

MODEL #2 WAYS OF KNOWING

A. Executive Summary: Model, Mission, and Structure

This model of the Core Curriculum offers a rigorous introduction to three important approaches to knowledge essential for any student of the liberal arts. These Core components would be required of all students in their first two years at Colgate. One of the components is a single course, which we offer here with two variations, one organized around common texts and one with the choice of texts left up to the individual instructor. The other two components are menu-driven, organized around shared sets of learning goals. Faculty from any division would be welcome to teach in any of these three components. This model retains the strengths of Colgate's current Core Curriculum while also addressing key structural and philosophical concerns. It resolves the problem of the systemic understaffing of Core 151 and Core 152 by replacing them with a single text-focused course. Equally importantly, it broadens the scope of each component and emphasizes global inclusivity in the selection of texts. This too, we believe, will entice more faculty to teach in the text-based component.

B. Description of the Components and their Courses

1. **“Texts and Traditions” (T&T):** Courses in this component will focus on texts and other cultural productions (visual art, music, theater, etc.) drawn from both the ancient and modern worlds. These works will be explored in relation to the specific traditions from which they arise through both close reading of the texts themselves and careful attention to their historical uses or transmission over time.

VARIATION A: In this variation of the T&T course, the teaching staff would select a set of common texts to be taught in all sections, much as in the 151 and 152 components of the current core curriculum.

VARIATION B: In the second variation of the T&T course, the selection of texts would be left to the individual instructor.

In either variation, the texts must come from non-contiguous geographic regions, and must include something from the ancient world and from the modern.

2. **“The Complex Human World” (CHW):** A menu of courses that encourage students to understand different ways of knowing and doing through the study of world-defining systems--such as empire and colonialism--and their contemporary cultural, economic,

and political effects. Instructors teach students to engage critically with the dynamics of difference and power that shape their lives.

3. **“Scientific Explorations” (SE):** Courses in this component have two purposes: to deepen students’ understanding of scientific methods and to broaden their understanding of the relevance and applicability of these scientific methods.

C. Governance and Logistics

Each component is led by one UP and staffed by the faculty contributing courses to the component.