"LIVING AND LEARNING IN A DIVERSE COMMUNITY"
A PLAN FOR COLGATE'S LIBERAL ARTS CORE CURRICULUM

JUNE 28, 2021

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A. Overview of Colgate's Liberal Arts Core Curriculum: *Living and Learning in a Diverse Community*

Living and Learning in a Diverse Community, the Liberal Arts Core Curriculum (LACC) under consideration, is structured around five required elements with a sixth, Core Distinction, remaining optional:

I. The First-Year Seminar completed during fall of a student's first year of enrollment at Colgate.

II. The Living & Learning Workshop, required of all students taking the first-year seminar. It does not carry academic credit.

III. The Core Components completed during a student's first and second years of enrollment. These three courses may be completed in any sequence.

Core Communities
Core Encounters
Core Sciences

IV. The Liberal Arts Practices and Areas of Inquiry completed during any year of a student's enrollment and in any sequence.

a. Collective Challenges
b. Process of Writing
c. Quantitative and Algorithmic Reasoning
d. Language Study
e. Artistic Practice and Interpretation
f. Human Thought and Expression
g. Natural Science and Mathematics
h. Social Relations, Institutions, and Agents

Most courses will be designated as fulfilling one of the Areas of Inquiry (f, g, h). Some courses may also carry up to two Liberal Arts Practice designations (a-e). Core Component classes do not fulfill Liberal Arts Practice requirements.

V. The **Physical Education and Wellness** requirement may be completed during any year, but students are encouraged to complete at least one credit by the end of the second year. It is a two-unit requirement that does not carry academic credit.

VI. Core Distinction, an optional capstone experience within the Core curriculum.

Some Notes on Meeting the Requirements of the Liberal Arts Core Curriculum
To ensure a well-rounded liberal arts education, students must engage with disciplines throughout the curriculum and across the full reach of the academic program at Colgate. Thus, to fulfill the Liberal Arts Practices and Areas of Inquiries requirements, students must take at least seven courses, from at least six different departments or programs.

Although a course may have multiple designations, a student may not fulfill multiple designations through a single course. The following exceptions apply:

- Students may double-count their Process of Writing practice course to also fulfill one Liberal Arts Practices or Areas of Inquiry requirement.
- Students may double-count the FSEM to fulfill one Core Component or any Liberal Arts Practice / Area of Inquiry requirement except their Process of Writing course.

Opening as they do with the First-Year Seminar (FSEM), these requirements presume that students begin their undergraduate careers as first-year students at Colgate. Requirements for students who transfer to Colgate after the first semester of the first year will be worked out during the implementation process.

Apart from transfer students, all Colgate undergraduates are required to meet these requirements; students may not place out of any of them. Students will fulfill the proposed LACC in no fewer than 10 and no more than 12 courses. Faculty involved in the implementation process will make recommendations to the AAB about whether these courses must be taken at Colgate (including Colgate off-study programs) or whether any of these requirements may be met by taking courses elsewhere.

Some Notes on Staffing the Liberal Arts Core Curriculum
The vitality of the LACC depends on the active participation of continuing faculty members. Tenured and tenure-stream faculty members are normally expected to teach either an FSEM or a Core component class at least once every four semesters.[1] Faculty members in departments and programs facing exceptional enrollment or staffing challenges may contribute somewhat less frequently to the FSEM or Core components, although the benefits of Core component teaching to pre-tenure faculty members in the form of university-wide networking and formal and informal mentoring should be carefully weighed against departments' curricular needs.

[1] If one quarter of Colgate's roughly 300 faculty offered one Core component every term, this would yield 75 sections per term, and 150 sections per year. To staff the three Core components at 20 sections per term requires 120 sections per year. The remaining 30 sections of teaching power would go toward staffing the 45 First Year Seminars needed annually, many of which are not taught as Core component courses.

B. Colgate's Liberal Arts Core Curriculum:
Living and Learning in a Diverse Community

If adopted, the Core curriculum before us would become the first Core curriculum of Colgate's third century. Core revisions are always responsive, building on the strengths of whatever Core came before while attending to its deficits, all with an eye to the current moment. This Core revision, which unfolded over the period from the drafting of the Colgate Vision Statement to the waning of Covid-19 in the Northeast of the United States, responds not just to the previous Core, but to the tremendous and varied challenges of the current moment. It seeks to deepen our sense of intellectual and institutional community and to develop our students as local and global citizens.

The process of revision began in 2018-19, at a moment of heightened hope for the University, as it celebrated its bicentennial and established its vision for the next one hundred years. The collective aspirations were captured in three significant documents: *Colgate University's Third Century: A Vision Statement*, *The Plan for Diversity, Equity, and Inclusion*; and *The Report on Academic Freedom and Freedom of Expression*. As the DEI plan notes, "The celebration of Colgate's Bicentennial year saw the University adopt, first, a Vision Statement that defined a number of foundational pillars of the University. These include the intellectual strength and rigor of the academic program, the enrollment of outstanding students, and the ongoing development of a strong sense of community marked by affection, ritual, and pride."

The plan made clear, however, that a strong sense of community is not a monolithic sense of community. Rather, it stressed the importance of diversity within a community:

> A great institution is a diverse institution. It is one that brings students of different socioeconomic backgrounds, races and ethnicities, and religions to campus. There are myriad reasons for this to be a priority, not least of which is our obligation to the broader American community in which we have been permitted to prosper. But beyond any responsibilities we might feel to the commonweal, or principles by which we might be motivated, is the simple acknowledgment that an education today is a poor thing if it does not include first hand engagement with a wide range of perspectives and experiences. We simply cannot claim to be a first-tier institution providing a first-tier education to our students if we do not expose them to a rich diversity of perspectives and backgrounds in their educational and social experiences. (*Colgate University's Third Century: A Vision Statement*, p. 8.)

Similarly, while *The Report on Academic Freedom and Freedom of Expression* asserted the importance of open inquiry, unfettered creation of knowledge, and the free exchange of ideas, it also affirmed a "commitment to learning, inquiry, and community that encourages individuals to listen and speak with care, so that all voices among us are heard." Together these guiding documents articulated Colgate's commitments to the values of diversity and community. Their expressed ideals were consistently set within the framework of fostering an inclusive community, one which "respects individual differences, recognizes them as valuable, and works to build bridges across differences, so that all members of the community can contribute fully. Such an environment, it should be said, is the strongest possible foundation for excellence as a university" (DEI plan).

This moment of hope and aspiration at Colgate has coincided with a period of deepened anxiety within the nation and across the globe. The past few years have been marked by fierce political

divisions and instability, by incontrovertible evidence of climate change and environmental degradation; by a national awakening about racial inequity, and systemic and structural racism; by heightened awareness of profound economic inequality and widespread food insecurity; by social fragmentation hastened by the algorithmic dissemination and perpetuation of information; and by the threats of scientific illiteracy, innumeracy, and disinformation to national and global security and stability. As if this were not enough, this past year, all humanity reeled from the rapid spread of a lethal virus and its unfathomable toll. The weight of these many anxieties was felt keenly, if variously, on our campus and in our community.

Against this turbulent backdrop, Colgate sought to continue the work of revising its Core Curriculum, one of its signature programs. The revision process revealed varied and sometimes competing expressions of hope and aspiration for the institution. It also revealed manifestations of the anxiety and divisiveness that have marked the broader cultural moment.

The document now before us was refined in a period of relative calm, after the close of a turbulent year. At this moment, we have the luxury to reflect and not simply react, to be able to ask questions and consider their answers. We can, and should, ask what it means to have been and to continue to be "Colgate Together"—the banner under which we weathered the pandemic. More broadly, as we come back together after physical separation and intellectual division, we can and should probe questions of community and commitment to others both at Colgate and well beyond. What does it mean to live in community in times of calm and times of crisis? What does it mean to live in a community marked by both commonality and difference? In what ways have we unwittingly privileged our relationships with members of the community who are most like us? How do we engage empathically with the experiences, identities, and beliefs of those whose backgrounds or perspectives are unlike our own? How might we speak with members in our community with whom we disagree? In short: what does it mean to live and learn in a diverse community?

Community is a critical idea for a liberal arts college in a rural setting like Colgate, which is small enough to imagine itself as a single body of teachers and learners, and isolated in many ways from larger communities. Our residential structure, particularly with the Commons model, is designed to foster living and learning communities. And yet within the Colgate community are myriad other communities, some formally organized, others springing up organically. Some of these are made up of teammates, classmates, floormates. Others form around affinities and interests. Still others consist of people with similar identities, experiences, perspectives, or worldviews. Like the people within them, communities are dynamic and evolving. They can be inclusive or exclusive, inviting or threatening, invigorating or challenging. To be healthy, they need to be nourished and sustained.

Diversity, similarly, is a critical concern, both within the classroom and without. The *Vision Statement* notes:

> It is clear today that the future of this country will belong to those who are culturally dexterous. To be culturally dexterous is to be able to navigate across diverse cultural perspectives with authenticity and skill. We would be doing a disservice to our students, and would relinquish our standing as a leading American institution of higher education, if we did not take seriously our charge to enhance our students' cultural understanding and adroitness. These are qualities that depend not only upon the classroom but on what happens in our residence halls and social spaces. It depends upon friendships and authentic intimate contacts between students of different backgrounds, cultures, and belief systems.

The social and ethical benefits of diversity to community are abundant. In the context of this document—a consideration of curriculum—we need also to elevate the intellectual benefits of diversity. Research suggests that a diverse learning environment "promotes creativity and innovation, improved problem solving and decision-making, organizational flexibility and a tolerance for ambiguity"[2]—that is, diversity enhances the very abilities championed within a liberal arts setting. And, importantly, research further indicates that all students, regardless of their background, benefit from participating in a diverse learning community.

That benefit is not limited to student learners, however. Exposed to and influenced by the ideas of only those within a small sphere or subset of a field, a scholar—or researcher—can become intellectually paralyzed, ceasing to question or challenge conventional wisdom. Exposure to dissimilar views or alternative assumptions about a problem encourages one to think harder and better. Demographic and cultural diversity broadens learning. It opens up new areas for inquiry, enlarges disciplines, and changes the shape of knowledge.

Thus, this reorientation of the Core requires students to consider thoughtfully notions of community, identity, and belonging. It asks that they be open to learning with and from people who are different from themselves. More than that, however, it asks our students to attend to the experience of diverse community: to be intentional in their living among one another, to participate broadly in varied communities within Colgate and beyond, to honor the diversity of community in our midst, to be responsive when communities fail to live up to their ideals, and, importantly, to carry this attention forward in their lives. It asks students to take on, here and in their future communities, what is asked in the DEI Plan: to grapple with the challenges of living in a diverse community; to recognize that, for a wide range of reasons, these challenges will continue to be felt acutely by some members of our campus community more than others; and to respond with commitment and compassion when failures of equity and inclusion do harm to community members.

As the heart of Colgate's academic program, the Liberal Arts Core Curriculum (LACC) builds upon these foundational principles. To this end, it aims to:

- Create a common intellectual project for the University
- Expose students to diverse fields of study and modes of intellectual and creative inquiry across the curriculum
- Further Colgate's commitment to diversity, equity, and inclusion

Taken together, these principles guide the central ambition of this Core, which is to foster deep understanding in a complex, rapidly changing, and diverse world. The LACC asks students and faculty to grapple with questions that shape knowledge, experience, and practice across time and space as well as across divisional and disciplinary boundaries.

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[2] Hurtado, S., & Dey, E. (1997). Achieving the goals of multiculturalism and diversity. In M. W. Peterson, D. D. Dill, & L. A. Mets (Eds.), *Planning and management for a changing environment: A handbook on redesigning post-secondary institutions.* San Francisco: Jossey-Bass.

The elements of the Core should be understood by Colgate students not as requirements simply to be met, but as a logical, connected approach to becoming an informed, ethical, and perpetual student of a complex world. The Core should be seen as being foundational to the liberal arts form of education that is central to the academic life of Colgate. A Core curriculum should be part of an education that current and prospective students see as compelling, coherent, and inspiring, with well-communicated goals worthy of their attention, commitment, and time. As a liberal arts college, Colgate strives to convey to students the value of a variety of skills and a willingness to examine one's own experience and conditions from a variety of perspectives as well as to learn of contexts different from one's own. Thus, this Core was conceived as encouraging students toward lifelong learning, thoughtful citizenship, and inclusivity.

The values expressed above do not hold for students alone. Faculty similarly live their professional lives and learn their fields within the context of our diverse community. For Colgate faculty members, the Core is not only a site of teaching but also learning, a shared intellectual endeavor, as foundational to their lives as scholars on this campus as it is to students immersed in a rigorous liberal arts education. Through regular workshops and meetings about the elements of the Core, faculty can see themselves as engaged with and responsible for one of Colgate's most cherished academic traditions. Debates among faculty—even heated arguments, set within the context of a shared commitment to a learning community—about the foundational ideas of this Core will not be evidence of this program's failure but rather a sign that the Core at Colgate is a source of intellectual energy and engagement.

C. The Elements of the Liberal Arts Core Curriculum

I/II. The First-Year Seminar and The Living & Learning Workshop

I. The FSEM

The First-Year Seminar (FSEM) Program introduces incoming students to their new intellectual community as well as to college-level expectations for reading, writing, academic integrity, and engagement with scholarly work. Populated only by first-year students in their first semester, FSEMs provide a unique opportunity for members of an incoming class to build a supportive, inclusive community as they integrate into the collegiate environment.

In accordance with longstanding practice, FSEMs comprise a menu of seminars, normally capped at 18, spanning all academic divisions. Any Core component, introductory-level department or introductory-level program course can be taught as an FSEM. Thus, FSEMs continue to serve as opportunities to recruit future majors and minors. Many faculty members also use FSEMs as a place to innovate, experimenting with new pedagogical approaches and introducing new courses to the curriculum.

In addition to learning goals that are specific to their course content, all FSEMs will have the following four features:

1. In order for all students to begin developing mindful and rigorous writing practices from the outset of their college education, all FSEMs, regardless of the disciplinary focus, are Process of Writing courses.

2. Each FSEM instructor and class are directly affiliated with a community of students and faculty based in one of the Residential Commons.[3]

3. All FSEM students are automatically enrolled in the Living & Learning Workshop.

4. Instructors who teach in FSEMs have a number of special obligations, described below.

Focus on Writing in the First-Year Seminar

Receiving and responding to feedback are important parts of the writing process and a student's development as a writer. As one of two courses in the LACC dedicated to the process of writing, all FSEMs will therefore:

1. Include assignments of varying length and complexity. These could be distinct, scaffolded parts of a larger project, or separate assignments. The form or the genre of the writing will vary and be specific to the discipline of their FSEM. These can include blog posts, music reviews, songwriting, scientific research articles, research papers, lab reports, abstracts, personal essays, short stories, artist's statements, exhibition catalog entries, and essays in upper-level language classes.

[3] The structure of some of the scholars' programs means that there exist a few exceptions to this principle.

2. Emphasize the iterative process of writing. Throughout the semester, students will write and revise their work in response to specific feedback from instructors. Peer review might also support students' growth as writers.

To support writing instruction in the FSEM, workshops developed by the Writing and Speaking Center, the Department of Writing and Rhetoric, and faculty and staff members from across campus will be offered regularly during the academic year and at the annual Core Pedagogy Retreat. In addition, students will be guided and encouraged to integrate the support services of the Writing and Speaking Center into their FSEM writing practice.

The second writing-focused course required of all students is the Process of Writing requirement (described below). All students are encouraged to take additional courses that strengthen writing through process; some instructors may advise students with less-developed writing ability to take courses offered by the Department of Writing and Rhetoric.

FSEM and the Residential Commons

To further encourage emerging learning communities, each FSEM and its instructor are directly affiliated with one of Colgate's Residential Commons, forming one of the most direct links between living and learning on campus. This means that, normally, all students in an FSEM belong to the same Residential Commons. FSEM instructors, in their roles as academic advisors, trusted mentors, and Residential Commons affiliates, become valuable resources for first-year students. Cohort building within the FSEM and the Residential Commons-based living and learning community begins with New Student Orientation and is sustained for the first two years through the Residential Commons program with the support of its faculty directors, residential fellows, community leaders, Residential Commons Councils, faculty and staff affiliates, and staff of the Divisions of the Dean of the College and the Dean of the Faculty.

Integrating additional Core component programming and the Residential Commons program will further strengthen the connection between living and learning on campus. Core component instructors are strongly encouraged to collaborate with the Residential Commons program, whose faculty directors have resources, a dedicated staff, and facilities to support co-curricular events that bring students and faculty members together.

II. The Living & Learning Workshop[4]

A new, non-credit bearing element added to the LACC is designed to prepare Colgate students to thrive at college. The Living & Learning Workshop is taught by a range of library faculty, staff members, and trained stakeholders in the Division of the Dean of the College. The Workshop aims to educate the whole student, both inside and outside of the classroom, and to build a more inclusive community with well-adjusted and socially aware students ready for the academic and personal challenges that lie ahead.

[4] The goals of the Living & Learning Workshop will be to provide students with a deeper and more meaningful engagement with the topics outlined in the longstanding pedagogical and programmatic expectations of the FSEM program. These topics, which have typically been in competition with a discipline-based course curriculum, will now find more adequate and standardized coverage in the stand-alone Workshop. For a detailed discussion of such workshops, go to the First-Year Seminar Linked Living & Learning Workshop Appendix.

The Living & Learning Workshop is a requirement for graduation that does not carry academic credit. The Workshops are coordinated by the FSEM-Commons UP, Residential Commons directors and staff, and the Dean of the College Division.[5] The modules will be developed in a partnership between faculty and staff and may change from year to year. Living & Learning Workshop modules might include:

- An academic freedom, integrity, and freedom of expression module developed and taught by members of the faculty in collaboration with the Dean of the College staff.

- An effective writing module taught by Writing and Speaking Center staff members. The content of this module may be tailored to a specific writing assignment given by the FSEM instructor.

- A library skills module taught by members of the library faculty. The content of this module may be tailored to a specific assignment given by the FSEM instructor.

- A career exploration module taught by professional advisers from Career Service. In this module, students might engage in self-assessment, gaining insight into their unique strengths, interests, preferences, identities, and values.

- A campus culture and climate module taught by staff members from Haven, Counseling and Psychological Services, and the Network Peer Group.

- A sustainability module taught by the Office of Sustainability staff members.

FSEM instructors are supported by faculty from University Libraries and the Writing and Speaking Center, who are available to tailor Workshop meetings to support course-specific writing assignments.

Instructors are not required to attend the weekly Workshop meetings, but are encouraged to stay abreast of the topics being addressed and attend when possible. Instructors have no responsibility for assessing students' achievement in the Workshop.

The Living & Learning Workshop will be a non-credit-bearing graduation requirement for an initial trial period of three years. During the third year the program runs, the FSEM University Professor will conduct a review of the workshop and work together with the Dean of the College staff and interested faculty to make any necessary adjustments to its topics, organization, or structure. This review will also consider the viability of converting the Workshop into an S/U, 0.25-credit add-on to the FSEM. Any such proposal would go before the Faculty Affairs Committee and the Academic Affairs Board before being presented to the faculty for a vote.

Special Obligations for FSEM Instructors. All faculty members are encouraged to teach FSEMs with some regularity. However, because of the two-year advising obligations, instructors normally should not teach an FSEM in consecutive academic years. FSEM instructors are required to be on

[5] Details of the role of the Academic Affairs Board and other branches of faculty governance in the functioning and evolution of the Living & Learning Workshop will be determined during the implementation process of this curriculum.

campus at the beginning of the week leading up to the first day of classes. As part of New Student Orientation, FSEM instructors meet individually with their new advisees to review their schedules and discuss future academic plans. Instructors will normally serve as the academic advisor to their FSEM students until students declare a major.

As with previous versions of the Core, FSEM instructors are expected to build community and provide support as students transition to college. The affiliation between FSEMs and the Residential Commons makes these obligations easier to fulfill and opens up new possibilities for creative activities and programming. Such activities may include attending on-campus events such as lectures, panel discussions, film screenings, hosting off-campus dinners, and the shared experience of the Summer Reading Program. Instructors are encouraged to contribute to or participate in the activities of their Residential Commons.

Students may double-count the First-Year Seminar to fulfill one Core Component, Liberal Arts Practice and Areas of Inquiry requirement (excluding the Process of Writing). When a course that normally fulfills the Process of Writing Practice is offered as an FSEM, it will not double-count toward the Process of Writing Practice.

III. The Core Components

Foundational to Colgate's Liberal Arts Core Curriculum, the three Core courses together embody the goals of a liberal arts education. They invite students to develop the capacity and desire to call common assumptions into question, to move beyond one's limited experiences, and to ask critical questions of practices and systems in which students now operate. These courses are expected to be challenging. They stand outside departments and programs, asking students and faculty to move across disciplinary boundaries and scholarly methods.

Core Communities

Core Communities courses foreground multidisciplinary engagement with the historical and contemporary factors influencing peoples' experience living in community. Courses in this Core component ask students and faculty to examine community dynamics across time and space, in order to understand the lives of peoples, places, and things in relation to social, religious, political, economic, and military networks.

Courses in this component address the ways in which peoples' lived experiences unfold in social and material worlds that have been shaped and reshaped by global, transregional, and historical phenomena,[6] such as colonialism, capitalism, industrialization, and digital technology. These courses also recognize that the gains and losses catalyzed by such forces are not equally shared; rather, communities are marked by legacies of difference.

The Core Communities component consists of a menu of courses, each focusing on a topic selected by the instructor. All courses in the component emphasize three pedagogical goals:

[6] For comparison to the current Core Communities and Identities course, please see the entry in the current catalogue.

1. Gaining academic and empathetic understanding of the experiences of people in communities that may be different from one's own.

2. Understanding the cultural, ethical, economic, and political significance of belonging, in particular the degree of peoples' access to rights, resources, and respect within communities.

3. Explaining historical and contemporary dynamics of power that shape patterns of inclusion and exclusion within a community.

The communities explored in this component take a variety of shapes. They may be: 1) nations and societies, 2) geographic regions, 3) historical communities, 4) transregional or transnational communities, 5) communities of practice, or 6) communities emerging through things, technologies, or markets. Additional cross-cutting categories might be proposed by faculty members in consultation with the Communities UP.

Pedagogical Structure and Expectations
Communities courses are unified by the pedagogical goals listed above, which will be achieved through multidisciplinary materials and multimodal instruction. Three requirements hold for all courses:

- All students in a Core Communities course will complete an academic research project designed by individual instructors that promotes information literacy and effective communication skills.

- All courses in this component are expected to address the themes outlined in the description of the course above, but the manner in which they do so and the amount of time within the course dedicated to each will vary based on the choice of the individual instructor.

- The component will hold monthly staff seminars during the academic year. During semesters in which they are teaching, faculty members are expected to attend at least two meetings and are strongly encouraged to attend them all.

Beyond these expectations, there is considerable flexibility in the design of these courses. The following are guidelines to help instructors shape their courses:

- Instructors are strongly encouraged to teach with primary texts and materials, so that students can engage directly with multiple voices and perspectives. Such primary sources might include maps, photographs, film, dance, music, theater, visual art, historical archives, memoirs, oral testimony, demographic and statistical data, interviews, and physical or digital artifacts.

- As possible, Communities courses will offer students a sense of the history of the community under consideration.

- Close and critical reading of relevant literature, poetry, and sacred or political texts, or of cultural rituals and practice may be a central mode of teaching.

- Instructors are encouraged to choose one or two theoretical sources to ground their section. Use of such sources allows students to understand and analyze questions of belonging, power dynamics, and life experiences possibly different from their own. Core Communities courses do not require use of any shared texts across the component. Faculty members may promote some commonality across their sections in a given semester, at their discretion and in consultation with the Communities UP.

Given the multidisciplinary nature of this component, faculty members from all four divisions are welcome to teach in this component.

Core Communities courses are distinct from departmental courses in the SOSC Division. Introductory-level courses in SOSC are largely focused on a particular discipline whereas Core Communities courses are interdisciplinary, and must meet, to some degree or another, the three pedagogical goals listed above (experiences of people in communities; significance of belonging; and dynamics of power). Like many SOSC and area studies courses, Core Communities courses can serve as gateways for study abroad or extended study, as inspiration for language study, or as requirements for some area studies majors in a range of departments and programs.

Sample Course Ideas
This list includes both existing Core CI courses and ideas for new courses that would address the pedagogical goals of Core Communities. The list is by no means prescriptive or exhaustive, but is intended to give some sense of the range of possible courses that might fit into the component.

Nations and societies	Core France Core Maya Core Japan
Geographic regions	Core Africa Core Danube Core Appalachia
Historical communities	Core 1915-1970: The Great Migration Core Classical World of the Eastern Mediterranean Core 1968: Global Protest

Transregional or transnational communities	Core North American Indians Core African Diasporas Core European Union
Communities of practice	Core Monasticism Core Black Lives Matter
Communities emerging through things, technologies or markets	Core Sugar Core Opioids

Core Encounters

The biggest single proposed change to the structure of the Core curriculum is moving from two required text-based Core component courses (Core 151: Legacies of the Ancient World, and Core 152: Challenges of Modernity) to one. Moreover, in keeping with the framing theme of Living and Learning in a Diverse Community, the Combined Group believes that this single course should be global in its scope and should include both ancient and contemporary texts. These expectations present special challenges for the construction of this course: it cannot be simply an amalgamation of the existing Core 151 and 152, but it should appeal to the current staff of those courses; it must be culturally expansive, but it cannot be comprehensive; it must present texts from a wide range of times and places, while placing them into a comprehensible intellectual framework.

The Combined Group offers the following model not as a solution to these challenges, but rather as a framework for discussion of a future course. The group aims to engage all faculty members who might choose to teach a text-based Core component in robust and frank discussions to imagine such a course and to jointly define its parameters. These discussions will begin at the Core Pedagogy Retreat in August 2021 and will continue through the implementation year.[7]

The framework we offer turns on the idea of encounter. The essence of encounter lies in experiencing and responding to what's outside of each of us—a new idea, a person who thinks differently, a culture built around a worldview we do not yet understand, a different version of the person we might someday be. A commitment to such encounters defines a liberal arts education, in which students find an intellectual community with people they have not met before, and in which they have to engage with new ideas and works, new questions and opportunities, in a process that reshapes their identity. For an encounter with human diversity to be of lasting value, that encounter must be capable of altering and expanding our understanding of ourselves and our place in the world. In turn, the possibility of a self-transformation requires communicating with those who are different from ourselves, understanding and empathizing with them, being able to respect those with whom we disagree.

[7] Appendix F offers a series of thoughts about the framework of encounter that could be used, if the University Professors wanted, to spark discussion at the Core Pedagogy Retreat about the shape of the course.

To promote such encounters, this course is structured around texts[8] that not only create the opportunity for intellectual encounter but that explore, in some way, with the notion of encounter. The texts selected will be multivalent and lend themselves to multiple interpretations. Rather than telling readers what to think, the common texts for this course should open conversations about their themes and about the bearing of these themes on our lives. The texts engaged within this course may explore moral issues that cannot be definitively resolved, challenge deeply held commitments, present students with practical demands they may not wish to face, or defend ways of thinking that would at first have struck many students as deeply alien. Studying these texts should promote the open-minded dialogue that is central to living and learning in diverse communities.

Through these texts, students will encounter issues of deep urgency asked by human communities across time and space. Those issues might concern, for example, the relation between human beings and the divine, questions of finitude and transcendence, and the place of loyalty and sacrifice, to name just three. Apart from establishing the framework of encounter, this document does not seek to define the questions and themes that instructors will draw from the course's texts: the texts will be rich enough to allow individual instructors to highlight the issues that engage their and their students' concern. The value of encountering the large questions raised by these texts resides not in students' embracing any prescribed positions on particular issues, but in their growing confidence to think through issues of real gravity and in the habits of mind they cultivate—habits such as seeking to understand what seems alien and entertaining challenges to one's own commitments.

These are the specifications of the course:

> **This Core component is a single course, shaped around the idea of encounters.**
> The notion of encounter is also enacted in two particular ways in the class setting itself, which is envisioned as being discussion-oriented: students encounter the ideas of the course and the ideas of the other people in the classroom. Through these encounters, students will learn to articulate and defend their conclusions, in discussion and in writing, and in conversation with conclusions drawn differently by others.
>
> **Core Encounters gives sustained attention to texts of various kinds.**
> This component's notion of text is expansive, encompassing many modes of human intellectual and creative expression. In this, it continues the practice of the existing Core, especially Core 152, in giving visual art, film, and music central roles in the course. The focused attention on texts -- in whatever mode -- allows students to learn the skill of close reading and the value of re-reading, so as to be in a position to deeply engage with the questions and ideas opened by these works.
>
> **The common texts are drawn from across the globe.**
> **The common texts were created throughout time, from the distant past to the present.**
> These two dimensions of the course encourage students to develop an ability to see connections and commonalities across ideas from different periods and places as well as to

[8] The word "texts" refers to single works of creative intelligence, and as such could include novels, poems, paintings, philosophical works, buildings, and the like. Throughout this proposal "texts" should be understood to have this capacious meaning and not to be signaling only the written word.

challenge preconceptions about those of different eras and different places.
The chronological range of this course honors the Core's tradition of exploring both the distant and the recent past. Ultimately, the geographic and chronological reach of the course empowers students to grapple with unfamiliar ideas that may challenge their own worldviews. Such experiences are central to students' ability to empathize with those who may not share their views and to "appreciate the myriad modes of human creative expression across time and place" (Goal 4).

Core Encounters includes at least five common texts.
In keeping with the attention to community that frames this formulation of a Core, this component is built on attention to common (shared) texts. The selection of these texts will be made by those teaching in the component, a task that will not be made easy by the enormity of the chronological and geographical span of the course, but that quest for objects of common attention will, one hopes, build intellectual community. Critical to this component is the collective engagement that comes from this particular type of commonality: together, faculty and students take something humans have produced (a book, a statue, a film, a legal code, a poem) and direct their attention to it, together. Textual commonality also establishes a specific intellectual experience shared by all Colgate students. It is the hope that students and faculty will build upon—and contend with—this common conceptual vocabulary as they continue their studies.

Core Encounters includes response texts determined by individual instructors.
This maintains another feature of the current Core 151 and 152. Instructors are free to supplement the common texts with whatever other texts they think would be useful for exposing students to the themes they wish to emphasize.

If Core Encounters is to succeed as a component, it will require the engagement and expertise of faculty members from around the University who focus their teaching and scholarship on texts of all sorts from around the world and across time. The course will be shaped through input and insight representing a wide range of faculty perspectives: those who have taught in Core 151 or Core 152 and those who have never taught in either course are invited to participate in the work of defining the new course. Working together, those who will teach in the component will determine the common texts, initiating one of the critical dimensions of the component: the ongoing opportunity for faculty to learn with and from one another.

Core Sciences

The present world has been fundamentally shaped by the products of the scientific endeavor, from the nearly instant connectivity of the globe to our ability to fight global pandemics at the genetic level. As a result, many of our most important issues require a scientifically literate populace to successfully address them. For such literacy, it is necessary to understand the processes and practices behind the development of scientific knowledge.

Courses in Core Sciences courses explore the complexities of creating scientific knowledge, and applying it to broader contexts in wide-ranging ways. As these courses explore the broader impacts

of science, they also include consideration of historical forces, inequities, or social differences that influence the production, application or reception of scientific knowledge.

Core Sciences courses explicitly engage a range of scientific practices and processes. They work to deepen students' understanding of how these methodologies produce knowledge of our world. They also help students reflect critically on the limitations of empirical and theoretical investigations and the institutional, ethical, or social contexts of scientific knowledge and practices. Students will develop this understanding by confronting the complex nature of scientific knowledge and recognizing that it is reliable, yet dynamic and subject to change.

These courses also ask students to consider the connections between scientific knowledge and other areas of inquiry.[9] Courses may address societal issues that affect and are affected by scientific research. Other courses may help students make connections between scientific methodologies and areas of inquiry outside the typical purview of science and mathematics, such as courses that examine the rhetoric or politicization of science. Thus, the courses in this component should enhance students' capacity to evaluate scientific knowledge and its influence upon individuals, societies, and the natural world. As such, Core Sciences asks instructors to explore how social or racial inequities influence participation in the production of scientific knowledge, its application, or its reception. There are many ways in which courses might accomplish this: they might examine the ways in which historical and disciplinary dynamics have determined who participates in science; or they might explore inequities in the resources committed to the production of scientific knowledge. They might examine the differential impacts of science on global, local, or ecological communities.

This component consists of a menu of courses, with each instructor determining the manner with which the pedagogical goals are addressed and the amount of time within a course that will be dedicated to each goal. Faculty members from all four divisions are welcome to teach in this component.

Pedagogical Structure and Expectations

Courses in Core Sciences engage students in the scientific process, with a focus on helping them develop an understanding of the ways that observations and experiments lead to empirically based theories about physical, human, technological, and natural worlds. Component courses offer many pathways through which students can explore the nature of scientific knowledge broadly conceived.

Core Sciences courses will be menu-based, with each course focusing on a topic chosen by the faculty member. Faculty teaching in this component are expected to:

1. Address the educational goals of:

    a. understanding the scientific process and the nature of scientific knowledge

[9] For comparison to the current Core Scientific Perspectives course, please see the entry in the current catalogue.

b. connecting science to broader society; in discussions of the broader impacts of science, instructors should address historical forces, inequities, or social differences within the frame of the course topic.

2. Model the scientific process and bring all students through that process using methods such as data collection and analysis, discussion, modelling, and workshopping.

3. Attend component meetings held in the semester in which they are teaching the course, including a component meeting held prior to the start of the semester, that will focus on the component goals and ways classes are working to achieve those goals.

4. Attend the annual Core Curriculum Retreat to discuss pedagogy and goals of the component and to develop collaborative projects and programs that will bring students and faculty together across the component.

The courses in this component are distinct from, yet complementary to, departmental courses in the NASC Division. While some courses in that division consider the methods used to obtain scientific knowledge, they do not always do so in depth, and most do not explicitly address or spend time on the broader impacts of science.

Sample Course Ideas

This list includes both existing Core SP courses and ideas for new courses that would address the pedagogical goals of Core Sciences. The list is by no means prescriptive or exhaustive, but is intended to give some sense of the range of possible courses that might fit into the component.

Core Earth Resources	Core Time and Space
Core Natural Disasters	Core Water
Core Anthropocene	Core Digital Surveillance
Core Biology of Women	Core Energy and Power
Core Living and Dying in an Unequal World	Core Mapping Linguistic Communities
Core Climate Change and Climate Crisis	Core Colorants
Core Language Acquisition Technology	Core Election Methods and Voting
Core Food	Core Nanotechnology

IV. The Liberal Arts Practices and Areas of Inquiry

A liberal arts education is designed to free the mind to think critically and independently, abilities which are developed through exposure to a wide range of subjects and ideas. The structure of Colgate's Liberal Arts Core Curriculum emphasizes habits of mind, skills, breadth, and depth, while encouraging students to move freely through the curriculum.

Core courses, as described above, have a range of goals, but common to all three is the development of habits of mind: they invite students to develop the capacity and desire to call common assumptions into question, to move beyond one's limited experiences, and to ask critical questions of practices and systems in which students now operate.

Courses fulfilling Liberal Arts Practices requirements develop important skills and competencies: attention to the process of writing, familiarity with quantitative and algorithmic reasoning, insight into the ways languages work, and the capacity to interpret visual, literary, and performing arts. Development of targeted skills is part of current best practice models for higher education, as, for example, set out in "High-Impact Educational Practices" by the Association of American Colleges and Universities. Indeed, the introduction of Liberal Arts Practice requirements puts Colgate in line with many peer and aspirational institutions.

Students achieve greater breadth of knowledge by taking courses in each of the University's three predominant areas of intellectual inquiry: Human Thought and Expression; Natural Science and Mathematics; and Social Relations, Institutions, and Agents.

Finally, the major (or combination of majors and minors) affords students the chance to investigate a field of study deeply.

Thus, to ensure a well-rounded liberal arts education, students must engage with disciplines across the curriculum and the full reach of the academic program at Colgate. Therefore, this plan identifies a new set of targeted Liberal Arts Practices:

a. Collective Challenges
b. The Process of Writing
c. Quantitative and Algorithmic Reasoning
d. Language Study
e. Artistic Practice and Interpretation

and maintains these Areas of Inquiry:

f. Human Thought and Expression
g. Natural Science and Mathematics
h. Social Relations, Institutions, and Agents

Courses tagged with a Liberal Arts Practice or Area of Inquiry belong to specific departments or programs, may be taught at any level, and may count toward a student's major or minor.

Students may complete these requirements in any order, at any point during their progress toward degree.

Students may double-count the First-Year Seminar to fulfill one Areas of Inquiry or Core component requirement. Students may double-count their Process of Writing course to fulfill one Liberal Arts Practices (a-e) or one Areas of Inquiry requirement (f-h). In fulfilling these requirements, students must take at least seven credit-bearing academic courses from at least six different departments or interdisciplinary programs.

Most courses, including interdisciplinary courses in the University Studies Division, will carry a tag for one of the Areas of Inquiry. Courses can also carry up to two additional tags from the five Liberal Arts Practices (a-e). Core component classes (Communities, Encounters, or Sciences) do not count as a Liberal Arts Practice or Areas of Inquiry course.

Departments and programs will oversee the tagging of their courses by identifying those that intentionally and substantively emphasize the skills outlined in each Practice description. Tags apply to courses, regardless of the individual instructors teaching sections. Syllabi for tagged courses will include one or two sentences explaining how the course fulfills the goals of the designated Liberal Arts Practice. Approving Liberal Arts Practice and Areas of Inquiry tags will become a part of the new course review process overseen by the relevant Department Chair/ Program Director, Division Director, and the Curriculum Committee. The most efficient method for assigning tags to existing courses will be determined during the Implementation phase of the new Core rollout.

a. Collective Challenges

A liberal arts education instills curiosity about the world and a sense of responsibility to local, national, and global communities. This Practice presents an opportunity for students to engage with acutely pressing issues facing the world, and to develop some of the analytical, interpretive, and creative tools they will need to address them. These courses aim to teach students lifelong ways of looking at large-scale challenges and to see themselves as open-minded problem-solvers capable of taking action in the world around them. Grappling with urgent, complex challenges requires attention to historical perspectives, humanistic endeavors, and scientific studies.

A course offered under the Collective Challenges Practice will:

- be devoted to studying highly complex problems that require purposeful, collective action to address.
- recognize multiple and opposing perspectives.
- raise compelling and pressing questions and confront them through disciplinary and scholarly expertise, while also signaling the limits of such knowledge in the face of new or long-standing problems.
- identify structures and systems that shape opportunities and obstacles affecting humans, nonhumans, and the more-than-human.
- ask how these challenges have global implications even if the focus of study is local, and also how global challenges affect the local.

Courses tagged for this practice will focus on such topics as social inequity and inequality; climate change; systemic and structural racism; disinformation; the challenge to democratic norms, institutions, and practices; the rise of authoritarianism; immigration and statelessness; environmental degradation. Issues studied may span multiple geographies, nations, species, and nonhuman phenomena. Courses may also focus on the long historical roots of problems of pressing concern in the present.

b. The Process of Writing

The ability to communicate clearly, convincingly, and effectively through writing is a skill that transcends all academic disciplines. To fulfill the Process of Writing Practice, students must take one course—beyond the FSEM—which emphasizes developing one's writing within a particular discipline. It is expected that most departments and programs will offer at least one Writing course and that many students will fulfill this requirement through a course in their major or minor.

As indicated in the description of writing in the FSEM, all Process of Writing courses will:

1. Include assignments of varying length and complexity. These could be distinct, scaffolded parts of a larger project, or separate assignments. A five-paragraph essay or long research paper is one of many assignments that could satisfy this requirement as long as students receive timely feedback and an opportunity to revise the paper in parts or as a whole (see point 2). Others include songwriting, scientific research articles, abstracts, personal essays, short stories, artist's statements, exhibition catalog entries, and essays in the target language of foreign language classes.

2. Emphasize the iterative process in the work for this course. Throughout the semester, students will write and revise their work in response to specific feedback from instructors. Peer review might also support students' growth as writers.

Process of Writing courses are the only one of the five Liberal Arts Practices that can be fulfilled by a course that also fulfills a Liberal Arts Practices or an Areas of Inquiry requirement. When a course that normally fulfills the Process of Writing Practice is offered as an FSEM, it will not double-count toward the Process of Writing Practice.

c. Quantitative and Algorithmic Reasoning

Quantitative and algorithmic reasoning form the basis of knowledge in a variety of departments and programs across Colgate's academic divisions, and it is essential that each student be able to understand, interpret, and apply algorithmic or quantitative methods.

To fulfill this Practice, students must complete one course that emphasizes themes such as how numerical evidence can facilitate the analysis of a problem; how to locate, collect, or interpret

quantitative data; how to recognize the limitations of particular algorithmic or quantitative methods; or how to communicate algorithmic or quantitative arguments.

d. Language Study

The experience of being introduced to a different way of ordering ideas through language and the ability to communicate, however rudimentarily, in another language are key ways of bridging difference. College language courses, even at the introductory level, help students learn new languages and encounter new cultures. Even students who enter Colgate conversant in more than one language can benefit from such courses, either by studying a new language at the introductory level, or in a language course that develops literacies in a heritage language.[10]

To fulfill this requirement, students must complete one semester of college-level instruction in a language. This requirement may be completed on campus, during accredited, intensive summer study, or on a Colgate study group or Approved Program. The requirement cannot be waived through testing or coursework before college.

e. Artistic Practice and Interpretation

The study of the arts, whether through practice or interpretation, exposes students to unique pedagogies and learning experiences, and enhances their understanding of the diverse modes of creative expression. This engagement not only deepens students' appreciation for the arts, but also has the potential to nurture their creativity and increase their openness to experimentation, risk-taking, innovation, and exploration of new media.

The development of the Middle Campus for Arts, Creativity, and Innovation as an interdisciplinary arts neighborhood on Colgate's campus, with maker-spaces and other spaces designated for artistic practice, performance, and exhibition, will encourage our students to understand artistic practice and interpretation as fundamental elements of both a liberal arts education and a lifetime of exploring and enjoying the myriad forms of human creativity and self-expression.

To fulfill this requirement, students must complete one course that emphasizes either applied or interpretative artistic methodologies, practices, and theories. Courses in studio art, creative writing, music, theater, dance, or the interpretation of literature, poetry, art, film or other creative or artistic media may fulfill this requirement.

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[10] Instituting this language requirement redresses the systemic inequity of our existing practice. Colgate's current language requirement can be fulfilled by students who have taken three or more years of language in secondary school, scored above a 580 on the relevant SAT subject test, or by taking language classes at Colgate through at least one term at the intermediate level. The current requirement results in some students, particularly those from under-resourced schools, needing to take three semesters of language at Colgate and others needing to take none. Thus, for reasons both of pedagogy and of equity, all students must fulfill the Language Study requirement during their time at Colgate.

The following three **Areas of Inquiry** *offer students exposure to disciplinary modes of thinking and the opportunity to discover their majors, minors, and unexpected passions in new fields of study. Courses offered by interdisciplinary programs in the University Studies Division are included in these Areas of Inquiry.*

f. Human Thought and Expression
Courses in this area develop an understanding of what it means to be human: they focus on cultural and intellectual expressions throughout time.

g. Natural Science and Mathematics
Courses in this area apply theoretical and empirical methods to the study of living organisms, the physical world, and abstract and practical mathematics.

h. Social Relations, Institutions, and Agents
Courses in this area expose students to the study of social order and human behavior in societies of the past and present.

V. Physical Education and Wellness

The Department of Physical Education and Recreation offers a variety of programs and courses addressing students' physical, mental, social, and environmental well-being. These include programs and courses such as dance, outdoor education, volunteerism, and varsity and club-level athletics, and five-week courses in health, fitness, positive sexuality, and stress management.[11]

Participation in approved extracurricular activities may earn up to one unit per activity. Students are required to complete two units. These do not carry academic credit. The Physical Education and Wellness requirement may be completed during any year, but students are encouraged to complete at least one credit by the end of the second year. Varsity athletes may earn one unit for every full year of team participation. Further information regarding the Physical Education and Wellness requirement is available on Colgate's Physical Education web pages.

VI. Core Distinction Capstone

[11] Physical Education and Wellness courses fulfill an important aspect of Colgate's Mission Statement by immersing students in "the exhilaration of physical challenge, the value of group effort to achieve common ends, and the confidence that comes with developing the skills we need to participate in a lifetime of healthy activity." They can also encourage students to "set an example of ethical behavior in public and in private" (9) and "grow in confidence and humility" (12). Another aim is to create the grounds for lifelong learning (13). Some programs and courses that fulfill this requirement also allow students to "appreciate the myriad modes of human creative expression" (4).

Taught by two instructors, normally from different divisions, to students from a range of majors and minors, Distinction courses are transdisciplinary. They provide students and faculty with opportunities to consider topics and ideas from multiple vantage points and to engage in dialogue across disciplines. Throughout the course, the instructors model transdisciplinary exchange and thoughtful consideration of different perspectives. Choice of course content is open to the team of instructors.

Each instructor participates fully throughout the term and receives one teaching load credit. Admission to the seminar is by application. The team of instructors will review the applications and select up to 12-15 seniors from any major. Students with an overall grade point average of 3.33 (B+) or higher GPA are eligible to apply. To earn Distinction in the Liberal Arts Core Curriculum, students must earn an A- or better in the Core Distinction Seminar and achieve an overall grade point average of 3.33 or better at the time of graduation.

Each year at the Core Pedagogy Retreat, there will be an opportunity for those interested in teaching Core Distinction to discuss their ideas with faculty from other divisions and to hear from previous Distinction instructors about their experiences. During the fall semester, the University Professor for Distinction will issue the call for proposals for the following year's seminar. Prospective Distinction seminar leaders should work with the University Professor for Distinction and the Division director of University Studies to develop their proposals.