



Integrative Core Curriculum
Fall 2017

Core Course Information for
Academic Advisors

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This booklet provides a menu of course options for students enrolling in Core courses for Fall 2017, with information that may be helpful to academic advisors.

Note: information in this booklet is provided for informational purposes only and is subject to change. Full course information, including full course designation listings, official course descriptions, instructors, and course meeting times, may be found in the Fall 2017 course schedule on Banner.

Questions? sites.jcu.edu/core or email core@jcu.edu.

CORE CURRICULUM REQUIREMENTS

FOUNDATIONAL COMPETENCIES (9-12 credits)

Written Expression: one or two courses, depending on placement: EN 125, Seminar on Academic Writing (3 cr.) OR EN 120/121, Developmental Writing (6 cr.)

Oral Expression: one course CO 125, Speech Communication (3 cr.)

Quantitative Analysis (QA): one course (3 cr.)

LANGUAGE (0-9 credits, depending on placement)

Students must complete the 201 level or equivalent in the language they continue from high school; those who place above this level (201) are exempt from the requirement. Students must complete a two-course sequence (101-102) if they begin a new language at JCU.

INTEGRATED COURSES (15 credits)

- Engaging the Global Community (EGC) (1 course, 3 cr.)
- Exploring the Natural World (ENW) (2 linked courses, 6 cr.)
- Examining Human Experience (EHE) (2 linked courses, 6 cr.)
 - ⇒ Foundational writing (EN 125 or EN 120/121) is a prerequisite for all integrated courses.
 - ⇒ Foundational QA is a prerequisite for Exploring the Natural World.
 - ⇒ Within the five integrated courses, students must include a distribution of at least:
 - one natural science course (BL, CH, MT/CS, PH/EP, PS),
 - one social science course (EC, PO, SC), and
 - one humanities course (AH, CMLC/CL/IC, CO, EN, HS).

PLEASE NOTE: The Faculty Council is currently considering proposals that could change the Integrated Course requirement considerably as of Fall 2017. As of publication of this handbook, the content and timing of these proposals are still uncertain. Advisors should be aware of these potential changes and how their students may be affected.

CORE CURRICULUM REQUIREMENTS

JESUIT HERITAGE (16 credits)

Philosophy: two courses (one from each of the following categories)

Knowledge & Reality (PLKR) (3 cr.) AND

Values & Society (PLVS) (3 cr.)

Theology & Religious Studies: two courses

TRS 101 (3 cr.) AND

An additional 200- or 300-level TRS course (3 cr.)

PLEASE NOTE: *(The Faculty Council is currently considering a proposal to remove the TRS 101 requirement and replace it with the requirement that students take one lower-division and one upper-division TRS course. All students who have already met the TRS Core requirement will be unaffected by this change. Assuming this change is adopted, students who have not yet taken TRS 101 should be advised to enroll instead in a TRS elective.)*

Issues in Social Justice: one course (3 cr.)

Creative and Performing Arts: one course (1 or more cr.)

CORE REQUIREMENTS IN THE MAJOR*

One Additional Writing in the Major course (AW)

One Oral Presentation in the Major (OP)

Capstone experience

* *Some core courses in the major are approved now but many are still in development. New core students entering the third year who intend to graduate early **must** consult with their major advisors on this point now to identify the course of study they should follow for the 2017-18 academic year.*

Full lists of all currently approved courses in each category of the Integrative Core may be found at sites.jcu.edu/core.

FOUNDATIONAL COMPETENCIES

Offerings for Fall 2017

Written Expression

- EN 121, Developmental Writing II (2 sections)
- EN 125, Seminar on Academic Writing (16 sections)

Oral Expression

- CO 125, Speech Communication (10 sections)

Quantitative Analysis (QA)

- DATA 100, Intro to Data Science (2 sections)
- DATA 122, Elementary Statistics
- EC 208, Business and Econ Statistics II (4 sections)
- ED 101, Making Sense of Data
- ER 115, Quantitative Analysis for Science, Business and Humanities
- MT 122, Elementary Statistics (8 sections)
- MT 228/DATA 228, Statistics for Biological Sciences (3 sections)
- PO 105, Political Analysis
- SPS 122, Statistics in Sports

Notes for Advisors:

- ◆ *It is recommended that the foundational competencies be completed in the first year whenever feasible.*
- ◆ *Written expression is a pre-requisite for all integrated courses.*
- ◆ *QA is a pre-requisite for Engaging the Natural World (ENW).*

LANGUAGE

Core courses are available in Fall 2017 in these languages:

- Chinese
- French
- German
- Ancient Greek
- Italian
- Japanese
- Latin
- Russian
- Slovak
- Spanish

INTEGRATED COURSES

Advisor notes for Integrated courses:

- ◆ *Many integrated courses are designed as linked courses that must be taken as co-requisites. Students may not enroll in only one course of a pair of linked courses.*
- ◆ *The course number in some departments (100, 200, 300, etc.) does NOT necessarily designate different course levels. In general, students who have met the pre-requisites for an integrated course should be encouraged to register for it, regardless of number.*
- ◆ *Linked courses have a signature assignment that is completed for both courses simultaneously. Writing is a focus area in the integrated courses.*
- ◆ *Advisors should be alert to the distribution requirements in integrated courses, particularly the requirement of one social science course, but should not encourage students to delay completing their integrative course requirements in order to get a SOC requirement met later. The Faculty Council is currently considering a proposal that will change the distribution requirement for the integrated courses.*

INTEGRATED COURSES: ENGAGING THE GLOBAL COMMUNITY (TEAM TAUGHT COURSES)

HS 283 / IC 220, Japanese Pop Culture *MW 3:30-4:45*

This course explores the culture of the common Japanese, as opposed to elite culture. The course examines the production and consumption of mass popular culture; Japanese popular culture as the recipient of global influence and a major global influence itself; and the Japanese government's emphasis on Japan's "gross national cool" as part of its soft power foreign policy. These topics are examined through the lens of the following concepts in Japanese popular culture: *kawaii* (cuteness), *mujō* (impermanence), *mukokuseki* (borderlessness, without nationality), fusion and authenticity.

PO 297 / SC 195, Global Debt and Justice *MWF 12:00-12:50*

This course examines debt from an interdisciplinary perspective, including how different religions and cultures understand debt, interest, profit, and obligation. Social inequalities in terms of accessing credit as well as living with debt will be addressed. The

political economy of debt will be explored through the creditor/debtor relationships between nation-states and international institutions, including the IMF and World Bank. Debt justice movements, such as Jubilees, forgiveness, and reparations will be discussed in addition to the possibility of living a life free from debt.

PO205, Health Care and Social Justice in Latin America (2 cr.)

12-12:50 MW

This course examines the problem of health care access and situates it within the political and religious (particularly social justice and Ignatian) understandings of the concept. Specifically, it asks about the link between poverty and health care access, how governmental, non-governmental and international organizations attempt to solve the problem. We use Honduras as our main case study to help students connect these concepts. These linked courses will prepare students to observe injustices during their trips and to think critically about how this real-world problem can

INTEGRATED COURSES: ENGAGING THE GLOBAL COMMUNITY *(LEARNING COMMUNITIES)*

be addressed, fixed, and prevented in the future. *In order to receive EGC credit for this course, students must have already taken the 1-credit co-requisite, AR 161, Health Care Access in Latin America, along with the Spring 2017 immersion trip.*

Courses in the “Cultural Encounters” Learning Community

EN 207: Introduction to World Literature MWF 9:00-9:50

This course studies cultural encounters in the context of globalization on three levels. First, in a course in which students will be reading world literature produced on four continents (Africa, Asia, Europe, and South America), they themselves will be participating, through their experience of the literary, in cross-cultural encounters. Second, they will be studying literature in which cross-cultural interaction will be a chief theme. Finally, extrapolating from their study of cross-cultural encounters in particular literary texts, they will be required to generalize about how different cul-

tures, as represented in these texts, conceptualize trans-border interactions.

EN 299G: English as a Global Language TTh 11:00-12:15

This course examines the close connections between language and identity, as they play out in economic, political, and cultural exchange. Seeking out both the global within English and the signs of English around the globe, we will read immigrant memoirs, tackle concerns over language survival or revival, and explore the types and mechanisms of language contact. As part of an interdisciplinary learning community, this course considers the broad theme of “cultural encounters.”

Courses in the “Global Communities” Learning Community

PO 220, European Union Simulation MWF 1:00-1:50

The EU is essentially an effort at regional integration of independent nation-states. This course will closely examine this process of

INTEGRATED COURSES: ENGAGING THE GLOBAL COMMUNITY *(LEARNING COMMUNITIES)*

supra-nation building, analyzing both the failures and successes as well as the possible paths of future development. This simulation course models the policy-making process within the European Union. Each student will take on the role of a political decision-maker from an EU member country. Includes a three-day conference in November in Washington, D.C.

HS 330: Imperialism and Decolonization *TTh 2:00-3:15*

The legacy of colonial empires – both the attitudes of former imperial powers and the experiences of peoples who liberated themselves from colonial rule – is still apparent across the globe. This course explores the motivations, assumptions, strategies, and technologies of those who engaged in imperial projects, and the ways colonized peoples resisted foreign domination, accommodated themselves to it, and in some cases embraced it. Examines the reciprocal yet unequal relationships between colonial and colonized societies between roughly 1800 and 1960.

Courses in the “World Art” Learning Community

AH 201, Introduction to World Art

Section 1, MW 6:30-7:45

Section 51, MWF 12-12:50

Section 52, MWF 1-1:50

Section 53, MW 3:30-4:45 (Hnrs.)

Section 54, TR 9:30-10:45

Section 55, TR 11-12:15

Section 56, TR 12:30-1:45

Section 57, TR 3:30-4:45

This course is a global introduction to the visual arts from Ancient times to the Modern world. It introduces students to major monuments of architecture, sculpture, painting, and the minor arts from many different cultures around the world including Europe, the U.S., India, China, Japan, and some African cultures. Students will consider works of art in relation to political, religious, philosophical and other intellectual contexts. This course places considerable emphasis on comparative analyses of works of art from different world cultures and different periods of history.

INTEGRATED COURSES: ENGAGING THE GLOBAL COMMUNITY *(LEARNING COMMUNITIES)*

Courses in the "Storytelling Across Borders and Time" learning community

CO 336, International Film

M 3:30-6:15

This course follows the development of film as an international phenomenon from its beginnings in France to the modern era. The course explores issues of human/personal conflict in friendship, family, and love, and societal/national conflict. The course focuses on storytelling across borders and time using films from various nations and cultures that reflect the theme of the Learning Community, providing students the opportunity to integrate knowledge about history /culture and film studies.

IC 230, 19th Century Short Fiction in Translation - Russian, Slovak, Czech

*MWF 11:00-11:50
and*

IC 231, Short Fiction since 1900 in Translation - Russian, Slovak, Czech

MWF 9:00-9:50

This pair of courses are surveys of translated short stories and/or

novellas from these Slavic peoples depicting their 19th and 20th century society, history and culture. Students discuss and reflect on the human experience in a non-American context that affects their own understanding of a global and diverse viewpoint. The commonality of human beings, no matter the distinctive cultural, societal, and historical contexts of a given character or story-situation.

Courses in the "Power & Identity" Learning Community

HS 216, The Spanish Armada

MWF 10:00-10:50

1588 the English unexpectedly triumphed over the massive naval force launched by Philip II of Spain against Elizabeth I. This course explores the political and cultural history of the early modern Atlantic and Mediterranean in light of the phenomena of state formation and religious plurality as they intersect with new and old constructs of gender, race, and class.

INTEGRATED COURSES: EXPLORING THE NATURAL WORLD

BL 135, The Science of Origins and PL 398, The Philosophy of Origins *MW and TTh 3:30-4:45*

These courses integrate material from science and philosophy to address a question fundamental to both disciplines—where did we come from, and how are we to understand our origins? While contemporary science moves us towards a comprehensive naturalistic account of origins of the universe and everything in it, including human beings, this account differs from many traditional accounts of origin, including that which attributes the existence of the universe and of human beings to the work of a super-natural creator. With the combination of BL 135 and PL 398, students will gain the conceptual tools necessary to understand, interrogate, and evaluate rival perspectives and arguments of origins. Students taking these courses will leave with a deeper and more reflective understanding of the science, what it is to adopt an empirical perspective on the natural world, and of the close, but often underappreciated, relationship between science and philosophy.

BL 137, Climate Change in North America and EN 291, Environ- mental Literature

TTh 9:30-10:45 and 11-12:15

EN 291: How do authors represent their deep concern for the natural world? How have various literary interpretations of the land influenced attitudes towards the environment? Might cli-fi fiction raise our awareness about climate change and thereby shift our attitude towards human-made ecological disaster? To answer these questions, we will read major works of American literature and some up-and-coming cli-fi fiction. BL 137: This course will examine anthropogenic climate change, primarily in the context of changes expected in the North American climate. Currently, it is hard for most Americans, and indeed for most of the world's inhabitants, to understand slow-moving environmental change and what this will mean in specific regions. We will learn about the science behind global climate change and will examine specific changes and prediction of change in a bioregion context, as those bioregions are explored in EN 291.

INTEGRATED COURSES: EXPLORING THE NATURAL WORLD

BL 140, Biology of Sleep and Consciousness, and EN 299A, Visionary Literature

TTh 9:30-10:45 and 11-12:15

EN 299A explores the intersection between everyday “normal” states of mind and experience vis-à-vis “extraordinary” states of mind and experience that, in works of poetry and fiction that engage with biblical and non-biblical traditions, challenge the concept of what is real and what is possible.

BL 140 examines normal consciousness and perception, alterations of consciousness and perception and the physical state of sleep and dreams.

BL 224, Terrestrial Ecology and MT 223, Intermediate Statistics

M 12-12:50 and 2-5:50

MWF 1-150

In these courses students will learn the necessity of incorporating statistical analysis and interpretation of data into ecological research. Students enrolled in BL 224 will design and implement field experiments with a focus on surveying different methodologies for data collection in the field. Data collected by

students in BL 224 will be taken to the MT 223 course, where they will analyze and interpret the results. Students in both classes will use the primary literature to inform their decisions on design, analysis, and presentation/dissemination of results. The shared theme for the integrated courses is quantitative biological research in the context of terrestrial ecology.

CH 108, Chemistry by Inquiry and PH 108, Physics by Inquiry

MWF 8-8:50 and 9-9:50

These courses meet together for six hours per week in a lab setting, providing an inquiry-based introduction to fundamental concepts of physics and chemistry. Designed for non-science majors and valuable for early childhood and middle childhood education majors. Both courses begin together with an exploration of interactions and energy then interactions and forces. After these initial units, the physics course will investigate magnetism, circuits and light. The chemistry course will then investigate gases, physical changes and chemical changes.

INTEGRATED COURSES: EXPLORING THE NATURAL WORLD

CH 172, Forensic Biochemistry and **PO 213, Wrongful Convictions**

12-12:50 MWF and TTH 12:30-1:45

CH172: Students will learn basic biochemical principles and techniques as they pertain to forensic science. Ethics, quality assurance, quality control, analysis, and interpretation of biochemical evidence for the legal system will be emphasized.

PO213: To err is human; as the justice system is a human creation, a certain amount of error should be expected. However, such error must not go unexamined. Therefore, this course will survey contemporary understandings of wrongful conviction including causes/correlates, individual and societal consequences, and approaches to reducing these errors.

CH 173, Energy: An Important Commodity and **ER 201, Creativity, Innovation and Development**

TTh 9:30-10:45 and 11-12:15

This course is designed to present to the students the impact of

chemical and physical discoveries on our way of life and help the students learn to think creatively about problems and solutions in the area of energy. Throughout the course, the student is confronted with applications of chemical knowledge that dramatically affect the quality of human life, in particular, the area of energy consumption. Students will be expected to look for a problem that chemistry can solve, research possible solutions, and design an idea/process/product to solve the problem.

CO 250, Journalism and **PH 117, The Science and Policy of Climate Change**

MWF 8-8:50 and 9-9:50

Global climate change is one of the fundamental challenges facing humanity in general, and new generations in particular. While science is fundamental for defining the problem and identifying effective solutions, the implementation of these strategies is achievable only if all the actors involved are convinced of the urgency of acting, despite inevitable

INTEGRATED COURSES: EXPLORING THE NATURAL WORLD

short-term costs. This is possible only if mass media cover this issue in a rigorous and convincing way. PH117 will analyze the causes of climate change, its effects, and possible strategies to mitigate or cope with it. CO225 will look at journalism with special emphasis on how climate change and environmental problems have been treated by media.

EP 201, How Things Work and ER 201, Creativity, Innovation and Development

MWF 12-12:50, TTh 12:30-1:45

EP 201: This course is designed to promote scientific literacy among all people. Students will learn basic physics and science concepts that are important in understanding everyday life. Thinking logically and analyzing things critically and quantitatively will be an expected outcome for this class. In conjunction with the co-requisite ER 201, students will apply these ideas to explore ways to solve a daily-life problem, which will be discussed in detail in ER 201.

ER 201: Creative and critical thinking are key elements in an entrepreneurial mindset. Mastering these divergent thought processes will transform the way students identify and solve problems. This course will help students cultivate the entrepreneurial mindset through reading, writing, speaking, discussion, and other class activities. They will learn how to develop a vague notion into a well-designed invention—which could be a gizmo, a product, or a service—through the practice of generating, evaluating, and presenting ideas. Working together, students will think, express themselves, listen to each other, and take risks in order to make a valuable contribution to society.

INTEGRATED COURSES: EXAMINING HUMAN EXPERIENCE

AH 399, 20th Century European and American Art and HS 296B, Italian History

For students participating in the JCU in Rome Program only.

Students will learn to compare works of art produced by different Avant-garde artists, and will reflect on the meaning that the Avant-garde artists aimed to communicate while gaining an understanding of how art reflects and informs the culture from a specific time period, 1914-1957, in which students are studying the historical consequences of war. Furthermore, students will be able to reflect upon art as the means through which ideas and beliefs transmit different stages of human undertakings across history and will be able to appreciate the cultural value of art in terms of personal enrichment.

AH 399, The Beat Generation and EN 299D, The Beat Generation and the Rise of the 60s

MW 3:30-4:45 and 5:00-6:15

These courses focus on the emergence of the Beat Generation and its influence on the development of the Arts in the decade of the 1960s, explore the developments

inspired by the Beat Generation, particularly in the poetry and fiction of Beat writers Alan Ginsburg, Jack Kerouac, William Burroughs, and Frank O'Hara, and how they influenced and cross-fertilized with the visual arts as seen in the works of Robert Frank, Jasper Johns, and Robert Rauschenberg, and the development of "intermedia" work that grew up under what is sometimes called the "Duchamp/Cage" aesthetic. In these courses we will consider the relationship of literary and visual arts production alongside developments in avant-garde and popular music, avant-garde film, theater, and performance art.

CO 208, Interpersonal Communication and EN 277, Major American Writers

TTh 9:30-10:45 and 11-12:15

CO 200: The focus of this course is on how people establish, maintain, and alter relationships through interpersonal communication. In this class we will apply concepts of interpersonal communication to the texts in EN 277 to help understand the effect of communicative behaviors that make up our daily lives as we in-

INTEGRATED COURSES: EXAMINING HUMAN EXPERIENCE

teract with friends, strangers, work associates and family members.

EN 277: In this course we will read, contemplate, analyze, and debate a wide range of writing that represents the American literary tradition. As linked courses, CO 200 and EN 277 will provide the opportunity for students to integrate the study of communications and literature for a deeper intellectual exploration of key issues in human relationships and human experience.

HS 197, Women in the Contemporary World and **SC 115, Masculinities**

MWF 12-12:50 and 1-1:50

The SC-115/HS-197 linked course pair will allow students to employ gender as a useful category of social analysis and enhance students understanding. They both seek to demonstrate the significance of sex, gender, sexuality, and embodiment to better understand the human experience. Towards this end, they will use masculinity, femininity, and other gender-based identities as a means for understanding their own life, as

well as a way to understand the vast range of human gender identities experienced by those who lived in both the past and present. In addition, within both courses students will explore intersectionality theory and the matrix of inequality. They will examine the ways in which gender, race, class, age, and other social distinctions have functioned to empower some groups of people over others in society and created vast social inequalities. In addition, together they will examine changes in gender across history, across cultures, and across sub-groups to demonstrate the socially constructed nature of gender.

HS 240, Spiritual Awakenings in Early America and **TRS 329, Religious Enthusiasm**

TTh 9:30-10:45 and 11-12:15

TRS 329: Religious enthusiasm has never been absent from the American religious landscape, and it persists into the present day. In this course we will examine the histories and lived religious experiences of several modern “enthusiastic” religious movements, paying particular attention

INTEGRATED COURSES: EXAMINING HUMAN EXPERIENCE

to the discrepancy between the appeal they exert over adherents, versus the fear and mistrust they often excite in society at large.

HS 240: This course explores an important dynamic in American religious history: revivalism. We will concentrate on a time frame encompassing the two major religious revivals historians have referred to as the Great Awakening and the Second Great Awakening, spanning roughly 1730-1850.

PL 398, Philosophy and Human Happiness and **PO 357, Virtue and Political Order**

TTh 9:30-10:45 and 11-12:15

EN 299B: This course is designed to introduce students to a variety of critical approaches used in the study of popular culture. Although the course will draw on students' familiarity with popular culture, we will approach the subject from a scholarly perspective. The overall objective is to explore how popular culture, in a variety of forms, not only reflects the world around us but also how it influences the way we perceive the world.

PL 398B: In this course, students will learn how to view pop culture

through the most powerful and influential critical lenses and how to express their own deepest convictions through the pop culture vernacular.

PO 215, Islam and Politics and **TRS 349, Islam and Islamism**

TTh 9:30-10:45 and 11-12:15

These courses will introduce students to the origins and trajectories of Islamic political thought, with a focus on the last two centuries. Course material will include both primary and secondary sources on topics such as political authority, Islamic legal tradition, *jihad*, war, suicide bombing, Western modernity, and social change.

JESUIT HERITAGE

Theology and Religious Studies

- TRS 101 (multiple sections)
- TRS 200- and 300-level courses (several courses—see listing in Banner)

Philosophy

- PL: Knowledge & Reality (several courses— see listing in Banner)
- PL: Values & Society (several courses—see listing in Banner)

Advisor notes for TRS and PL courses:

- ◆ *TRS Courses designated as Division V in the Distributive Core will count toward the Integrative Core.*
- ◆ *See note on page 4 about potential changes to the TRS Core requirements for 2017-18.*
- ◆ *Certain courses may carry multiple Core designations. In those cases, a student must choose which Core requirement s/he intends to use the course to fulfill. Student “double-dipping” in the Core is not permitted.*
- ◆ *Course numbers (200 vs. 300) generally designate differences in content, not course level.*

Issues in Social Justice

- COMM 345, Division, Stereotypes and Media
- EN 299B, Immigrant Literature
- ER 120, Poverty & Social Entrepreneurship
- ER 304, Social Entrepreneurship
- GEND 101, Introduction to Gender Studies
- GEND 299, Women of Africa in Literature and Film
- HS 211, History of the US to 1877 (2 sections)
- HS 230, Human Rights (Hnrs)
- HS 262, Sexuality in America
- HS 296, Trials of the Centuries
- IC 109, the Global Community and Social Justice
- LP 135, Leadership and Social Justice
- PO 103, International Relations (2 sections)
- PS 100, Introduction to Psychology—Perspectives in Social Justice (5 sections, non-majors only)
- SC 255, Prejudice and Discrimination
- SC 285, Poverty, Welfare and Social Justice in the United States

JESUIT HERITAGE

Creative & Performing

Arts

- COMM 101, Journalism Experiential Component (1 credit, instructor permission required)
- COMM 103, Radio Experiential Component (1 credit, instructor permission required)
- COMM 106, Theatre Experiential Component (1 credit, instructor permission required; meets 1st 7 wks)
- COMM 111, Improvisation (1 cr., meets 2nd 7 weeks)
- COMM 112, Basic Photography for Digital Age (1 cr, 7 wks) [**3 sections—different start dates**]
- COMM 242, Fundamentals of Media Performance (3 cr.)
- COMM 221, Acting for the Stage (3 cr.)
- EN 301, Intro Poetry Writing Workshop (3 credits)
- EN 303, Intro Creative Writing Workshop (3 credits)
- ER 110-52 and 53, Creative Problem Solving (1 credit)
- ER 110-51, Honors Creative Problem Solving (1 credit)
- FA 105A, Modern Dance (1 credit, meets 1st 7 wks)
- FA 105B, Social/Ballroom Dance (1 credit, meets 2nd 7 wks)
- FA 109E, University Chapel Ensemble (1 credit)
- FA 110B, JCU Jazz Ensemble (1 credit)
- FA 110C, JCU Woodwind Ensemble (1 credit)
- FA 110D, String Ensemble (1 credit)
- FA 112A (sections 51, 52, and 53), Beginning Classroom Guitar (1 credit)
- FA 112B, Intermediate Classroom Guitar (1 credit)
- FA 115 (sections 51 and 52), Class Voice (1 credit)
- IC 122B, Japanese Calligraphy (1 credit)
- IC 122C, Japanese Ikebana (1 credit)
- TRS 275, Theology in Music (3 credits)

FREQUENTLY ASKED QUESTIONS

THE INTEGRATIVE CORE CURRICULUM AT JOHN CARROLL UNIVERSITY Frequently Asked Questions*

1. What are the courses students take for Foundational Competencies?
2. How are students placed in their foundational writing courses?
3. What foundational oral expression will students take?
4. From what departments can students take Quantitative Analysis courses?
5. When should students take their courses for Foundational Competencies?
6. Do they need to take all courses for Foundational Competencies their first semester at JCU?
7. What are the Core requirements for foreign language study?
8. How do students get placed in their language courses?
9. What are the types of Integrated Courses?
10. Do the Integrated courses have pre-requisites?
11. At what level are the Integrated courses?
12. What are the additional requirements for the integrated courses?
13. How do students sign up for a linked pair of courses for EHE and ENW?
14. Do students have to take both courses at the same time?
15. What happens if a student drops, withdraws from, or fails a linked course?
16. What types of courses make up the Jesuit Heritage component of the Integrative Core Curriculum?
17. What are the requirements for core Philosophy courses?
18. What are the requirements for core Theology & Religious Studies courses?
19. What departments offer Issues in Social Justice courses?
20. What are students' options for Creative and Performing Arts courses?

**updated March 2017. Also available online at sites.jcu.edu/core.*

FREQUENTLY ASKED QUESTIONS

21. What are the additional Core requirements in the major?
22. Can students double-dip in their Core courses?
23. Can students double-dip in courses for Core and their major/minor?
24. Can students transfer in Core credits?

1. What are the courses students take for Foundational Competencies?

Students will take courses in writing, oral expression, and quantitative analysis. Each of these courses will have training in technological and information literacy embedded in them—students will not take a separate course in technological and information literacy.

2. How are students placed in their foundational writing courses?

Most students will be placed in EN 125, Seminar on Academic Writing, a one-semester course that fulfills the Core foundational writing requirement. Students who need additional training in writing will take two courses in a two-semester sequence: EN 120 and EN 121, Developmental Writing I and II (both courses required for fulfilling the foundational writing requirement. Students will be placed as they have in the past: those students who

would have been placed in EN 111/112 and EN 114/116 will take EN 125; those students who would have been placed in EN 103/104 will take EN 120/121.

3. What foundational oral expression will students take?

Students will take CO 125, Speech Communications. This 3-credit course replaces the 2-credit CO 100.

4. From what departments can students take Quantitative Analysis courses?

The MT/CS department offers many of our foundational QA courses (including MT 119, MT 122, MT 221, MT 228, MT 229); but students can take approved QA courses in other departments as well. Most semesters we offer foundational QA courses in Chemistry (CH 261/263), Economics (EC 208), Entrepreneurship (ER 115), Education (ED 101), Political Science (PO 105 and PO 203), Sports Studies (SPS 122). We have re-

FREQUENTLY ASKED QUESTIONS

cently added a new QA course: DATA 100, Introduction to Data Science.

5. When should students take their courses for Foundational Competencies?

Students should take try to take all courses for foundational competencies their first year, particularly writing and oral expression. For some majors, it makes sense for students to take their QA course later (probably sophomore year); but in any case, early is better because these competencies are reiterated elsewhere in the Integrative Core Curriculum and in the majors.

6. Do they need to take all courses for Foundational Competencies their first semester at JCU?

No, in fact, it may be good to spread these courses out first and second semesters. For students placed in EN 120, they should take this course in the Fall of their first year (EN 121 will then be offered in the Spring). Students might consider EN 125 in the fall and CO 125 in the spring, or vice versa. The foundational writing course (EN 125 or EN 120/121) is a pre-

requisite for all integrated courses (more on this below), and so for students who will be ready to begin their integrated courses in the Spring, taking EN 125 in the Fall makes sense. Keep in mind that not all first-year students will be able to take EN 125 in the fall because of space limitations.

7. What are the Core requirements for foreign language study?

Students must complete the 201 level or equivalent if they continue with the same language that they studied in high school; those who place above this level (201), as determined by a proctored placement test which is given on campus, are exempt from the Core language requirement. If students choose to start a new language rather than continue with their previously studied language, they must complete a two course sequence (101-102).

8. How do students get placed in their language courses?

All students are urged to pre-register for the placement test when they sign up for their orientation session. The placement test

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will be administered during orientation. Students will be tested on the language that they studied in high school. When students register for their classes at the end of the orientation session, their advisors will be informed of the level in which they should be placed. If they place **above** the 201 level, they will be exempt from the Core language requirement (though, of course, they may continue in that language, and if so, are urged continue in their first semester at JCU; also, students should be aware that there are some majors and minors that do require language above the 201 level Core requirement.) For students who decide to begin a new language at JCU, they should register for a 101 section.

Only one placement test can be taken during orientation. Students who have studied more than one language should take the placement test in the language that they are most likely to study at JCU. But placement tests will also be offered right before the beginning of fall semester, and at pre-announced times during the academic year. Pre-registration will always be required for all placement tests.

9. What are the types of Integrated Courses?

[note: We expect the faculty to vote soon on a proposal to revise the integrated courses requirement of the Core curriculum. If passed, the new requirements will go into effect Fall 2017. However, we will not have the results of the vote until after priority registration for Fall 2017. And so what follows is information for our current Core design. Keep in mind that even if the proposal passes, our current new Core students won't be required to complete a different set of requirements in addition to requirements now in place. Completion of either the current requirements or revised requirements (if the proposal is approved) will be sufficient.]

Students will take one course in Examining the Global Community (3 credits), two linked courses in Exploring the Natural World (6 credits), and two linked courses in Examining Human Experience (credits). All courses are interdisciplinary: EGC courses are either team-taught by two professors or taught by a single professor who is

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part of a faculty learning community (faculty in the learning community will share with each other their different disciplinary perspectives, and they, in turn, introduce these varied disciplinary perspectives to students in the course). The linked courses in ENW and EHE are taught by faculty in different departments and with different disciplinary specialties; the linked courses cover the same general topic or related subject matter and give students opportunities to analyze a similar set of issues and problems from multiple perspectives. Often the linked courses will have a signature assignment, required of both classes, that combines the disciplinary perspectives.

ENW links must include one course from the natural sciences (BL, CH, MT/CS, PH/EP, PS). EHE links must include one course from the humanities or social sciences (AH, CMLC/CL/IC, CO, EC, EN, HS, PL, PO, SC, TRS). EGC courses can be from any discipline.

10. Do the Integrated courses have pre-requisites?

Yes, because the integrated courses build upon skills students learn in their foundational courses. All integrated courses (EGC, ENW, and EHE) have a writing component, and so the foundational writing (EN 125 or EN 120/121) must be completed before taking an integrated course. The ENW linked pair has a QA component, and so the foundation QA course must be completed before taking the ENW courses.

11. At what level are the Integrated courses?

These courses can be at any level, but in most cases, they will be lower-division courses without prerequisites.

12. What are the additional requirements for the integrated courses?

In addition to the requirement that all students complete take EGC, ENW, and EHE courses, within the five courses students take, one course must be a natural science course (BL, CH, MT/CS, PH/EP, PS), one course must be a humanities course (AH, CMLC/CL/IC,

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CO, EN, HS), and one course must be a social science course (EC, PO, SC).

If a student has completed all the integrated courses but have not completed the distribution requirements (this is possible because of limited selection of some types of courses), she/he may be able to petition to have another completed course count toward the distribution requirement. The student or the student's advisor can contact the Core director to discuss possible alternatives.

13. How do students sign up for a linked pair of courses for EHE and ENW?

The linked courses for ENW and EHE are co-requisites; students register for both courses in the linked pair. The linked courses will be indicated on Banner.

14. Do students have to take both courses at the same time?

Yes, to be truly integrated, the courses need to be taken at the same time.

15. What happens if a student drops, withdraws from, or fails a linked course?

Linked courses are co-requisites,

so students must sign up for both courses. During add/drop week, if a student decides to **drop** one course, she/he must drop both courses because the courses are co-requisites. The student may then select another pair of linked courses during add/drop week. After add/drop week, if a student must **withdraw** from a linked course, she/he may continue in the other course, but she/he will need to complete another set of linked courses in that category in order to complete the Core requirement. If a student **fails** one of the courses in a linked pair, she/he must re-take the same set of linked courses or take another set of linked courses in that category in order to complete the Core requirement.

Recognizing that many different reasons lead to the withdrawal from and the failure of courses, the Integrative Core Curriculum Committee determined that it would be impossible to create a policy that addressed all scenarios. Thus, they agreed on this policy with the understanding that advisors and deans may need to address certain student situations on a case-by-case basis.

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16. What types of courses make up the Jesuit Heritage component of the Integrative Core Curriculum?

Students are required to take two courses in Philosophy, two courses in Theology & Religious Studies, one Issues in Social Justice course, and one Creative and Performing Arts course.

17. What are the requirements for core Philosophy courses?

In the Integrative Core Curriculum, students will no longer take PL 101. Students will take one course from the **Knowledge & Reality** category and one course from the **Values & Society** category. Taking a course from each of these categories ensures that students will experience a broad range of areas, major themes, and problems within philosophy. Knowledge & Reality courses explore fundamental questions of nature, existence, and understanding. The ethics requirement will be met specifically by the Values & Society courses, which explore fundamental questions of humans' relationship to one another and to the world.

Courses in each category are at the 200 and 300 level. **Note that the course number indicates the type of course not the level of difficulty.** 200-level courses study philosophical questions in a historical context; 300-level courses study specific philosophical areas. Therefore, students are not required to take a 200-level course before a 300-level course. Also, students are not required to take a course from one category before the other. These courses no longer have the PL 101 prerequisite.

18. What are the requirements for core Theology & Religious Studies courses?

Students are required to take TRS 101 and one additional course (at the 200 or 300 level). TRS 101 is a prerequisite for the second TRS course.

[Note: The faculty will likely be voting on revised Core requirements for TRS: the proposed change would eliminate TRS 101 as the first required course and, instead, would require students to take a 200-level course and a 300-level course. If this proposal is approved by the faculty, it would go into effect in the Fall

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2017 semester. Even if the proposal passes, our current new Core students won't be required to complete a different set of requirements. Completion of either the current requirements or revised requirements (if the proposal is approved) will be sufficient.

If the proposed change passes, TRS 101 will eventually be discontinued. However, in the near future, sections of TRS 101 will be offered as part of FITW, and old Core students still needing to complete TRS 101 (or re-take the course) will have the opportunity to do so—some sections will be offered.]

19. What departments offer Issues in Social Justice courses?

Issues in Social Justice courses are not confined to a single department: currently the following departments and programs offer ISJ courses: CL, CO, ED, EN, ER, HS, IC, PJHR, PO, PS, SC, TRS, WGS, LSP. Our current slate of ISJ courses are also offered at various levels.

Some, such as PS 100 and PO 103 are certainly appropriate for first-year students. Many of the 200-level courses do not have prerequisites and also are appropri-

ate for first-year students. Because the Core curriculum is designed so that students take Core courses throughout their years at JCU, some students may opt to take an upper-division ISJ course, which may also be an elective for their major or minor. Several ISJ courses also have service learning components.

20. What are students' options for Creative and Performing Arts courses?

Students have a range of opportunities for CAPA courses, from music, to dance, to creative writing, to theatre, to photography, to entrepreneurship. The minimum requirement for a CAPA course is 1 credit, but students may also take a 3-credit course (students will have several options at 1 and 3 credits).

21. What are the additional Core requirements in the major?

All new Core students are required to complete these requirements in the major:

- ◆ a course in the major (or a course offered by another department that is related to the discipline of the major) that focuses on writing in that pro-

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fession (AW);

- ◆ an additional oral presentation, either in a majors course or at an appropriate venue outside of a course, such as Celebration of Scholarship, a department colloquia, an undergraduate conference, etc. (OP);
- ◆ and a capstone in the major (CAP).

Each department will determine how their students will complete these requirements, and the departments will request approval from the Core committee.

22. Can students double-dip in their Core courses?

No, students may not double-dip Core courses; that is, no single Core course will count for more than one Core requirement. For example, if students take a TRS courses as one of the linked courses in Examining Human Experience, they still must take the two required TRS courses for the Jesuit Heritage component of the Core.

23. Can students double-dip in courses for Core and their major/minor?

Yes, Core courses may count for major/minor requirements; what counts for major/minor will be

determined by the respective academic departments and programs.

24. Can students transfer in Core credits?

Yes, students may transfer in credits for the Integrative Core Curriculum, but the courses transferred in must conform substantially to the requirements, including learning goals, of Core courses offered at JCU.

We have more specific policies in two areas of the curriculum: (1) for **linked courses**: Transfer students who enter with fewer than 25 hours transferred must take both sets of linked courses (Exploring the Natural World and Examining Human Experience) at JCU. (2) for **Jesuit Heritage courses**: Given the centrality-to-mission of this portion of the Core, students can transfer in only 6 credits for Jesuit Heritage courses. No more than 3 credit hours can count toward fulfilling the Philosophy requirement; no more than 3 credits hours can count toward fulfilling the Theology & Religious Studies requirement.

All requests for transfer credit require submission of an academic petition. Syllabi may be required.