rapunzel,” “Jack and the Bean Stalk,” “Hansel and Gretel,” and “Bluebeard” (among others). Additionally, we will read analytical pieces about these tales. Once students are familiar with fairy tales, their meanings, and their uses, we will explore the ways that literature and film incorporate fairy tale elements and themes. Readings may include work by Salman Rushdie, Angela Carter, Margaret Atwood, and Anne Sexton.	3
CORE 164 (cross-listed with TILE 164 Sec A)	B	Science Fiction	This course is taught side-by-side with CORE 270/A: The Science of Science Fiction . The idea behind pairing these courses is to study science and science fiction as they relate to each other. Scientific progress is the playground of authors who work to imagine where science will take us and—significantly—how science may change us. Fiction can help us think about the implications of scientific progress, and scientific progress gives us new and exciting things to imagine and hope for in fiction. These two courses are separate but coordinated—we’ll read fiction that explores the science taught in CORE 270, and CORE 270 will pick apart the science and pseudo-science in the fiction. As far as the literature half of this pair is	

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			<p>concerned (that is, the CORE 164 part), we'll be reading science fiction not only as an introduction to literature in general but to the genre in particular. We'll also read science fiction as a way to think about who we are now by comparing us to who we might be as science pushes into newer and newer territory. All of the science fiction mainstays--interstellar exploration, galactic empires, first contact, time travel, and intelligent machines, among others--make science fiction a useful tool for thinking about ethical and political issues, and that's what we'll do this semester while we imagine futures that are bright and shiny, dark and grimy, cluttered, tidy, chaotic, orderly, sterile, robust, vibrant, quiet, and generally much better/much worse/more or less the same as right now. We'll read mostly from an anthology, covering authors such as Asimov, Heinlein, Clarke, Bradbury, Robinson, LeGuin, Russ, Card, and others. We may read one short novel and watch one film.</p> <p><i>THIS SECTION IS RESTRICTED TO STUDENTS PARTICIPATING IN THE "BORDERHOUSE PROGRAM" AND WHO ARE THEREFORE ENROLLING IN "CORE 270/A: THE SCIENCE OF SCIENCE FICTION."</i></p>	
CORE 164	C	Immigrant Fictions	<p>This course will examine the experience of immigrants in America in the 20th century in literature and film. We will ponder: How do immigrants see America? And how does America view immigrants? What does "the American dream" mean to immigrants? And how do they achieve it? What is the meaning of home? We will study the range of immigrant experiences by reading such authors as Anzia Yezierska, Bernard Malamud, Hisaye Yamamoto, John Okada, Bharati Mukherjee, Doreen Baingana, Julia Alvarez, and Junot Diaz. Possible films include <i>The Immigrant</i>, <i>El Norte</i>, <i>Maria Full of Grace</i>, <i>The Namesake</i>, <i>Sweet Land</i>, and <i>In America</i>.</p>	
CORE 164	D	Science Fiction	<p>Science fiction is fun--escapist, exciting, and wildly imaginative. But it also provides a unique way for us to think about what it means to be human and just where our drive toward scientific progress might take us. For example--we might not ever encounter an alien civilization, but when we think about what might happen (how would we respond to aggression? weakness? something we cannot begin to understand?), we think about who we are and what we value right now. Do you know what it means to be human? Do you care? We might not ever develop artificial intelligence, but when we think about computers that think like humans, we think about what separates "human" from "everything else." All of the science fiction mainstays--interstellar exploration, galactic empires, first contact, time travel, and intelligent machines, among others--give us opportunity to think about who we are now by comparing ourselves to who we might be. This makes science fiction a useful tool for thinking about ethical and political issues, and that's what we'll do this semester while we imagine futures that are bright and shiny, dark and grimy, cluttered, tidy, chaotic, orderly, sterile, robust, vibrant, quiet, and generally much better/much worse/more or less the same as right now. We'll read mostly from an anthology, covering authors such as Asimov, Heinlein, Clarke, Bradbury, Robinson, LeGuin, Russ, Card, and others. We may read one short novel and watch one film.</p>	

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CORE 171 – 179 THE ARTS (CHOOSE ONE)

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- Students may choose from CORE 171 – 179 to fulfill the Arts CORE requirement.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 171A	A, B	Acting for Non-Theatre Majors	This course serves as an in-depth introduction to the craft of acting for the non-actor. This course will lead to an experience that will deepen the students' understanding of basic creative techniques. Acting is studied as an art of self-expression and communication and will enhance the students' understanding of the creative process and the role of imagination in it. All students will be introduced to beginning acting techniques to develop, define and practice the artistic expression with interest and technical proficiency. Improvisation and classroom exercises will provide a foundation in acting techniques. Students will learn to use the voice and body as instruments of self-expression and communication in performance and will develop mental, physical and vocal flexibility through acting with words, acting without words, ensemble work, characterization and experimentation.	3
CORE 171X	A, B	Theatre Experience	Introduces the student to the various aspects of theater arts. Through textbook and play readings, videos, guest artists, class discussions and viewing/critiquing live performances, students develop a basic theater vocabulary and appreciation for this most collaborative of art forms.	3
CORE 172M	A, E	Dance Movement	This introductory course in the art of dance incorporates lecture/demonstration and dance exercises to explore the movement dynamics appropriate in a theatrical production. Special emphasis will be given to the diverse styles of theatrical dance such as waltz, jazz, tap, Latin, etc. This course will also explore various period style of dance as well as the techniques of famous Broadway choreographers of America. This course is designed for the beginner through the inter-mediate level and will culminate in a final dance performance.	3
CORE 174M	Not Offered Fall 2011	Music Appreciation	This course will serve as an introduction to the various genres, styles, periods, composers, and materials of music. Readings, music listening, and written assignments provide students with opportunities to develop their abilities to interpret diverse forms of musical expression.	3
CORE 174U	Not Offered Fall 2011	Understanding Music	Students will be introduced to the basics of note reading and the fundamentals of music theory. Ability to read music and previous musical knowledge is not a prerequisite. Evolution of musical composition will be studied to provide a better understanding of the ultimate mixture of consonance and dissonance found in music today.	3
CORE 175C	A	Contemporary Music		3
CORE 175G	A	Guitar Performance	This introductory course in guitar performance will strive to improve students' skills in music performance. Students will be able to begin playing the guitar or continue previous instruction throughout the semester. Each student will be required to perform in a recital during the semester of study.	3
CORE 176A	A	Art Appreciation	This course will explore the development of modern society from its roots to present day. Important works from the visual arts will be studied and placed into historical context in order to understand both their meaning as individual works of art and their expression of societal values and philosophies. Students will explore ways in which contemporary culture is influenced by the images and architecture of the ancient world.	3

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CORE 171 – 179 THE ARTS (CONTINUED)

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COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 177	D	Drawing	Introductory course concerned with the fundamentals of drawing in order to develop creative capacities and gain a broader understanding and appreciation of intellectual-cultural activity. Course is designed to guide the student to develop skills in drawing from life and the imagination and in pictorial composition. Students will discover means of expressing mood, emotion, abstract concepts and movement, as well as, developing personal style.	3
CORE 177E	Not Offered Fall 2011	Environmental Art	An exploration of the environment through artistic media. The goal of this course is to encourage students to connect to the environment through art. Students will be encouraged to pursue this environmental connection through numerous artistic avenues including drawing, painting, writing, photography, sculpture, and woodcraft. In addition, students are welcome to bring other environmental media to the course. CORE 177E is cross-listed as ENST 350.	3
CORE 177P	A	Art of Photography	Introduces the basic skills and concepts involved in black and white photography. These include film exposure, processing, printing and print finishing, and issues of composition, as well as development of a vocabulary with which to discuss images. Format is divided between lecture/critique and darkroom lab hours. This course is appropriate for the beginning photography student. Note: Student must also register for one of the two lab periods: 177PL	
CORE 177S	A, B	Sculpture	Course seeks to initiate a process by which students may begin to find meaningful relationships between figure and subject by carefully weighing their approach with emotional and conceptual content to form a language of sculpture. An introductory art class that focuses on the elements of art and design principles, specifically as they relate to art produced in a three dimensional media, such as clay, plaster, wire, and found objects.	3
CORE 178I	A, B	Imaginative Writing	This introductory writing course will ask students to work in several genres, including poetry, fiction, creative nonfiction, and/or drama. Class focuses on defining “good” writing and encouraging a process approach. Students will be asked to work through multiple drafts of work and participate in group editing sessions.	3
CORE 179	A, B	Film Studies	Through study of selected film and/or film genres, courses will introduce some major concepts in film studies and film language (editing, cinematography, sound, special effects, etc.) Courses will culminate in an understanding of the many ways films produce meaning through critical interpretations and deep analysis. Courses will provide students with a vocabulary and a grammar of film that will enable them to read what the actors, writers, designers, directors, and producers are saying.	3

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CORE 180 – 188 AMERICAN STUDIES (CHOOSE ONE)

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- Students choose ONE of the American Studies courses numbered CORE 180 through 188 to fulfill the American Studies CORE requirement.
- Certain majors require a specific American Studies course. Students should choose the course that is required for their major.
- Students are required to take a course numbered CORE 150, CORE 180, or CORE 190 to fulfill the INTERDISCIPLINARY INTRODUCTION TO THE SOCIAL SCIENCES.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 180A	A	The American Dream	An introduction to the goals, methods, theories, and research findings associated with the various fields comprising the social sciences as they apply to the study of the American Dream. Students will analyze American behaviors and American institutions in order to understand the American Dream's influence on human behavior, the ways in which societies are organized in order to perpetuate or stifle the American Dream, and the interrelationships of various societal institutions as far as such interrelationships further (or not) the American Dream. Knowledge of the substance, motivation, and consequences of both individual and collective human behavior is essential to the liberally educated person. No educated person can hope to comprehend the complexity of contemporary society without some understanding of how that society is organized and how its various components relate to one another. Economic, political, psychological, historical, anthropological, and sociological perspectives provide insights into human behavior and relationships in a complex world. This course will focus on the American Dream while incorporating the social science disciplines of economics, political science, anthropology, sociology, history, and psychology.	3
CORE 180	H	Health Care and Its Disparities	This interdisciplinary CORE course is designed to provide an overview of the health care system in the United States and its disparities; it will provide the students with a clear understanding of the health care system in the United States, exploring a historical analysis of its structure, operation and financing. While students will be introduced to the accomplishments of the health care system in the United States, they will also learn that it has been less than equitable. Understanding the American health care system and its disparities involves a critical analysis of historical, political, economic, social, cultural, and environmental conditions that have produced the system and its inequities for racial and ethnic minorities in the United States. Students will learn of morbidity and mortality differences for racial and ethnic minorities, and that these are tied to socioeconomic status; that people who are poorer and have less education (who are more likely to be among racial/ethnic minorities) are more likely to suffer from disease, to experience loss of functioning, to be cognitively and physically impaired and to experience higher mortality rates. The students will examine the astronomical rise of health care costs in the United States in recent years which makes these disparities even more acute.	3
CORE 180I	A, B	Social Science: Immigration	At the center of the American cultural experience lies the story of immigration. This course investigates an introduction to the social sciences through the theme of U.S. immigration. The course focuses on a basic understanding of research methods, concepts and models used by social scientists in their respective fields, but through the framework of immigrants to American both past and present. Along with developing an appreciation of the social sciences, students will gain an insight into the groups that have helped to shape the culture of American today. This course will also encourage students to examine the ages, stages, and processes by which women and men born elsewhere emigrated to the United States for political, economic, social, and cultural reasons.	3

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CORE 180 – 188 AMERICAN STUDIES (CONTINUED)

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COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 181	A, B, C, D, F	American Civilization to 1914	The study of American civilization is " celebration as well as it is critique. " It examines achievements and failures; triumphs and tragedies; hopes and frustrations. The study utilizes static data to evaluate and to analyze the dynamic forces and ideas by which men and women have shaped the American story of their times. This discipline asks that students focus on the past that they might see the present more clearly as well as better respond to the forces and ideas of our times. Students should develop their ability to judge and decide both private and public issues in a context which respects appropriate traditions. American Civilization focuses on the development of the United States from its earliest times to its emergence as a significant world power at the beginning of the 20th century. This course requires the student to acknowledge the complexity and variety of the unique American democratic experience and to recognize the painful price paid by so many in the past for the achievements enjoyed in the present. The major political, economic, social, cultural, and technological events and forces of the period 1600-1914 will be examined in this course.	3
CORE 187I	A, B	American Social Concerns	This course helps students answer the question, "What does it mean to be an American?" by exploring the major social issues of the past decade. Students will explore the historical, social, political, economic, and cultural dimensions of various issues, gaining a broad understanding of how each issue shapes, and is shaped by, our collective identity as U.S. citizens. By challenging students to develop and examine their own informed opinions about current social issues, they will become more responsible and informed participants in American civic life. Issues that may be covered include the changing demographics of the United States; inequalities of race, ethnicity, gender, and social class; health care; the environment; families and social policy; drug policy; immigration past and present.	3
CORE 188	DE	American Government	This course will focus on fundamental political principles and concepts as applied to the American political system. Students will examine the formal structure of American government, its basic political institutions, and the political problems created by American society and culture. Political behavior and socialization will be emphasized, particularly as these phenomena contribute to an understanding of the policy-making process in the United States. The diversity of influences within the United States' political system will require study of the significant economic, social, cultural, and technological events and forces responsible for defining the substance and the structure of American government.	3

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CORE 190 – 198 CONTEMPORARY GLOBAL STUDIES (CHOOSE ONE)

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- Students choose ONE of the Contemporary Global Studies courses numbered CORE 190 through 198 to fulfill the Contemporary Global Studies CORE requirement.
- Certain majors require a specific Contemporary Global Studies course. Students should choose the course that is required for their major.
- Students are required to take a course numbered CORE 150, CORE 180, or CORE 190 to fulfill the INTERDISCIPLINARY INTRODUCTION TO THE SOCIAL SCIENCES.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 190	A, B, C	Social Sciences in a Global Context	Knowledge of the substance, motivation, and consequences of both individual and collective human behavior is essential to the liberally educated person. Moreover, no educated person can hope to comprehend the complexity of contemporary society without some understanding of how that society is organized and how its various components relate to one another. Economic, political, psychological, and sociological perspectives can provide insights into human behavior and relationships in a complex world. This course is designed to introduce the student to the goals, methods, theories, and research findings associated with the various fields comprising the social sciences within the context of a global theme. Examples include Gender and Globalization or Global Health Issues and Problems.	3
CORE 191	A, B, C F, G	Global History Since 1914	To increase the student's knowledge and understanding of the interaction among the Americas, Europe, Africa, and Asia during the twentieth century and beyond. Students will examine worldwide issues, including nationalism, imperialism, alternative political structures like Fascism and Marxism, World War II, decolonization; the Cold War, and ongoing problems of human rights, technological change; and economic globalization.	3
CORE 192	A, B	Global Geography	A basic survey of the physical and human geography on worldwide scope. Topics include geographic concepts; the physical geography and climate; the human interaction with the environment; and the nature and development of culture. This course is required for all Elementary Education majors.	3
CORE 193	A, B, C, D	Globalization	The course will provide a broad overview of the environment in which international business takes place. The topics to be covered include analysis of the political, legal and cultural environments in which international businesses operate. Globalization and its implications is evaluated especially from the perspective of environmental consequences, consumer issues, labor concerns, privatization vs. nationalization, as well as political interests of nation-states. Study of international business is an interdisciplinary approach and incorporates political processes, economic pressures, social and cultural constraints, psychological inclinations and historical roots to explain opportunities and challenges of International Business. This course is cross-listed as IB 241 Introduction to International Business.	3

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CORE 250 – 259 SYSTEMATIC THEOLOGY (CHOOSE ONE)

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- Students may choose from CORE 250 - 259 to fulfill the Systematic Theology CORE requirement.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 250	Not Offered Fall 2011	Catholicism	What does it mean to live in the world as a Christian and as a Catholic? How does it make sense to believe in a creator God, in Jesus Christ who suffered and died for us, and in the church as a living body of Christ? Especially in this day and age, how does it make sense to hope for the coming of the kingdom of God—a world in which justice and righteousness reign and there is no more suffering and no more tears? This course examines central Catholic hopes and beliefs and explores how to engage them in the joys and sorrows of the contemporary world. In this work, the common ground between Catholicism and other Christian communions is highlighted.	3
CORE 251	A, B	The Old Testament	This course studies the principal themes, historical framework, geographical setting, and literary background of the literature we call the Old Testament. The development of the faith of Israel from its beginnings in the earliest tribal migrations to the emergence of Judaism just prior to the time of Jesus will be discussed.	3
CORE 252	Not Offered Fall 2011	The New Testament	This course studies the principle themes, historical framework, geographical setting, and literary background of the New Testament. Both text-critical and theological themes will be explored.	3
CORE 253	A, B, C	Key Biblical Themes	The Bible tells the story of the beginnings of the relationship between God and human beings, but it does so by telling many different stories from many different times. This course provides an introduction to the Bible by examining central theological themes that connect these stories, such as creation, covenant, sin, prophecy, and salvation, as well as the historical roots of these stories, such as the Exodus, the Davidic Monarchy, the Exile, and the life and death of Jesus of Nazareth.	
CORE 254	Not Offered Fall 2011	Belief and Unbelief	This course addresses the serious option facing modern people: to believe in God or not. It addresses a number of questions: Can we know if God exists? What is the difference between “the God of the philosophers” and the God of Abraham, Isaac, and Jacob? Is it reasonable to believe in God? Is belief the product of psychological factors in the individual? What is the relationship between God and morality? Does believing benefit the person in any way? Students will both study answers given by major philosophers, theologians, and novelists and develop their own answers.	3
CORE 257	A, B, C	Who is Jesus?	This course explores the many answers to the question Jesus asks his disciples: “Who do you say that I am?” Christians call Jesus the Christ, the Son of God, the King, and the Savior of the World, among many other titles. Jesus is also a figure of enduring fascination in cultural history. To gain a fuller theological understanding of Jesus, students will study such topics as Jewish Messianism, New Testament depictions of Jesus, theological understandings of the Son as the second person of the Trinity, Jesus’ two natures as God and human, explanations of how Jesus saves humanity from sin, and the historical Jesus. Other topics could include non-Christian perspectives of Jesus or Jesus in art, literature, and music.	
CORE 259	A	Spirituality of the Body	This course has 3 sections, each centered on the confluence of body, violence, and spirituality. The first, The Body as Oppressed, looks at Western and Eastern ascetics who “subdued the flesh” in manners that would be deemed as physically (if not also emotionally) unhealthy today. It is difficult to defend such practices, and today they indeed meet with hospitalization, medication, and counseling. The second section, The Body as Disciplined, looks at the process of honing one’s health and strength in order to achieve a spiritual and physical goal. This is mirrored in Paul’s call to train as if for battle, for the Christian spiritual warrior. Not	3

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		<p>limited to an analogy, it is also found in the medieval ideal of the Christian knight and the eastern ideal of the martial arts master. Today such practices are defended and idolized in Olympic athletes and in our military forces liberating an oppressed nation. The third section, The Body as Transcendent, brings us surprisingly back to both the Western ascetics and the Eastern Aikido masters. The manipulation of the body in pain, as well as the alignment of the body with <i>chi</i> or universal force, both catapult the human spirit to another level of transcendence. Today, this phenomenon seems little understood in American culture. However it is an important key to understanding the history of western religious asceticism, as well as of appreciating the spiritual dimensions inherent in the body.</p> <p>The first section of the course will be predominantly theory. It will consist of readings, lectures, and tests. The second and third sections will be a combination of theory and praxis. Students will spend half their time in the classroom and half their time in an integrated learning experience with a qualified martial arts instructor. Emphasis will be on the spiritual and philosophical aspects of the art, and all movements will be demonstrated and performed in a controlled, safe manner. Students will focus on the disciplined movements of Karate, for the Body as Disciplined, and the development of <i>ki</i> or energy in Aikido for The Body as Transcendent. The synchronization of balance, centeredness, motion, breathing, and mental focus provide an integrated mode of learning that will complement and illustrate the classroom theory, and vice versa.</p>	
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CORE 260 – 269 MORAL THEOLOGY (CHOOSE ONE)

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- Students may choose from CORE 260 - 269 to fulfill the Moral Theology CORE requirement.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 260	A, B	Christian Ethics	Christian Ethics is the discipline of thinking critically about how best to embody the Christian way of life in particular places and times. This class investigates concepts such as narrative, practice, law, virtue, and liturgy and the ways they inform the Christian moral life. These notions will be applied to concrete moral questions of contemporary relevance.	3
CORE 261	A, B, E	Faith, Morality and the Person	This course addresses the ways Christian and other religious and moral traditions interact with personality and socio-historical conditions to form identity and shape character over time. Special attention is given to the way religious practices and community memberships foster and sustain moral convictions and actions, with a focus on the ways lives of faith can challenge and transform the societies within which they are lived out.	3
CORE 263	A	Christian Marriage	This class is an exploration of the Christian tradition on the issues of sexuality, gender, marriage, and the family.	
CORE 264	A, B	Issues in Christian Social Ethics	This course will present a general view of how the Christian tradition understands and approaches moral issues that relate to social and political life. Both theoretical and practical questions will be confronted. The course features an ecumenical approach to Christian social ethics, but will attend in particular to Catholic social teaching beginning with <i>Rerum Novarum</i> .	3
CORE 269	A	Why Work?		3

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CORE 270 OR 270E NATURAL SCIENCE I (CHOOSE ONE)

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- Students choose either CORE 270 / CORE 270E or an advanced Science course to fulfill the Natural Science I CORE requirement.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 270	A, B, C, E, G	Natural Science Perspectives	A study of the scientific approach, its limits, and what distinguishes it from other approaches to understanding the world. While examining contemporary issues in science, students will compare scientific investigations to other forms of human intellectual activity and form an appreciation for the proper domain and the limits of each. Students will learn to recognize the power of quantifying scientific observations, the role of mathematical procedures and instrumentation in modern science and should come to appreciate science as a means of acquiring human knowledge of the material universe	3
CORE 270E	A, B	Natural Science Perspectives: Environmental Science	This course focuses on understanding the fundamentals of science within an environmental theme. Subjects that pertain to all of the sciences — the nature of science, the scientific method, the rules of research, and the invasion of pseudoscience — will be explored within a framework of topics related to ecology, planetary function, biological evolution, conservation, and biodiversity. Special emphasis will be placed on the ramifications of human activities as they relate to these issues. This course is open to all students and satisfies the CORE 270 requirement. <i>Cross-listed as ENST 201.</i>	

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CORE 271 – 279 NATURAL SCIENCE I (CHOOSE ONE)

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- Students choose ONE of the Natural Science II courses numbered CORE 271 through 279 or an advanced Science course to fulfill the Natural Science II CORE requirement.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 275	A	Genetics: Knowledge / Application	This course will introduce students to the study of genetics, both human and non-human. The goal of this course is to instill in the student a broad base of knowledge concerning the study and application of genetics in the areas of medicine (gene therapy), scientific research (trends), and agricultural application (genetically modified crops). Prerequisite: CORE 270	
CORE 277	A	Conceptual Physics	An introductory course on elementary physics for non-science majors. The connection of physics and its relevance to society and the environment will be emphasized. The course will be descriptive, conceptual, and will include nearly no math. The key topics, mechanics, energy, electromagnetism, atomic & nuclear physics, will be chosen to emphasize the connection of science to society. Prerequisite: CORE 270	
CORE 279	A	Forensic Biology	The diversity of the fields of study grouped under the umbrella of forensic biology will be discussed. The education, training and specialization involved in actual forensic science will be compared to the CSI-style misunderstanding of forensics. Topics include, but are not limited to; sample collection, documentation, forensic anthropology, serology, DNA analysis, and factors affecting decomposition. Prerequisite: Core 270.	3

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CORE 280 PHILOSOPHY I

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- Students take CORE 280 to fulfill the Philosophy I CORE requirement.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 280	A, B, C, D, F, G, I, J, K, L	Introduction to Philosophy	An introduction to the central problems and major figures in the history of philosophical thought. Topics include the meaning and purpose of human existence, the ultimate nature of reality, the foundations and limits of human understanding, the foundations and limits of government, the basic norms of right and wrong.	3

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CORE 281 – 288 PHILOSOPHY II

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- Students choose ONE of the Philosophy II courses numbered CORE 281 through 289 to fulfill the Philosophy II CORE requirement.

COURSE NUMBER	SECTION	COURSE TITLE	COURSE DESCRIPTIONS	CREDITS
CORE 282	C, D	Popular Culture & Philosophy	More and more, popular media deals with philosophical issues. Movies—such as Dead Man Walking, The Matrix and Artificial Intelligence—raise issues from capital punishment to skepticism and philosophy of mind. Television shows—such as South Park, Lost, Heroes, Star Trek and Battlestar Galactica—raises issues political, ethical and metaphysical. This provides us with a springboard from which to explore these issues. In this class, this is what we will do. We will not have time to explore them all, but we will address issues raised by a number of popular works. We will explore issues religious, ethical and metaphysical. <i>Prerequisite: Core 280.</i>	3
CORE 282	A, B	Death and the Meaning of Life	This course explores human responses to death. How should we think about death? Is death something to be feared? Is there an afterlife? Does death show that life is ultimately meaningless? How should we live given the certainty of death? This class explores these other perennial questions about death and meaning through the reading of classic and contemporary philosophers. <i>Prerequisite: Core 280.</i>	3
CORE 286	A	Ethics and the Good Life	This course is designed to give the student a nose for moral argumentation—the ability to distinguish good moral reasoning from bad and to sniff out mistakes in every day moral thought. It aims, through the close reading and discussion of ethical texts and cases, to foster in students a personal and reflectively stable moral sensibility, and to equip them to make fruitful contributions to moral and political discussion in the public arena. <i>Prerequisite: CORE 280.</i>	3