

# The Core Curriculum

## *Rationale*

The Core curriculum has been designed to provide undergraduates with a general education, a core of skills and knowledge that every individual needs either to excel in professional life or to build a rich and fulfilling personal life. It is vital that students view the Core as a set of goals, not a checklist of courses. In the wider world, competency counts. The Core is designed to foster those competencies that, by wide agreement, matter the most. It can only succeed, however, where students make the goals of the Core their own.

Students matriculated at Lewiston-Auburn College, from fall 2007 on, will complete the Lewiston-Auburn College Common Core curriculum requirements. For more information about the Common Core curriculum, refer to the Lewiston-Auburn College section of this catalog.

## *Goals and Structure*

- A. *Entry Year Experience* Beginning in fall 2009 all entering students with fewer than 24 credit hours are required to complete an Entry Year Experience course in their first semester at USM. Entry Year Experience (EYE) courses are theme-based and employ a variety of perspectives to explore a significant question about human cultures and the natural world. EYE courses aid students in their transition to college in an academically rigorous context emphasizing critical reading, thinking, and writing.
- B. The basic competence component of the Core aims to develop essential skills in writing, using quantitative information, and critical thinking. These skills are fundamental tools that are relevant to all other courses that students take. Students should complete all courses relevant to the basic competence component of the Core as early as possible after beginning their studies at USM. Whether a first-year student or a transfer, every student should strive to complete all Core competency requirements by the end of the student's first year at USM.
- C. The methods of inquiry/ways of knowing component of the Core aims to develop a broad appreciation of the many ways of looking at and understanding the world that humans have found useful in the current era and in the past. In pursuit of this overriding goal, this component of the Core introduces the student to a wide range of different academic disciplines: their subject matter, their methods, and their broader purposes. This part of the Core curriculum is subdivided into four areas: fine arts, humanities, social sciences, and natural sciences.
  - (1) Fine arts courses seek to explore the aesthetic dimension through personal performance and through historical study of the arts.
  - (2) Through the humanities, the Core curriculum seeks to foster knowledge of literature and of the diversity of our historical and cultural heritage. What links these studies together is their focus on the meaning and values of human acts. Under this two-fold division of the humanities, the student develops the critical and aesthetic skills needed to interpret literature and studies the methods through which we attempt to make sense of the past or understand other cultures.
  - (3) The social sciences aim to acquaint the student with the methods and theories used to study the social, political, or economic behavior of groups or individuals.
  - (4) Through lecture-laboratory courses, the natural science offerings seek to develop an understanding of scientific methods, theories, and the contribution of a particular science, and of natural science in general, to our understanding of the world.

In addition to work in one of the four areas enumerated above, each methods of inquiry/ways of knowing course is intended to provide further experience in the three Core competencies, including writing, quantitative analysis and decision making, and critical thinking.

## *Meeting Core Curriculum Requirements*

Most Core requirements are met by passing one or more courses of specific types. Each course that can be used to satisfy one of the Core requirements has a letter in the series (C-K) added to its department and number designation (e.g., ENG 100C, MAT 105D). The letters associated with various requirements are indicated below.

Some of the Core curriculum requirements may be met through courses that are part of the University Honors Program. Only students admitted into the Honors Program may use Honors (HON) courses to fulfill Core requirements. Successful completion of the Honors Colloquia (HON 101, HON 102 or HON 103, HON 201, and HON 202 or HON 203) will satisfy the following Core curriculum requirements: Skills of Analysis/Philosophy (E), History-centered Fine Arts (G), Humanities Literature (H), Other Times/Other Cultures (I) and Natural Sciences (K). Students who do not successfully complete all the Honors Colloquia should consult with the director concerning the use of Honors Colloquia to satisfy Core curriculum requirements. Additionally, completion of HON 100 will satisfy the English Composition (Area C) of the Core requirements. Completion of HON 301W or HON 311W will satisfy the Writing Intensive (W) Core requirement. Completion of HON 201 will satisfy the Natural Sciences (K) Core requirement.

In addition, many Russell Scholars courses will satisfy USM Core curriculum requirements. Students should consult with their Russell Scholars mentor concerning the use of Russell Scholars courses to satisfy Core requirements. Any full-time residential student in good academic standing is eligible to be a Russell Scholar. Other criteria include: completion of application into the program and an interview with a member of the Russell Scholars faculty.

### Entry Year Experience

Entering students with fewer than 24 credit hours are required to complete an Entry Year Experience course in their first semester at USM. Fulfillment of the EYE requirement occurs upon completion of an EYE course with a passing grade. Students who have not satisfied their English Composition requirement (see below) must enroll in an appropriate English Composition course at the same time as they are enrolled in an EYE course. Students may request waiver of the EYE requirement if they have completed an equivalent course at another institution. Students enrolled in Honors, Russell Scholars Program, or in a Lewiston-Auburn College program, or transfer students with 24 or more credit hours are not required to take an EYE course.

#### *Courses offered in 2009-2010*

EYE 102	Sustainability, Culture, and the Environment
EYE 103	Shopping: American Consumerism
EYE 105	Life is a Matrix
EYE 107	HIV/AIDS
EYE 108	Culture, Identity, and Education
EYE 109	Gender, Representation and Resistance
EYE 110	Literature and Medicine
EYE 111	A World of Words: Language, Power, and Environment
EYE 112	The Built Environment
EYE 113	The Pleasure of Eating/Animals
EYE 115	What is Sex?
EYE 116	Nature/Nurture
EYE 117	Thoreau: Nature, Self, and Society
EYE 118	Musician's Health
EYE 119	Metamorphoses
EYE 121	Studio Experience: Art and the Creative Economy
EYE 122	Creation Stories
EYE 123	The Forest
EYE 124	Birth of a Language in Nicaragua
EYE 125	Getting Down to Business

### Basic Competence

In support of the Basic Competence goals of the Core, students are required to take courses (or otherwise demonstrate competency) in each of three areas: (1) English composition, (2) quantitative decision making, and (3) skills of analysis.

The *English Composition* requirement can be met in any one of three ways:

- 1) Score 500 or above on the CLEP General English Composition Test (See Prior Learning Assessment for details) 3 credits
- 2) Successfully complete ENG 104C, ENG 100C, ENG 101C, ESL 100C, HON 100C, LCC 110C, LCC 111C, RSP 100C, or RSP 104C.

3) Earn credit for the requirement through AP or transfer (see Prior Learning Assessment and Transfer Affairs offices for details).

*Note:* Students whose SATs fall below 550 must register for ENG 104C. Non-native English speakers whose SATs fall below 550 or whose TOEFL score is below 79 must take the ESOL program's placement test before registering for an English class. See the Academic Policies section of the catalog for more information.

The *Writing-intensive* (W) requirement is met by successfully completing an approved "W" course. At USM, writing-intensive courses have English Composition as a prerequisite (and are thus distinct from the English Composition course) and are designed to do the following:

- the course takes improvement in student writing as one of its central goals and communicates this focus to students in the syllabus;
- the course is conspicuously writing-intensive and normally includes a variety of different types of writing, used for a variety of different purposes;
- writing is a frequent mode of interaction among students as well as between students and faculty;
- course curriculum includes explicit discussion of writing issues and acquaints students with writing-related resources;
- course promotes revision of written work.

Courses that satisfy the "W" requirement may also carry another letter designation, for example, "ENG 120 H/W."

The *Quantitative Decision Making* (D) requirement can be met in one of three ways:

- 1) Pass a locally administered examination (no credit)
- 2) Successfully complete an approved "D" course (e.g., MAT 105D, MAT 110D, MAT 120D, PSY 201D, SOC 307D)
- 3) Pass a CLEP examination in mathematics (see Prior Learning Assessment Office for details).

*Note:* a) Students must meet USM's mathematics readiness requirement before registering for a Quantitative Decision Making course. b) Students in departments that do not specify mathematics requirements should consult their advisors or the Advising Services Office for guidance in selecting a course in this area.

The *Skills of Analysis* (E) requirement is met by passing an approved "E" course (e.g., various 100-level PHI courses, or LIN 112E, SOC 210E, etc.) (3 credits)

*Note:* Any 100-level PHI course can be repeated by taking any other 100-level PHI course in accordance with the University Repeat Course Policy.

### Methods of Inquiry/Ways of Knowing

The *Fine Arts* requirement is satisfied by successfully completing one course in each of the following two areas. The courses must be selected from different departments.

- 1) An approved (F) performance-centered arts course (3 credits)
- 2) An approved (G) history-centered arts course (3 credits)

The *Humanities* requirement is satisfied by successfully completing one course in each of the following two areas. The courses must have different prefixes.

- 1) An approved (H) literature course (3 credits)
- 2) An approved (I) other times/other cultures course (3 credits)

The *Social Science* requirement is satisfied by successfully completing two approved (J) social science courses. The courses must be selected from different departments. (6 credits)

The *Natural Sciences* requirement is satisfied by successfully completing one approved (K) natural science course and the laboratory course associated with that "K" course. (4 credits)

*Note:* Natural science majors do not have to take "K" courses outside their majors to fulfill the natural science component.

### Core Curriculum Regulations

1. The student has primary responsibility for ensuring that she or he completes the minimum proficiency requirements and the Core curriculum requirements. Undeclared majors should seek advice from the Advising Services Office. Effective with the fall of 1996, students admitted with conditions are expected to complete their minimum proficiency requirements as outlined in their

academic support plan. Declared majors should consult their school, college, or department advisors.

2. There can be no more than one overlap between the courses a student takes to fulfill the Core curriculum requirements and the courses that count toward the student's major. "Overlap" is defined in terms of each course's three-letter prefix (e.g., ENG, SOC, WST); that is, a student may take only one course toward the Core that has the prefix of the student's major. (The overlapping Core course may itself also count toward the major or it may just share a prefix with the major.)
3. The student must satisfy the basic competence requirements in English Composition (Area C) and Quantitative Decision Making (Area D) by the time the student completes 60 credits. Students are also strongly encouraged to complete the Skills of Analysis (Area E) requirement as early as possible. Transfer students with more than 45 credit hours need to check with their academic advisor or their academic dean.
4. Courses taken to satisfy the Core curriculum requirements may not be taken on a pass-fail basis.

### ***Transfer Students and the Core Curriculum***

All transfer students in baccalaureate degree programs are expected to meet the Core curriculum requirements as outlined above. The following guidelines should be noted:

#### **Basic Competence**

Transfer students should complete the Basic Competence requirements as early as possible after admission to the University.

The *English Composition* (C) requirement can normally be partly satisfied by transfer credit for an English composition course. If no such course is available for transfer credit, the student should refer to the other options noted under the Core curriculum requirements. The *Writing-intensive* requirement (W) can be met by transfer credit where the institution offering the transferred course has an established category of writing-intensive courses or where the student has completed a two-semester sequence in English composition. Students who believe they have taken a course at another institution that meets USM's writing-intensive (W) requirement are encouraged to apply for a waiver. Inquiries about and applications for waiver should be addressed to Judy Tizon, associate provost, Undergraduate Education, P.O. Box 9300, Portland, ME 04104-9300. In the application a student must identify how the course meets the objectives of USM's writing-intensive courses and provide appropriate documentation. Applications for waiver are reviewed as received by the coordinator, who makes a recommendation to the associate provost for Undergraduate Programs. The associate provost is responsible for making the final determination about waiver.

The *Quantitative Decision Making* requirement can normally be satisfied by transfer credit for an equivalent mathematics or statistics course. If no such course is available for transfer credit, the student should refer to the other options noted under the Core curriculum requirements.

The *Skills of Analysis/Philosophy* requirement can normally be satisfied by transfer credit for a course that deals with logic, reasoning, or analytical thinking. If no such course is available for transfer credit, the student should refer to the other options noted under the Core curriculum requirements.

#### **Methods of Inquiry/Ways of Knowing**

These requirements can normally be satisfied by transfer credit for courses in each of the areas of the Methods of Inquiry/Ways of Knowing component. That is: one performance-centered art course, one history-centered art course, one literature course, one other times and/or other cultures course, two social science courses from different departments, and one natural science course with a lab. Subject to specific school/college policies, in general any CLEP examination that satisfies coursework in an area of the Core curriculum will satisfy Core requirements for that area. When a specific requirement cannot be satisfied by transfer credit, upon initial transfer evaluation at matriculation, the student is expected to take the appropriate course(s) from the list below.

***Courses Approved  
to Satisfy Core  
Curriculum  
Requirements***

In course registration schedules and other publications, courses approved to satisfy Core curriculum requirements are flagged by a letter following the course number. Additional Core-designated courses may appear in the course schedule or on-line schedule for any given semester. Please consult with your advisor regarding the availability of these additional courses. Not all courses are offered every semester or year.

**Basic Competence**

*English Composition*

ENG	100C	College Writing
ENG	101C	Independent Writing
ENG	104C	Enriched College Writing
ESL	100C	College Writing
HON	100C	Thinking and Writing in Honors
LCC	111C	College Writing: Language and Literacies: Enrichment
LCC	110C	Language and Literacies in a 21st Century World
RSP	100C	Russell Scholars Writing I
RSP	104C	Enriched College Writing

*Quantitative Decision Making*

ESP	290D	Environmental Statistics
GYA	202D	Research Methods
HON	105D	Calculating and Reasoning with Symbolic Representations
LCC	150D	Statistics for Informed Decision Making
MAT	105D	Mathematics for Quantitative Decision Making
MAT	120D	Introduction to Statistics
MAT	140D	Pre-Calculus Mathematics
MAT	148D	Applied Calculus
MAT	152D	Calculus A
MAT	210D	Business Statistics
MAT	211D	Probability
PSY	105D	Statistics in Psychology
SOC	307D	Quantitative Research Methods

*Skills of Analysis/Philosophy*

CLA	171E	Etymology for Everyone
COS	120E	Deductive Logic
ECO	103E	Critical Thinking About Economic Issues
ENG	230E	Literacy Studies
ENG	244E	Introduction to Cultural Studies
HUM	210E	Cultural Fieldwork
LCC	200E/W	Creative Critical Inquiry into Modern Life
LCC	370E/W	Toward a Global Ethics
LIN	112E	Analyzing Language
LAC	370E	Ethics in the Organization
PHI	102E	Introduction to Philosophy: Quest for Certainty
PHI	105E	Introduction to Philosophy: Philosophy through Its History
PHI	106E	Introduction to Philosophy: Why Philosophize?
PHI	107E	Introduction to Philosophy: World Philosophy
PHI	109E	Introduction to Philosophy: Law, Politics and Society
PHI	110E	Introduction to Philosophy: Feminist Perspectives
PHI	111E	Introduction to Philosophy: Philosophical Reading (and Writing)
PHI	112E/W	Introduction to Philosophy: Feminist Perspectives
PHI	205E	Symbolic Logic
SOC	210E/W	Critical Thinking About Social Issues

**Methods of Inquiry/Ways of Knowing**

*Fine Arts*

Performance-centered arts

ART	141F	Fundamental Design I
ART	151F	Fundamental Drawing I
COR	119F	The Illuminated Autobiography
ENG	201F	Creative Writing
ENG	202F	Memoir and Autobiography

ENG	300F	Fiction Writing
ENG	301F	Poetry Writing
ENG	302F	Fiction Workshop
ENG	303F	Poetry Workshop
HUM	105F	Basic Photography
HUM	307F	Creative Nonfiction
MUS	110F	Fundamentals of Music
MUS	130F	Music Theory I
MUP	101F	Applied Music
MUP	102F	Applied Music
MUP	201F	Applied Music
MUP	202F	Applied Music
MUS	334F	Electronic Music I
MUS	400F	Southern Maine Symphony Orchestra
MUS	401F	University Chorale
MUS	402F	University Concert Band
MUS	405F	Chamber Singers
MUS	408F	Wind Ensemble
RSP	104F	Russell Scholars Seminar: Acting and Performance
THE	102F	Acting: Performance
THE	103F	Contemporary Dance I
THE	134F	Production Management
THE	135F/ 136F	Stagecraft and Lab
THE	170F	Public Speaking
THE	175F	Oral Interpretation
THE	203F	Musical Theatre Dance
History-centered arts		
ART	101G	Approaches to Art
ARH	110G	Visual Environment
ARH	111G	Art History: Prehistoric through Medieval
ARH	112G	Art History: Renaissance to the Present
HUM	185G	Thinking About Art
LCC	250G	Thinking About Art, Thinking Through Art
MUS	100G	Music Appreciation and History
MUS	102G	Music of the Portland Symphony
MUS	103G	Introduction to Jazz
MUS	120G	Music Until 1900
MUS	121G	Classical and Romantic Music
MUS	202G	Music in America
MUS	203G	Music in the 20th Century
MUS	220G	Twentieth Century Music
RUS	293G	Survey of Russian Cinema
THE	101G	Introduction to Drama
THE	231G	Costuming
THE	353G	Dramatic Literature and Theatre History III: Romantic to World War II
<i>Humanities</i>		
Literature		
CLA	283H	Epic Hero in Ancient Literature
CLA	284H	What Would Antigone Do? Tragic Questions, Modern Responses
ECO	105H	A Novel Approach to Economics
ENG	120H/W	Introduction to Literature
ENG	150H/W	Topics in Literature
FRE	283H	Contemporary French Thinkers (in English translation)
GER	281H	The German Novelle (in English translation)
GER	351H	Introduction to German Literature I
GER	352H	Introduction to German Literature II
HON	202H	Progress, Process, or Permanence
HUM	120H	Introduction to Literature
HUM	213H	Metaphor in Literature, Science, and Religion
HUM	223H	Life and Literature after Darwin

HUM	250H	Song as Literature
HUM	251H	Masculinities in U.S. Literature and Culture
HUM	318H	Photography and Poetry: Two Ways of Speaking
HUM	320H	Early African-American Literature and Culture
HUM	342H	Women of Color in Fiction
HUM	358H	Motherhood: Political Institution, Cultural Icon, Defining Experience
	/SBS	
HUM	389H	Sexuality in Literature and Film
RSP	250H	Songs and Society
RSP	300H	England and the Humanities
RUS	281H	Russian Literature in Translation
SPA	281H	Masterpieces of Spanish American and Brazilian Literature (in English translation)
SPA	351H	Readings in Contemporary Spanish Literature
SPA	352H	Readings in Modern Latin American Literature
THE	150H	Play Analysis
Other times/Other cultures		
ANT	202I	Origins of Civilization
ANT	220I	North American Indians
ANT	222I	Peoples of the North
ANT	224I	Ancient Mesoamerica
ANT	230I	Hunters and Gatherers
ANT	232I	The Anthropology of Sex and Gender
ANT	233I	Food and Culture
ANT	250I	Archaeology of South America
ANT	301I	Victims of Progress: Indigenous Peoples in the Modern World
ASL	102I	Beginning American Sign Language II
ASL	201I	Intermediate American Sign Language I
ASL	202I	Intermediate American Sign Language II
CLA	285I	Classical Mythology
CLA	291I	The Golden Age of Greece
CLA	292I	Rome, from Republic to Empire
COR	122I	Introduction to Islamic Civilization
COR	148I	Northern Ireland: History, Culture, and Conflict
COR	162I	Diversity amidst Globalization
CPI	211I	Cultural and Community Fieldwork and Seminar
ECO	106I	Economic, Social and Cultural Change
ECO	220I	U.S. Economic and Labor History
FRE	102I	Beginning French II
FRE	107I	Intensive Beginning French
FRE	201I	Intermediate French I
FRE	202I	Intermediate French II
FRE	207I	Intensive Intermediate French
FRE	291I	French Civilization: An Historical Approach (in English)
FRE	292I	Topics in Contemporary Francophone Civilization
GEO	211I	Middle America: Lands and People
GER	102I	Beginning German II
GER	107I	Intensive Beginning German
GER	201I	Intermediate German I
GER	202I	Intermediate German II
HON	101I	Wisdom Stories from Antiquity
HON	102I	Truth(s), Lie(s), and Legacy(s) in a Medieval Mindscape
HTY	101I	Western Civilization I
HTY	102I	Western Civilization II
HTY	121I	U.S. History to 1800
HTY	122I	U.S. History to 1900
HTY	123I	U.S. History since 1900
HTY	141I	African American History to 1865
HTY	142I	African American History since 1865
HTY	152I	The Islamic Near East
HTY	171I	Traditional East Asia

HTY	172I	Modern East Asia
HTY	181I	Latin America I
HTY	182I	Latin America II
HUM	135I	United States Studies I
HUM	136I	United States Studies II
HUM	246I	The Vietnam Era
HUM	260I	Themes of Popular Culture
HUM	301I	French North American Studies
HUM	310I	French Settlement in the Northeast
HUM	313I	What is 'Race'?
HUM	325I	Issues in World History and Geography I
HUM	326I	Issues in World History and Geography II
HUM	330I	Labor, Literature, and the Arts
HUM	340I	World Native and Indigenous Studies
LCC	220I	U.S. Democracy: Origins and Development
LIN	203I	Introduction to the Deaf World
PHI	310I	History of Ancient Philosophy
PHI	312I	Women Philosophers from Africa and the Diaspora
PHI	315I	Eastern Philosophy
PHI	320I	History of Medieval Philosophy
PHI	330I	History of Early Modern Philosophy
PHI	340I	History of Late Modern Philosophy
PHI	350I	American Philosophy
PHI	360I	Existentialism
PHI	370I	Analytic Philosophy
PHI	380I	Postmodernism
RSP	103I	Russell Scholars Seminar: Culture, Community, and the Environment
RUS	102I	Beginning Russian II
RUS	201I	Intermediate Russian I
RUS	202I	Intermediate Russian II
RUS	291I	Russian and Soviet Culture and Civilization
SBS	313I	What is 'Race'?
SPA	102I	Beginning Spanish II
SPA	107I	Intensive Beginning Spanish and Laboratory
SPA	201I	Intermediate Spanish I
SPA	202I	Intermediate Spanish II
SPA	207I	Intensive Intermediate Spanish
SPA	270I	The Culture and Civilization of Spain
WST	135I/130I	Introduction to Women and Gender Studies
<i>Social Sciences</i>		
ANT	101J	Anthropology: The Cultural View
ANT	201J	Human Origins
BUS	165J	Consumer Studies
CMS	102J	Introduction to Communication
COM	130J	Interpersonal Communication Skills
COR	142J	Baseball and American Society: A Journey
COR	152J	Environmental Issues and Choices
COR	161J	Sustainable Lives: 10 Billion People, One Damp Rock
CRM	100J	Criminology
ECO	100J	Introduction to Economics
ECO	101J	Introduction to Macroeconomics
ECO	102J	Introduction to Microeconomics
ECO	104J	The U.S. in the World Economy
ESP	220J	Environmental Policy: Pollution
GEO	101J	Human Geography
GEO	103J	Human-Environmental Geography
GEO	104J	World Regional Geography
GEO	120J	Geography of Maine
GEO	203J	Urban and Regional Development
GEO	207J	Maps: Knowledge, Technology, Society, Culture
HON	103J	Religious and Scientific Perspectives on Human Origins and the Human Body

HRD	200J	Human Growth and Development
LAC/ SBS	340J	Language Acquisition and Literacy Development
LCC	310J	Science, Technology, and Society
LIN	185J	Language, Mind, and Society
LIN	201J	Child Language
LOS	325J	State and Local Government
POS	101J	Introduction to American Government
POS	102J	People and Politics
POS	104J	Introduction to International Relations
PSY	101J	General Psychology I
RSP	102J	Russell Scholars Seminar: Self and Communication
RSP	305J	Britain: The Interaction of Culture and Politics
SBS	200J	Human Growth and Development
SCI	153J	AIDS: Biology, Social Policy, and the Law
SOC	100J	Introduction to Sociology
SWO	250J	Introduction to Social Welfare
<i>Natural Sciences</i>		
ANT	102K	Biological Anthropology (with ANT 102 Lab)
AST	100K	Astronomy
AST	103K	Astronomy: Activities and Experiments
BIO	101K	Biological Foundations
BIO	102K	Biological Experiences
BIO	103K	Introduction to Marine Biology
BIO	104K	Marine Biology Laboratory
BIO	105K	Biological Principles I
BIO	106K	Biological Principles I Laboratory
CHY	101K	Introduction to Chemistry
CHY	102K	Introduction to Laboratory Measurement
CHY	110K	Chemistry, Life, and the Environment
CHY	113K	Principles of Chemistry I
CHY	114K	Laboratory Techniques I
ESP	101K	Fundamentals of Environmental Science
ESP	102K	Fundamentals of Environmental Science Lab
ESP	125K	Introduction to Environmental Ecology
ESP	126K	Introduction to Environmental Ecology Lab
GEO	102K	Physical Geography
GEY	100K	Volcanoes, Earthquakes, and Moving Plates
GEY	101K	Lab Experiences in Geology
GEY	102K	Field Lab in Physical Geology
GEY	103K	Floods, Glaciers, and Changing Climates
GEY	105K	Ocean Planet
GEY	106K	Ocean Planet Laboratory
GEY	109K	Field Geology of Coastal Maine
GEY	110K	Field Studies in Environmental Geology on the Island of Lesbos, Greece
HON	201K	Interdisciplinary Inquiry in the Science of the Human Body
LCC/ SCI	130K	The Biology of Human Health with Lab
LCC/ SCI	230K	Environmental Science, Policy, and Sustainability with Lab
PHY	101K	Introduction to Physics
PHY	102K	Introduction to Physics Laboratory
PHY	111K	Elements of Physics I
PHY	114K	Introductory Physics Laboratory I
PHY	121K	General Physics I
SCI	100K	Natural Science Topics
SCI	170K	Human Anatomy and Physiology I
SCI	171K	Human Anatomy and Physiology I Laboratory
SCI	250K	Applied Physics

Writing Intensive		
BIO	306W	Developmental Biology and Lab (concurrent with or subsequent to BIO 305)
BIO	312W	Microbiology and Lab (concurrent with or subsequent to BIO 311)
BIO	353W	Vertebrate Zoology
BIO	405W	Animal Behavior
BIO	406	Animal Behavior Lab§
BUS	303W	Career Planning and Development
CON	322W	Health Related Research
ECO	303W	Political Economy
ENG	120H/W	Introduction to Literature
ENG	150H/W	Topics in Literature
ENG	245W	Introduction to Literary Studies
ESP	203W	Environmental Communications
ESP	401W	Environmental Impact Assessment
ESP	421W	Natural Resources Policy
HON	102W	Truths, Lies, and Legacies in a Medieval Mindscape
HON	103J/W	Religious and Scientific Perspectives on Human Origins and the Human Body
HON	311W	Honors Thesis Workshop
HTY	200W	Reference Research and Report Writing
ITP	210W	Technical Writing
LCC	200E/W	Creative Critical Inquiry into Modern Life
LCC	370E/W	Toward a Global Ethics
CMS	150W	The Writing Process
CMS	274W	Writing for the Media
PHI	112E/W	Intro to Philosophy: Feminist Perspectives
PSY	371W	History and Systems and Psychology
RSP	101W	Russell Scholars: Creative Writing*
SOC	210E/W	Critical Thinking About Social Issues
WST	280W	Women, Knowledge, and Power

§Must be taken concurrently with BIO 405W

\*Available only to Russell Scholars.

\*Courses with the COR prefix are interdisciplinary. Prerequisites for all COR courses: English Composition and Skills of Analysis/Philosophy.

### **COR 119F The Illuminated Autobiography**

An introduction to two creative processes, the visual and the literary. The course will explore the means (shared, specialized, and complementary) by which they communicate thematic content, and the transformation through which subjective discovery becomes accessible form. Students will develop a control of structural elements within and between the two disciplines sufficient to write, illustrate, design, and publish a limited autobiographical narrative. Cr 3.

### **COR 122I Introduction to Islamic Civilization**

This is a survey course that focuses on Islam as a universal religion embracing diverse cultural areas representing some 45 nations. The course will deal with Islam from religious-doctrinal, cultural-artistic, and socio-political perspectives. It begins with a historical survey of the rise and spread of Islam as a religion, examines its basic doctrine, beliefs, and institutions, highlights the cultural manifestations of Islam in art and literature, and deals with its impact on socio-political thought and action. The course ends with an analysis of the phenomenon of Islamic revivalism and fundamentalism in the context of global recovery of Islamic identity, and ongoing crises and conflicts in the Middle East and the Gulf Area. Cr 3.

### **COR/HUM 135I United States Studies I**

Drawing on political and economic history, literature and the arts, this course will study the diverse people, events, and ideas that helped shape and define the United States from its inception through the latter part of the nineteenth century. Cr 3.

### **COR/HUM 136I United States Studies II**

This course is a continuation of COR/HUM 135I, covering the period extending from the late nineteenth century up to modern times. Cr 3.

### **COR 142J Baseball and American Society:**

#### **A Journey**

This course studies baseball as an American institution. It combines academic study with a journey: from Portland, Maine, through Cooperstown and the Hall of Fame, to Baltimore's Camden Yards. During the bus journey, participants will talk, study, see films, go to ball games at various levels of play, interview players from the past and executives of the present. Some of the topics will include the history and literature of baseball, the Negro Leagues, and the integration of major league baseball. Cr 3.

### **COR 148I Northern Ireland: History, Culture, and Conflict**

This course will proceed roughly chronologically from the home rule movements of the late nineteenth century through a series of primary documents that reveal the history, culture, attitudes, and

contradictions of the most contested states in the West. Primary materials will include historical and political analyses, government documents, speeches, sermons, songs, wall murals, popular celebrations, films, plays, stories, and poems. The goal of the course will be to gain a comprehensive and integrated understanding of the strife-torn statelet. The course will include an enhanced writing component and an emphasis on discussion and regular student participation. Cr 3.

### **COR 152J Environmental Issues and Choices**

This course focuses on the global environment within the context of geography. Environmental issues constitute one of the central themes of physical and social/cultural/human geography. To understand the environment within a global context, it must be remembered that each culture develops a system of value preferences and orientation. Groups occupying similar geographic habitats or employing similar (or the same) economic systems, but with contrasting value systems, appraise and use the environment differently. Cr 3.

### **COR 161J Sustainable Lives: 10 Billion People, One Damp Rock**

This course is an interdisciplinary discussion of what it means to lead more sustainable lives. Students are asked to understand the principles of sustainability, to explore their values, to gain insight into the consequences of continuing population growth and consumer culture, and to make conscious, more environmentally sustainable lifestyle decisions. Cr 3.

### **COR 162I Diversity amidst Globalization**

This multidisciplinary course investigates the encounter between forces of convergence (globalization) and the forces of divergence that creates the contemporary world scene. Historical contexts and tensions that have produced differences in the modern world will be discussed. The concept of globalization will be studied as a link between places that reduce differences across geological space. Conversely, globalization can have the effect, in certain circumstances, of reinforcing differences within places. The dynamics of these seemingly conflicting forces form the basis of the course. In addition, the role of the individual in affecting understanding and effecting outcomes in the struggle between globalization and difference will be explored. Cr 3.

### **COR 318H Photography and Poetry: Two Ways of Speaking**

This course deals with two modes of creative expression, photography and poetry. Its purpose is to help students read intelligently and sensitively both photographs and poems and to assist them in exploring connections between the two types of expression. A more far-reaching goal is to increase student understanding of the relationship between art and reality and of the complex nature of that knowledge provided us by the arts. Cr 3.

**COR 358H Motherhood: Political Institution,  
Cultural Icon, Defining Experience**

This interdisciplinary course examines motherhood from the perspectives of cultural studies and psychology. Consideration of historical and cross-cultural depictions of mothers will elucidate the particular faces and functions of motherhood as they are vari-

ously conceived. Modern psychological theories will be discussed as the means by which cultural demands regarding mothering are currently being prescribed. The manner in which the powers attributed to mothers contribute to the construction of particular policies and practices will also be considered. Cr 3.