

## REQUIREMENTS FOR GRADUATION

(For students enrolling Fall 2005 and thereafter)

### GENERAL REQUIREMENTS

1. Successful completion of 32 courses, with a maximum of one course in designated health and exercise science activities (HES-100 to HES-199), plus at least two Interim Experience courses. In other words, 34 courses are needed for graduation, 31 of which must be in courses other than physical education fitness (FIT), physical education activities (ACT) or Interim Experience (IEX) courses. (Transfer students admitted with advanced standing are also required to complete two Interim Experience courses.)
2. Two years (17 regular semester courses minimum) are required in residence, including the senior year. The senior year may be the last two semesters preceding the conferring of the degree or at least nine of the last 12 courses taken toward the degree. Exceptions to the senior year residency are made for students enrolled in Study Abroad Programs sponsored by the College and in cooperative programs with other institutions leading to a B.A. and professional degree. At least three courses of the 17 must be taken outside of the major department.
3. Three designated writing courses from at least two different departments. One of these courses must be taken in the first year (normally in the First Term Seminar). At least one designated writing course must be a WRITI (Writing Intensive) and one must be a WRITD (Writing in the Disciplines).
4. An approved major.
5. A cumulative grade point average of 2.000 or higher.
6. Completion of the core requirements from either Curriculum I or II (below).

### CURRICULUM I (Distributive Curriculum)

The Curriculum I requirements represent approximately one-third of the total courses required for graduation and are intended to insure that each student has had a broadly based liberal arts education

1. **First Term Seminar:** As part of their first semester course schedule, Curriculum I students entering Gustavus Adolphus College as first-year students enroll in one course designated FTS-100: First-Term Seminar. The FTS is a small, discussion-based course that introduces students to skills and habits central to the liberal arts: critical thinking, writing, speaking, and recognizing and exploring questions of values. The FTS

professor will serve as the first year academic advisor. Each FTS carries a WRIT (writing) designation; FTS courses do not carry a general education designation. A list and description of FTS offerings is published for entering students before registration.

**2. Completion of a non-English language requirement:** Curriculum I students will pass the beginning sequence in a non-English foreign language (the first two courses constitute the beginning sequence in all such languages) or will demonstrate equivalent proficiency.

**3. General Education Liberal Arts Perspective Courses:** Each Curriculum I student must complete nine designated general education courses (including at least one course from each of the following areas). No more than two courses from the same department may be counted. Courses can fulfill more than one general education requirement, but a total of nine general education courses must be completed.

### **Liberal Arts Perspective Courses**

**A Liberal Arts Perspective course teaches the principles of a particular domain of study, provides its context, questions the values of that domain, and builds bridges towards other disciplines.**

**1. The Arts (ARTS).** Through modes of expression such as painting, sculpture, music, dance, theatre, and film, artists clarify, intensify, dramatize, and interpret the world in all of its physical, social, and spiritual aspects. Courses meeting this requirement in the visual and performing arts develop a more comprehensive understanding of the creative process and foster a lifetime involvement with the arts. These experiences enable students to recognize and value the integral role that the arts play in society; such experiences enable students to express themselves and their ideas in creative ways. Courses meeting this requirement in the visual and performing arts develop a more comprehensive understanding of the creative process and foster a lifetime involvement with the arts. These experiences enable students to recognize and value the integral role that the arts play in society; such experiences enable students to express themselves and their ideas in creative ways.

**2. Biblical and Theological Studies (THEOL).** The requirement of one regular semester course in the Christian tradition is a curricular expression of the College's long-standing commitment, articulated in the Mission Statement, to foster in its students a "mature understanding of the Christian faith." Included in such a mature understanding is a careful consideration of the role of religion in human life. Courses meeting this requirement help students understand religion as part of a liberal arts education through a biblical and theological study of the Christian tradition. These courses seek neither to inculcate the Christian religion nor to dismiss it. Rather, such courses help students develop a critical understanding and appreciation of the Christian tradition as an important entity in itself, and as an important element in world cultures.

**3. Literary and Rhetorical Studies (LARS).** The purpose of the Literary and Rhetorical Studies requirement is to help students revel in the beauty and power of the word; understand and enjoy the life of the mind as embodied in books and formal oral communication; and place themselves within the human community of storytellers, poets, orators, essayists, playwrights, satirists, and critics. Courses in this area will introduce students to literary and rhetorical genres, methods of analysis, and historical and cultural circumstances surrounding texts. These courses will help students formulate questions about issues of meaning and value, and will provide a context for the appreciation and/or personal expression of literature and rhetoric.

**4. Historical and Philosophical Studies (HIPHI).** Philosophy investigates the nature of reality, knowledge, and values. History analyzes past events and constructs narratives that seek to explain those events. Thus, courses in Historical and Philosophical Studies critically interpret records of and reflections on human thought, action, and values across time and place and among diverse cultures and peoples. Courses in this area promote understanding of human thought in the context of historical developments, and historical developments in the context of their relation to questions of meaning and value. Historical and philosophical inquiries require that we ask fundamental questions about the construction and creation of knowledge, the roles of objectivity and subjectivity in the search for truth, and the relationship of human agency to theories of historical causation. Philosophers undertake their inquiries with awareness of the historical context in which ideas develop. Historians consider the intellectual milieu in which past events unfold and are interpreted.

**5. Mathematical and Logical Reasoning (MATHL).** Courses in Mathematical and Logical Reasoning introduce the student to the methods and applications of deductive reasoning. As such, they focus on underlying axioms, theorems, and methods of proof. Considerable emphasis is placed on the application of these ideas to the natural and social sciences. They also place some emphasis as appropriate on the history of the discipline, its philosophical assumptions, the strengths and limitations of its methods, its relation to other disciplines, and its relation to social and ethical problems. Courses in this area will provide students with knowledge of the language of mathematics and logic; familiarity with mathematical, logical, algorithmic, or statistical methods; knowledge of practical applications, and appreciation of the role of the deductive sciences in the history of ideas, and of their impact on science, technology, and society.

**6. Natural Science Perspective (NASP).** Liberal Arts Perspective courses in Natural Science introduce the student to the mechanics of natural and life processes, and the quantitative basis for understanding these processes. As such, they focus on the evidence, theories, and methods of the natural sciences and place them in a historical context. They also place some emphasis on the strengths and limitations of the methods employed, the philosophical assumptions, the boundaries and connections with other disciplines, and relationships to social, ethical, and political problems. Courses in this area will provide students with factual information about the natural world; knowledge of concepts, principles, and theories that scientists use

to organize and explain those facts; familiarity with the application of scientific concepts and principles to the solution of problems; acquaintance with the historical development and philosophical implications of the scientific concepts; and sensitivity to the ethical and social impact of science and technology.

**7. Human Behavior and Social Institutions (SOSCI).** Courses in Human Behavior and Social Institutions seek to enable students to acquire the knowledge and skills necessary to understand fundamental social institutions and social characteristics of human beings. Courses in this area will address concepts used by the social and behavioral sciences to organize and to explain information about human behavior and social institutions, as well as the historical development of a particular social and behavioral science. They will also address methods of collecting and presenting information in the social and behavioral science, and social and ethical issues concerning human behavior.

**8. Non-Western Cultures Requirement (NWEST).** The nature of contemporary world events makes an understanding of non-western and global perspectives a necessary component of any good liberal arts education. It is increasingly necessary for people involved in business, politics, economic development, religious interaction, and everyday life to function across traditional linguistic and cultural boundaries. Courses fulfilling the NWEST requirement will enable students to recognize difference in a pluralistic way while encouraging an appreciation of the importance of difference in common and cultural life.

This requirement may be fulfilled either by taking a NWEST course or by completing an appropriate study abroad experience. An NWEST courses will focus predominantly on Non-Western material, and will provide students with an understanding of cultures, societies, religious worldviews and/or political/economic systems outside of the familiar western context. It will provide the student with the tools or opportunity to gain access to an understanding of others' cultures from within the context of those cultures.

A Study Abroad Experience will be a semester or yearlong program centered in a Non-Western country. Study abroad will provide students with the opportunity to participate in an intensive exploration of, and experience in, another culture through classroom study and daily living. All students who study in non-English speaking countries must study the language of the host country while abroad.

**9. Lifelong Fitness (FIT and ACT).** Students must complete both the Personal Fitness (FIT) requirement (.5 course) and the Lifetime Activity (ACT) requirement (.5 course equivalent).

**9a.** The Personal Fitness requirement (FIT) encourages exploration of personal values and enables students to recognize and appreciate the importance of lifelong fitness. Students learn how to set appropriate goals to improve fitness, engage in regular aerobic exercise, and acquire knowledge regarding health promotion, disease prevention, and relaxation.

**9b.** The Lifetime Activity requirement (ACT) encourages students to select courses across a range of activity areas based on personal interest. Courses engage

students in activity designed to increase muscular strength and flexibility, improve psychomotor skills, and explore the connection between mind and body. Each course emphasizes appreciation of lifetime activity, health promotion, and reduction of risk behavior.

## **CURRICULUM II (Integrated Core)**

Curriculum II is an integrated studies approach to general education which explores the interrelatedness of the varied fields of learning. A theme of “the individual and community” is seen throughout the program as it examines the Western intellectual and cultural traditions. Students are challenged to address ethical values questions both in class and in the out-of-class Curriculum II sponsored cultural, social and intellectual activities. The courses listed below are open to Curriculum II students only. The program is available, by application, to any entering first-year student, subject only to a limitation of sixty students per entering class. It is supported by a grant from the National Endowment for the Humanities and enrolls students from all the major fields of study. The recommended sequence of courses is as follows:

### **First Year Fall**

**CUR-100** Historical Perspective I

**CUR-140** The Biblical Tradition

### **First Year Spring**

**CUR-110** Historical Perspective II

**CUR-120** The Individual and Morality

### **Second Year Fall**

**CUR-210** The Individual and Society (also offered in January)

**CUR-220, 230, or 240** Fine Arts course (also offered in January)

### **Second Year Spring**

**CUR-250** The Literary Experience

### **Third Year Fall or Third Year Spring**

**CUR-260** The Natural World

### **Fourth Year Fall or Fourth Year Spring**

**CUR-399** Senior Seminar

### **In addition to the above:**

1. Foreign language through the third semester equivalent. (FRE-201, GER-201, GRE-201, JPN-201, LAT-201, RUS-201, SPA-103, or SWE-201.)
2. One quantitative reasoning course, either Calculus I or Finite Mathematics or Statistics
3. HES-100 Personal Fitness and .500 credit of physical education activities.

### **CURRICULUM II COURSES**

**CUR-100. HISTORICAL PERSPECTIVE I (1 course)**

This course studies the main themes of Western Civilization from the beginnings of recorded history in the Ancient Near East, through the Classical period of Greece and Rome, and ends with the European Middle Ages. In lectures and discussions we will explore both the narrative history of this period and the nature of history itself, in order to gain a perspective on human lives lived in the past, and to appreciate how history and the study of history inform our lives in the present. Attention also will be given to interactions of Western civilization with other cultures.

**CUR-110. HISTORICAL PERSPECTIVE II (1 course)**

This course will continue in the study of main themes, developmental threads, ideas and concepts of Western Civilization. The course will provide a narrative for history from the Middle Ages to the present time. Readings and discussions will focus on specific ideas and values in the Western tradition that should enhance the student's appreciation for both the dynamism of history and the value of the historical perspective in our search for understanding.

**CUR-120. THE INDIVIDUAL AND MORALITY (1 course)**

This course will explore the historical and social context in which moral problems develop and in which human beings and their communities respond to them. It will investigate the ways in which politics, science, art and religion, for example, influence the formulation and resolution of moral problems. We will raise questions about the widely held view that values in morals, politics, science, art and religion are merely matters of taste.

**CUR-140. THE BIBLICAL TRADITION (1 course)**

This course will use the Bible as a primary source to study the role and major contributions of the Judeo-Christian tradition in the development of Western culture. It will give special emphasis to themes such as: faith and reason; the functions of symbol, ritual, myth, and literary genre; the shape of history; the world as the arena of divine creation, providence, and redemption; the communal identity and ethical goals of persons; and aesthetic dimensions of their interrelationship with non-human life and inanimate being.

**CUR-210. THE INDIVIDUAL AND SOCIETY (1 course)**

This course will introduce students to the study of individual behavior, social interaction or social institutions. The basic assumption, issues and methods of the behavioral and social sciences will be explored, and students will be asked to reflect on the role of the social sciences in understanding and evaluating society.

**CUR-220. MUSICAL UNDERSTANDING (1 course)**

This course provides students with an understanding and appreciation of the nature and place of music in contemporary culture. Music is a rich source of diversity in cultural influences as well as musical periods, styles and media. The composer's perspective, the performer's role and the listener's responsibility provide points of departure for considering the individual's contributions to music and communal reaction to differing types of music or musical developments. Students will be

involved in activities such as listening to recorded performances of music, attending performances of music on and off campus, writing papers for class presentations, discussing special topics, and participating directly in musical performance.

**CUR-230. THE VISUAL EXPERIENCE (1 course)**

This course should provide the basis for understanding and appreciating the significance of art and artists. The course is intended to contribute to a sense of the value of art for a full human life. It aims to cultivate visual literacy through the study of visual art forms. It may also address the question of what has been included and excluded in the mainstream of the Western art tradition. The student may be involved in a variety of artistic activities, including attending art events on and off campus and participating directly in artistic expression, when possible.

**CUR-240. THEATRE ARTS (1 course)**

This course provides the basis for understanding and appreciating the nature of theatrical art. Through the study of significant texts and historical contexts, the student gains a critical understanding of drama or dance. Through the study of the physical and imaginative nature of performance, the student gains an appreciation of the processes of theatrical art. The relationship of the individual and the community is approached in this course from the viewpoint of one or more theatre artists: the playwright, the designer, the actor, the director, the choreographer, the dancer. While the primary focus is upon western theatre, comparisons are made with non-western theatres or between minority and mainstream traditions in the West.

**CUR-250. THE LITERARY EXPERIENCE (1 course)**

This course analyzes literary works primarily in the context of the development of Western Civilization, but it also includes some less traditional readings. The course encourages students to think and write critically, to make aesthetic, intellectual and moral discriminations, to enjoy literature, and to compare the kind of truth literature offers with that of other forms of art and enquiry.

**CUR-260. THE NATURAL WORLD (1 course)**

This course will provide an historical view of the evolution of human understanding of the physical universe. It will trace the development of natural science from classical Greece to the rise of modern science in the 20th century. The course will point out the changing view of nature as represented by introducing working models and theories of science in their historical context. The relationship between the drive for unity and the perception of diversity in science will be explored. There will be one laboratory per week.

**CUR-291, 391. INDEPENDENT STUDY**

Opportunities exist in Curriculum II for students to develop independent projects under the supervision of a Curriculum II professor. Sometimes it may be possible to gain approval for an independent study to substitute for one of the regular Curriculum II courses.

**CUR-268, 368. CAREER EXPLORATION, INTERNSHIP**

This internship is designed to place students in situations where their Curriculum II integrated liberal arts studies are highly valued. Specific assignments will be determined for each program. Prerequisites: At least three semesters of CUII courses.

**CUR-399. SENIOR SEMINAR (1 course)**

As a capstone course for the Curriculum II program, this seminar calls upon students to contemplate questions concerning values in the context of the relationship between the individual and the community. The course's main activity is vigorous discussion of books and articles which raise issues concerning values. The course's main product is a major paper in which students account for their own values from both theoretical and personal perspectives.