

3 February 2005

To: Stephen Haynes, Chairperson, Educational Program Committee
From: Stephen Wirls, Chairperson, Educational Development Task Force
(T. Barr, B. Hoffmeister, J. Lanier, S. Malkin, G. Munson, S. Strandburg, M. Walton, K. Wright.)
Re: final report

The Educational Development Task Force was created for one task: to develop more specific accounts of the Foundation Requirements in the new curriculum. These accounts were to be passed on to the Educational Program Committee to assist it in deciding which courses fulfilled each of the requirements.

The rationale for forming this task force was relatively simple. The EDC wanted the new curriculum to express the requirements as students and faculty would read them, that is, through descriptions of the substantive purposes of each requirement. How the general principles and purposes of each requirement would apply to any particular course was not specified.

The old EDC was obviously the best group to assist the Educational Program Committee in this task of interpretation and application because its members were involved in the committee discussions and in the many meetings with individuals, departments, divisions, and the faculty more generally, all of which affected the general character and particular elements of the final proposal.

In order to broaden the input, the Task Force formed a subgroup for each of the requirements. Each subgroup had four or five members, only one of whom (in most cases) was a member of the Task Force. In all, thirty-three members of the faculty participated directly in the drafting of the subgroup reports. The work of the subgroups was uniformly excellent and made the business of the Task Force relatively easy. We thank those thirty-three faculty members for their precious time and fine work.

In preparation for the Task Force's work, departments were asked to identify which courses they thought might fulfill the various Foundation Requirements. This information was passed on to the subgroups. Each subgroup considered both the general aims of the requirement and the specific courses that departments had submitted for that requirement. These subgroups drafted formal reports, which were then reviewed, modified, and approved by the Task Force as a whole.

Each report is divided into sections. The "Interpretation" section explains more fully the purposes of the requirement and the characteristics that would be necessary for a course to fulfill it. The "Applications" section reviews some particular courses in light of the interpretation.

Our judgments in reviewing courses were based on current catalogue descriptions and syllabi. We know that relevant aspects of courses may not have been evident in these sources, and we know that departments submitted courses without the benefit of the fuller descriptions and interpretations. We also anticipate that courses can and will be revised, especially as we move to four credit courses. Consequently, these applications should be viewed as illustrative, not comprehensive, as advisory, not preemptory.

Most of the sub-groups were faced with a dilemma, the resolution of which had a significant effect on conclusions of individual reports. On the one hand, the subgroups were inclined to facilitate the faculty's objective of increasing flexibility in student scheduling by allowing courses to satisfy more than one Foundation Requirement. On the other hand, because

a student can fulfill each requirement, in most cases, by taking only one course, the subgroups concluded that each of these single exposures should be sustained and substantial. In general, the subgroups and the Task Force, followed the second principle even though it may, at least in the near term, reduce the number of courses that will satisfy more than one Foundation Requirement. We think this principle reflects the faculty's judgment insofar as it agreed to require a laboratory experience for the "Natural World" requirement.

In most cases, therefore, the requirements are interpreted strictly. Courses that would meet a requirement must pay deliberate, sustained, and substantial attention to the various elements of that requirement.

In submitting this report, the Educational Task Force has completed its work and is, therefore, dissolved.

Educational Development Task Force subgroups:

- F2. Writing: Rebecca Finlayson, Steve Wirls, Jay White, Cynthia Marshall, Maria Talero
- F3. Historical forces: Jim Lanier, Tom Bremer, Victor Coonin, Valerie Nollan
- F4. Literary texts: Shira Malkin, Michael Leslie, Susanne Hofstra, Dan Cullen
- F5. Art performance or analysis: Tom Barr, Cookie Ewing, Victor Coonin, Tom Bryant
- F6. Mathematical reasoning: Tom Barr, Dann Arce, Shubho Banerjee, Chris Wetzel
- F7. Natural World: Brent Hoffmeister, David Kesler, Darlene Loprete, Robert Strandburg
- F8. Institutions and interaction: Wirls, Tim Huebner, Teresa Beckham Gramm, Marsha Walton
- F9. Cultural perspectives: Katheryn Wright, Anita Davis, Michael Drompp, Susan Kus
- F11. Connections: Robert Strandburg, Eric Henager, Carol Ekstrom, Joe Favazza

F2: Develop excellence in written communication.

The ability to express concise and methodical arguments in clear and precise prose is essential to success in most courses at Rhodes and in most of the vocations Rhodes graduates pursue. Students will receive significant training in writing during the first two years through (1) one course foregrounding skills of critical analysis, rhetoric, and argumentation, and (2) two writing intensive courses. These three required courses will provide the initial steps in the student's deliberate development as a writer. Courses within each major will ensure that each student continues to refine writing skills over the course of the four years in college.

[This requirement will be satisfied by one writing seminar (taken in the first year) and two writing intensive courses, one of which will be in Search/Life. All three courses are to be completed by the end of the second year. Writing intensive courses and writing seminars may explore material in any discipline or may be interdisciplinary. However, the writing seminars will have as their central focus writing skills.]

Interpretation:

100-level First-Year Writing Seminar: “(1) one course foregrounding skills of critical analysis, rhetoric, and argumentation. . . the writing seminars will have as their central focus writing skills.”

Each writing seminar should focus on the teaching of writing skills. In addition, the course should meet the following criteria:

1. A minimum total of 25 pages/7500 words (not including revisions) of finished work.
2. Normally, at least four formal, graded, separate and substantial essays ranging in length from 3-5 pages/1000-1500 words.
3. One 7-10 page/2100-3000 word research paper.
4. An extensive revision of at least one essay.
5. A minimum of 75% of the final grade reserved for writing assignments.
6. Substantial instruction on the use and documentation of outside sources.
7. Extensive and constructive written feedback on writing skills.

By the end of the semester, each student enrolled in the course should know how to do the following:

1. Determine important questions about a topic or a text on their own.
2. Analyze a writing task and develop a strategy to fulfill it, considering the rhetorical situation and the audience.
3. Assess fairly the arguments of others and develop a critical/analytical response to a written text.
4. Plan and organize a coherent, well-supported argument with a clear thesis.
5. Support the thesis with unified paragraphs that are clearly related and substantially developed. Develop a polished, rational, evidenced argument.
6. Distinguish between kinds of evidence and select evidence that is relevant, sufficiently detailed, and substantial.
7. Summarize, extrapolate, and synthesize material from a variety of sources, giving adequate and accurate documentation.
8. Demonstrate sensitivity to tone, diction, syntax, and figurative language.
9. Express complex ideas in clear and effective prose that has been carefully edited and proofread.

10. Assess their own drafts (drawing on audience feedback when appropriate) and reconceive, restructure, or significantly modify their own arguments.

100 and 200-level “writing intensive” courses:¹

Each writing intensive course should pay special attention to the writing process (i.e. pre-writing activities and revisions). In addition, the course should meet the following criteria:

1. A minimum total of 20 pages/6000words (not including revisions) of finished work.
2. At least three formal, graded, separate and substantial essays totaling a minimum of 15 pages/4500 words and distributed throughout the term.²
3. A minimum of 50% of the final grade reserved for writing assignments.
4. Instruction on the use and documentation of outside sources.
5. Constructive written feedback on writing skills.
6. The syllabus should indicate how the course will incorporate direct writing instruction, which should be focused on the ten skills listed under the “writing seminar” criteria. This instruction may come in the form of, for example, lecture, discussion, small group workshops, student critiques, individual conferences, and drafts and rewrites.

F3: Understand how historical forces have shaped human cultures.

Investigating the responses of individuals and societies to forces of change helps us understand the processes of transformation that affect all human cultures. It also provides new perspectives on the present.

[This requirement may be satisfied by taking one of a set of designated courses which may be taught in a number of departments, notably History, Art, and Anthropology/Sociology. Because we study the past through, for example, material artifacts as well as texts, a variety of methods are appropriate to the investigation of historical change.]

Interpretation:

Courses that fulfill #3 will involve students in a sustained and substantial investigation of historical change. Processes of change may be investigated chronologically, thematically, or comparatively. This would be satisfied by courses that engage in historical discourse through the study of human creativity, belief systems, cultural practices, or institutions. Courses that do not expose students to a methodological emphasis on broader patterns of historical change would not satisfy this requirement.

Application:

Courses that would meet this requirement:

History 105 and 205; 211-296 (35 courses currently)

¹ Because this requirement is to be completed by the end of the sophomore year, we assume that a large majority of the “writing intensive” courses will be 100-200 level. Advanced foreign language students, however, can be working at the 300 level in their first and second years. Consequently, some 300 level foreign language courses should be considered for the “writing intensive” requirement.

² These stipulations set the standard, but there may be courses in which a sufficient amount and quality of work on writing (prose and structure) is done through assignments that do not exactly match these stipulations. We think, therefore, that the EPC should consider arguments for exceptions.

The sub-committee did not review these syllabi; we recommend that the department carefully consider the way Requirement F3 is accomplished in these courses and that it not submit 300 level courses for this requirement.

Anthropology/Sociology 205. Victims of Progress.

Anthropology/Sociology 335. Modernization and Culture Change.

[These courses treat changes within a specific culture, in this case certain native peoples of South America, over an extended period of time; students explore the impact of colonialism and modern economic development.]

Art 231. History of Western Art I (to 1300).

Art 232. History of Western Art II (since 1300).

Art 341. Modern Art I (1760-1870).

[Organized chronologically, these courses approach change in artistic expression as a central concern; art is examined as both an expression of, and a precipitating factor in, broad patterns of social and political change.]

Religious Studies 253. Judaism.

[Approximately half the course is devoted to a chronological treatment of changes within Judaism.]

Courses that would not meet this requirement:

Anthropology/Sociology 207. Becoming Human: Archaeology and the Origins of Culture

Anthropology/Sociology 208. Pyramids and Palaces: Archaeology of “Complex” Societies

[Both courses are quite theoretical and do not trace changes within a particular culture over time.]

Philosophy 202. Medieval Philosophy.

Philosophy 203. Early Modern Philosophy.

Religious Studies 258. Introduction to Islam.

Religious Studies 260. Archaeology and the Biblical World.

Philosophy 201. Ancient Philosophy.

Religious Studies 232. Holocaust.

[An historical event is used as an occasion for reflection; anti-semitism is not approached historically and changes in perception of the event since 1945 are not examined.]

F4: Read and interpret literary texts.

Literary texts provide challenging and influential representations of human experience in its individual, social, and cultural dimensions. Critical and sensitive reading of significant works refines analytical skills and develops an awareness of the power of language.

[This requirement may be satisfied by taking one of a set of designated courses which may be taught in a number of departments, notably, English, Modern Languages, and Greek and Roman Studies.]

Interpretation:

Courses fulfilling this requirement will introduce students to the sustained and substantive study of literature, focusing primarily on:

1. the particular qualities of literariness (e.g. form, word-choice, verse style, tone, authorial voice, construction of an audience and reader),
2. the specific verbal texture of linguistic art, and
3. the development of abilities necessary to its interpretation and analysis.

Courses fulfilling this requirement should introduce students to specifically literary texts and the principal concern should be on their literary and artistic qualities.

Courses that use literary texts as documents for other purposes would not fulfill this requirement.

Application :

Example courses that would satisfy the F-4 requirement [a good way to determine whether a course fulfills the F-4 criteria is to look at the kinds of assignments that are designed for the students]

In English:

- Chinese 210: Chinese Literary Heritage
- English 210: Interpreting Literature
- English 230: Shakespeare's Major Plays
- English 265: The Modern Novela
- English 341: Eighteenth-Century Literature
- English 371: Modern Fiction
- Greek and Roman Studies 212: Literature of the Roman World.
- Russian 212: Masterpieces of Russian Literature in Translation

In a foreign language :

- French 314: French Literature After 1789.
- French 333: French Poetry
- French 336: Contemporary French Literature
- French 345: African Literatures in French
- Spanish 330: Spanish American Poetry
- Spanish 340: Latin American Colonial Literature
- Spanish 395: Spanish Medieval Masterpieces
- Spanish 405: The Literature of Mexico after 1911

Example courses that would not fit the criteria for F-4:

The courses below would not fit the F-4 requirement because while they use literature and may even be about literature, they do not have as a primary goal teaching the skills and sensibilities of literary interpretation. The case seems similar to many courses in the English or Modern Languages and Literatures departments that use history and are even about history, yet do not aim to teach the processes of historical investigation.

GRS 231. Athenian Society and the Dramatic Festivals of Dionysus.

A study of Athenian society in the fifth and early fourth centuries BCE as reflected in the festivals of Dionysus. The course will introduce students to the cultic, economic, political, and

artistic nature of the City Dionysia and enable them to study the plays of Aeschylus, Sophocles, Euripides, and Aristophanes within their social, political, and cultural context.

This course, based on the course description above, would not fulfill the F4 requirement. Although there is extensive reading of the works of Aeschylus, Sophocles, Euripides and Aristophanes, and it includes examination of the literary and artistic aspects of these works, its primary focus is not literary but cultural and historical. Please note: With a slight change in focus and objectives to make literary analysis the central aspect of the study, however, this course could fulfill the requirements.

Political Science 211. Politics and Literature

An exploration of perennial issues of politics (broadly understood) as they are treated in literature and drama.” Authors studied may include: ancient Greek dramatists, Shakespeare, Defoe, Cooper, Hawthorne, Melville, Twain, Stendhal, Flaubert, Dostoevsky, Conrad, Golding, Malraux.

This course will examine literary reconsiderations of some of the fundamental principles and issues of American politics, and of politics simply.

French 441 / History 205. Paris : Myth or Reality

This course explores the intersections of some of the many images and representations of Paris with the realities of life in the city. It approaches the urban space of Paris through an interdisciplinary investigation of the city’s past and its present to uncover themes of memory, violence, spectacle, and race.

The readings for this course include two novels (Zola’s *The Ladies’ Paradise* and Calixthe Beyala’s *The Little Prince of Belleville*) as well as poems and essays by Baudelaire and the Surrealists. Although attention will be paid to these texts’ literary representations, our primary focus will be to consider them as cultural constructs and to analyze them within a broader socio-historical context.

F5: Participate in the analysis of artistic expression or in the performance or production of art.

Humans powerfully express their observations, questions, and emotions in artistic ways. These expressions take various aural, visual, and performative forms including art, theatre, music and film. Creation and analysis are the most effective methods of learning to understand and interpret art.

[This requirement may be satisfied with one of a set of designated courses in art, theater, music, or film. These may be offered in many departments.]

Interpretation:

Courses satisfying this requirement will typically fall into one of two categories, *creation* and *analysis*.

1. The structure of a creation course will be arranged to provide sustained and focused opportunity for students to:

- a. Develop skills of working with matter, space, and time to attain a desired effect and an aesthetic sense of the quality of the product.
- b. Demonstrate creativity within the constraints of the particular medium.
2. The structure of an analysis course will be arranged to provide sustained and focused opportunity for students to
 - a. Understand technical aspects of a particular medium or form.
 - b. Cultivate sensitivity to aesthetics, categories of artifacts, and methods and motivations of creators working in particular mediums or forms.
 - c. Understand connections between a medium or form and its broader cultural and historical context.

Generally a creation course might be the equivalent of a course in studio art (for instance, drawing, painting, sculpture, photography), applied music (for instance, voice, instrument, ensemble), applied theatre (for instance, acting, stage movement, and production design), or film production (there are currently no such courses in the curriculum). The analysis category would likely contain certain art history, music theory, music history, theatre history, and film courses. One essential criterion is that an analysis course must deal in a significant way with the creative process of the art form; a course with a focus on aesthetics, categorization, and interpretation but without consideration of methods, materials, and processes would likely not satisfy the F5 requirement.

Application:

Courses that would meet the F5 requirement:

- Art101, 301, 401. Drawing.
- Art105, 305, 405. Painting.
- Art 107, 307, 407. Sculpture.
- Art 108. Three-dimensional Design.
- Art 111, 311, 411. Photography.
- Art 150. Introduction to the Visual Arts.
- Art 231. History of Western Art I.
- Art 232. History of Western Art II.
- Music 101. Music: A Sound Experience.
- Music 103. Elements of Music.
- Music 104. Theory I.
- Music 117. Music Cultures of the World.
- Equivalent of one course (four credits) in applied music
 - Music160. Piano.
 - Music161. Voice.
 - Music163. Violin.
 - Music 190. Rhodes Singers.
 - Other applied music and ensemble courses
- Music 200. Survey of Music Literature.
- Music 205. Theory II.
- Theatre 120. Acting I.

Theatre 222. Introduction to Design.
Theatre 229/ History 254. Interpreting the American West.
Theatre 129. Applied Acting.
Theatre 200. Theatre Arts in Performance.
Theatre 220. Theatre Production.

Courses that would not satisfy the F5 requirement:

English 201. Introduction to Fiction Writing.
English 300. Advanced Poetry Workshop I: Form.

F6: Gain facility with mathematical reasoning and expression.

Some human experiences are most effectively expressed in mathematical language, and important areas of intellectual inquiry rely on mathematics as a tool of analysis and as a means of conveying information. Experience in using the logic, calculation, and precision in mathematics refines an individual's abilities to evaluate experiences, make judgments, and communicate.

[This requirement may be satisfied with one of a set of designated courses currently offered in mathematics, computer science, logic, natural science, economics, or psychology. Such courses might be developed in other areas, notably sociology, political science, urban studies, international studies, music (advanced music theory), or linguistics.]

Interpretation:

To satisfy F6 requirement, a course at Rhodes should incorporate the following attributes:

1. Students are engaged in a substantial and sustained way throughout the course in **deductive reasoning**, that is, using algebraic, arithmetic, and geometric relationships along with standard logic to make deductions from previously-established results. Students translate problems statements from ordinary language to a mathematical or symbolic form and solve them, interpret and apply theorems and proofs, and write proofs.
2. Throughout the course, at least one of the following is true:
 - a. Students use **statistical inference and inductive reasoning**; they gain an understanding of probability and the development of standard statistical measures, and they employ these to draw inferences from sets of data.
 - b. Students use **geometry, algebra, and transcendental functions**, and they formulate and solve problems in these contexts.
 - c. Students engage in **modeling and simulation**: using such tools as matrices and linear algebra, calculus, difference equations, differential equations, stochastic processes, symbolic logic, and software tools such as spreadsheets, computer algebra systems, and programming languages, they obtain models of physical, biological, economic, and cognitive phenomena, assess the efficacy of the models, and apply them to draw inferences about the phenomena.
 - d. Students engage in **computer programming**: students develop algorithmic solutions to problems such as data inquiry and manipulation, text transformation, computation, and graphical presentation and implement the solutions using a

high-level programming language on a digital computer. They subject the resulting code to syntactical, logical, and practical tests.

Application:

Examples of current courses that would likely satisfy the F5 requirement:

Computer Science 141. Computer Science I: Programming Fundamentals.
Computer Science 172. Discrete Structures for Computer Science.
Economics and Business Administration 290. Statistical Analysis for Economics and Business.
Mathematics 105. Topics in Mathematics.
Mathematics 106. Cryptology.
Mathematics 107. Linear Methods.
Mathematics 111. Probability and Statistics.
Mathematics 115. Applied Calculus.
Mathematics 121. Calculus I.
Mathematics 122. Calculus II.
Mathematics 201. Mathematical Methods, Discourse, and Culture.
Philosophy 206. Logic.
Physics 105. Topics in Physics.
Physics 109-110. Introductory Physics—Life Science. (plus 113L & 114L)
Physics 111-112. Introductory Physics—Physical Science. (plus 113L & 114L)
Psychology 211. Statistical Methods in Psychology.

F7: Explore and understand scientific approaches to the natural world.

Our world is profoundly influenced by a scientific understanding of the physical realm of our existence. From every day matters to major questions of public policy, students have a personal and social responsibility to make informed decisions involving science. The ability to make such decisions hinges not simply on knowledge of scientific facts, but also on understanding the powerful methods by which this knowledge is obtained.

[This requirement will be satisfied by taking one of a set of designated courses which may be offered in the departments of Biology, Chemistry, Geology, Physics, and Psychology. These courses must include a laboratory.]

Interpretation:

Courses that satisfy this Foundation Requirement should:

- a. focus on a scientific understanding of the physical and/or biological world,
- b. use contemporary scientific theory and methodology
- c. include a faculty supervised laboratory that normally requires a minimum of 35 hours of student involvement

Application:

In their current form, all of the sample courses listed below satisfy the four criteria for F7. If a section of the course is offered without a lab, that section would not be eligible for F7 credit:

Biology 105. Topics in Biology.
Biology 130-131. Biology I.
Biology 140-141. Biology II.
Chemistry 105. Topics in Chemistry.
Chemistry 111-111L. General Chemistry I.
Chemistry 112-112L. General Chemistry II.
Chemistry 211-211L. Organic Chemistry I.
Chemistry 212-212L. Organic Chemistry II.
Geology 111-111L. Introduction to Earth System Science.
Geology 112-112L. Evolution of the Earth.
Geology 214-214L. Environmental Geology.
Physics 101 -101L. Astronomy.
Physics 105. Topics in Physics
Physics 109-113L. Introductory Physics I.
Physics 110-114L. Introductory Physics II.
Physics 111-113L. Introductory Physics I.
Physics 112-114L. Introductory Physics II.
Psychology 326. Learning and Memory.

Addendum to the F7 report: Course credit for lab courses

In the subgroup discussions about Foundation Requirement 7: The Natural World, there emerged disagreements about what the faculty had decided concerning the number of credits that a lab course can earn and how it can earn them.

In those subgroup meetings, members of natural science departments argued: 1) that the faculty had decided that lab courses *could* earn five (5) credits; 2) that most lab courses, therefore, *would be* five (5) credit courses.

The Task Force, however, thinks that the record contradicts both of these claims. The EDC's original proposal allowed for only four (4) credit *courses* and some one or two (1-2) credit activities. This part of the curriculum proposal was modified through an amendment to section 3:

3. While most courses will carry four credits, some academic pursuits may be counted as one credit or two credits. These courses include:
 - a. Research. A student may enroll in a directed research course with a faculty member that earns one or two credits. A student may not earn more than eight (8) credits for such involvements.
 - b. Directed Inquiry. A student may enroll in a self-designed directed inquiry that earns one or two credits. A student may not earn more than eight (8) credits for such involvements.
 - c. Student academic activities. Activities such as Model United Nations and Mock Trial may offer one credit per semester of involvement. A student may not earn more than four (4) credits for such involvements.
 - d. Applied music lessons, Rhodes Singers, musical ensembles, theatre activities, and other similar activities that are not four credit courses may offer up to two (2) credits per semester of involvement. Rhodes Singers and other musical

ensembles could meet a degree requirement upon the successful completion of four (4) credits of activity.

e. *Activities that require student involvement substantially beyond what is expected of typical four-credit courses with which they are associated, such as some laboratories, and other stand-alone academic pursuits may be offered for one or two credits.*

The relevant parts are the preface and subsection “e.”

First, there is no option for a five (5) credit course. The only option is that a four (4) credit course can have a one or two (1-2) credit add-on course associated with it.

Second, the record does not seem to support a claim that all lab courses can have one or two (1-2) hour add-ons. A clear consequence of the new crediting scheme, one discussed at the April 2004 faculty meeting, was that many three (3) credit courses under the current curriculum would have to be modified in order to warrant four (4) credits under the new curriculum. These enhancements, the EDC argued, would make many non-lab courses equivalent to many existing lab courses, particularly at the introductory level. Our recollection is that sub-section “e” was offered as a provision not for all or even most natural science labs, but rather for the exceptionally demanding ones.

We think these observations support three conclusions that should guide the EPC:

1) Nothing in the approved curriculum or the debate and amendments indicates that absolutely no 100 level class can have a one or two (1-2) credit add-on lab.

2) It was not implied, and it cannot be reasonably inferred, that the provision in 3(e) was to cover *all or even most* courses with labs.

3) The description of the new curriculum and the faculty discussions of it indicate that lab add-ons were to be the exception rather than the rule.

F8: Explore and understand the systematic analysis of human interaction and contemporary institutions.

Human development, thought, and aspiration occur within societies, and those societies are shaped by various social and political institutions. Familiarity with the systematic analysis of human interaction and contemporary institutions is an important component of a sound understanding of the world and is a foundation for responsible citizenship.

[This requirement may be satisfied by one of a set of designated courses offered in many departments, notably Anthropology/Sociology, Economics, Education, History, International Studies, Philosophy, Political Science, Psychology, and Urban Studies.]

Interpretation:

The title and description of the requirement stress three things: social and political interaction and institutions, systematic methods of analysis, and contemporariness. All of these are qualified by the reference to “responsible citizenship.” Therefore: Courses meeting this requirement should engage students in a *substantial and sustained* examination of either human social interaction or social and political institutions; these courses should either focus on contemporary society or have clear applications to contemporary social and political life; the student should leave the course with an appreciation of the systematic methods by which knowledge about social and political life is acquired and presented. As a consequence of this

experience, a student should be able to approach other elements of contemporary social and political life with enhanced analytical insight and appreciation for other methods of social and political analysis.

Courses with institutional or social components would not meet this requirement unless those components were a major part of the course and involved students in a sustained examination of social or political life.

Courses that would satisfy this requirement:

Anthropology/Sociology 105. Introductory Sociology.
Anthropology/Sociology 300. Sociology of Education.
Anthropology/Sociology 343. Race/Ethnic Identities, Experiences, and Relations.
Political Science 151. United States Politics.
Economics 101-102. Introduction to Economics.
International Studies 100. Introduction to International Relations.
International Studies 200. Introduction to Comparative Politics.
Psychology 150. Foundational Issues of Psychology.
Psychology 323. Social Psychology.

Courses that would not satisfy this requirement:

Business Administration 241. Financial Accounting.
Psychology 326. Learning and Memory.
Psychology 327. Cognitive Processes.

These two courses focus on the mind, not social interaction.

Religious Studies 232. Holocaust.
Religious Studies 253. Judaism.

Content of these two courses is not contemporary.

Religious Studies 255. Religions of Asia.

Content is mostly about religious beliefs and history; no institutions or systematic study of human interaction.

Courses about which there was unresolved disagreement:

History 352: U.S. Constitutional History since 1865

Insofar as it deals with constitutional issues that have enduring significance and insofar as it covers Supreme Courts decisions and developments up to the very recent past, this course clearly has contemporary applications. It is also a focused study of an institution. One member of the subgroup did not think these features distinguished it sufficiently from any other course on political or social history. The focus of the syllabus seems to be on historical development. That member did not think that this course involved the sort of systematic analysis that could be applied by students to human behavior or other contemporary institutions.

History 205: History of Poverty in the United States

This course has an obvious contemporariness in its coverage of policy and programs. But one member of the subgroup did not think that the course involved a systematic study of human interaction as such or of any particular institution.

F9: To view the world from more than one cultural perspective.

In order to live and work effectively in a culturally diverse world, liberally educated individuals cultivate the ability to view and understand issues and events from cultural perspectives that differ from their own. This ability requires in-depth analysis of issues that bring to the forefront similarities and differences in cultural values, beliefs, world views and/or identities.

[This requirement may be satisfied by one of a set of designated courses in a variety of content areas whose mutual reference point addresses how cultural lenses condition one's understanding, knowledge and interpretation of other realities and perspectives.]

Interpretation:

The purpose of this component is to enhance our students' ability to respond intelligently and sensitively to people from different cultural frameworks – that is, to provide them with knowledge and skills that will enable them to improve their ability to interact respectfully with people from different cultural backgrounds. The courses that fulfill this requirement should, however, go beyond mere description to include analysis of how cultural frameworks are created, sustained, and/or modified. Courses meeting this requirement must be clearly grounded in the study of a past or contemporary culture that is sufficiently distinct from the dominant culture of the United States, or the dominant European/Mediterranean cultures which have informed it, to represent a truly different worldview. Such courses must reflect the human experience within the cultural context. In examining the values, beliefs, and world views found in other cultures, the courses should also provide students with the opportunity to consider the ways in which their own cultural identities have influenced their particular values, beliefs, and world views.

Courses with a cultural *component* (as opposed to a clear cultural *focus*) would not satisfy this requirement. Also inappropriate for this requirement would be courses that focus primarily on generalized typologies or theoretical constructs, as well as courses that focus on the dominant culture of the United States or the dominant European/Mediterranean cultures which have informed it. It is not enough to state that a past version of the predominant culture is sufficiently different from the current version to present a truly different cultural perspective. As the term “culture” is now ubiquitous across disciplines (e.g., consumer culture, corporate culture, culture of poverty), courses that focus on subgroups whose roots are tied to the dominant cultural world view – either sympathetically (e.g., corporate culture) or dissentingly (e.g., women's movements) will not fulfill this requirement.

Application:

Courses that would meet the requirement:

Anthropology/Sociology 103. Introductory Anthropology.

Anthropology/Sociology 317. Alternative Realities: Symbols, Ritual, Worldviews.

Chinese 220. Contemporary Chinese Cinema.

English 364. African-American Literature.

English 375. Survey of Post-colonial Literature.

French 354. African Literatures in French.

History 282. Late Imperial China.

History 371. The African Diaspora.

Music 117. Music Cultures of the World.
Music 118. African-American Music.
Religious Studies 255. Living Religions. (when topic is appropriate.)

Courses that would not meet the requirement:

Anthropology/Sociology 310. Gender and Society.
Art 323. Italian Renaissance Art.
Chinese 101. Elementary Chinese.³
English 325. Chaucer.
French 302. Survey of French Civilization.
History 212. Medieval Europe.
History 245. Women in United States History.
Music 321. Music in the Baroque Period.
Psychology 232. Psychology of Women.
Religious Studies 251. Religion in America.
Religious Studies 283. Paul's Letters.

Recommendation⁴

There is no dissent within the subcommittee convened to clarify Foundation Requirement 9 concerning its report. However, this group would like to take this occasion to present its concerns to the Educational Development Task Force and the Educational Program Committee.

In attempting to clarify the criteria by which a course will qualify to meet the F9 requirement, it became clear to the subcommittee that the range of cultural variation both past and present subsumed under this requirement should actually merit two, rather than one, foundation requirements. One requirement could address issues of diversity within the social context of our immediate society's present and recent past. A second requirement could address the issue of cultural diversity as one moves across significant linguistic, historical and/or cultural differences. It should be noted that there is precedent for such a dual approach to diversity in other liberal arts colleges' foundation/core requirements. Macalester College requires its students to complete both a Domestic Diversity and International Diversity requirement, Miami University (Ohio), calls for students to take a minimum of one course on U.S cultures and one course on World cultures, St. Olaf College requires two courses in Multicultural Studies and Emory University requires a course that focuses on US diversity and on Non-Western cultures or that is comparative or international in nature.

This subgroup asks the Educational Development Committee to revisit Foundation Requirement 9 in the near future.

³ The Task Force thought that advanced work (4th semester) in some non-western languages might qualify.

⁴ This recommendation comes from the subgroup and was not supported by the Task Force as a whole. Most members of the Task Force felt that a similar argument could be made for some, and possibly all, of the other Foundation Requirements. If accepted, these changes would greatly expand the number of general degree requirements.

F11: Participate in activities that broaden connections between the classroom and the world.

The goal of a liberal arts education is to enlarge human freedom. Because freedom cannot be fully understood outside a social context, Rhodes students are asked to become engaged citizens, participating in the local community - its politics, its culture, its problems, its aspirations – and in the world community. Students gain skill in connecting knowledge to its uses through educational experience that takes them off campus. Their work may involve them in the arts, human services, politics, or business in the City of Memphis or it may take them to other parts of the country or to other parts of the world.

[Typically, this requirement will be satisfied by one of a set of designated courses which will include service learning courses, the St. Jude research/seminar program, internships, study abroad, and student-initiated, faculty supervised, community-based research (via D.I., honors research, collaborative research with faculty). Non-credit bearing work that may be approved to satisfy this requirement might include Rhodes Institute for Regional Studies projects and Singers international tours.]

Interpretation:

Courses or activities that satisfy this Foundation Requirement will involve a substantial interaction with an off-campus community. Service learning courses are paradigmatic, however, a variety of credit- and non-credit- bearing activities may satisfy this requirement. Potential candidates include DIs, internships, study abroad, summer programs, and independent research. In designing a course or activity that will satisfy this requirement faculty and/or students should consider the following:

1. All F11 activities should involve substantial faculty oversight.
2. Learning goals advanced by the off-campus activity should be explicit and well integrated with the students' classroom work. When the activity is entirely off campus an effort must be made to relate this activity to other aspects of the students' academic program.
3. Collaboration with a community partner in formulating the goals for the off-campus experience is strongly encouraged and can strengthen the application for F11 status.
4. Off campus activities should help students contextualize classroom activities. The means for achieving this end (such as the use of structured reflection) should be made explicit.

It is not sufficient to simply include involvement at an off-campus location. Even study abroad would not be eligible if it did not include learning goals that involve student reflection on the community in which that study occurs.⁵

⁵ The subgroup and the Task Force discussed criteria for study abroad programs but could not agree on any one way to treat them. While all study abroad programs involve activities and experiences in a larger community, they do not all involve a deliberate connection, with “substantial faculty oversight,” between course work and the larger world. Some members thought that study abroad programs tended to be, in their basic character, sufficiently experiential and connective to satisfy this requirement. Others disagreed, arguing that the stress of this requirement is a deliberate connection between the specific course work and an external experience, and only some programs and particular student experiences would qualify. Some members suggested that any student wishing to count his or her study abroad program as an F11 experience could submit a written account (journal or essay) of the relevant study abroad experiences.

Application:

The following are examples of a for-credit course (Ritual and Religion) and a not-for-credit activity (the Rhodes Institute for Regional Studies) that would meet the standards for the F11 requirement.

A Service-Learning Course: Ritual and Religion

A central learning goal of this course is to introduce students to theoretical and methodological approaches in the academic study of ritual from a variety of perspectives: anthropological, sociological, historical and comparative. One theory that is explored interprets ritual performance as a practice to negotiate, transform, or maintain boundaries of otherness (defined as any “body” that the self identifies itself in contrast to, such as a person, a community, a divinity, a cosmos, etc.). In order to engage students in exploring otherness and the role of ritual, they are asked to complete 10 hours of community service during the semester. Service is done at two sites chosen by the professor prior to the course and in dialogue with the community partners. The service setting intentionally requires that students interact with persons with whom they do not normally interact: homeless individuals or adults with disabilities. Three to four times during the semester, students write and discuss responses to a series of questions that ask them to reflect on their service experience and make purposeful connections to course readings. At the end of the semester, students work in pairs to construct a performance that communicates their own “meaning-making” of their service experience. In addition, they write a final paper that critically explores their own performance through the lens of ritual performance as a practice to negotiate, transform, or maintain boundaries of otherness. In this way, a central learning goal of the course is explicitly advanced through the integration of service and structured reflection throughout the course.

The Rhodes Institute for Regional Studies

The Rhodes Institute for Regional Studies brings a select group of students and faculty together to work on interdisciplinary research projects during the summer that address regional issues (history, culture, politics, economics, etc). Students and faculty spend eight weeks together: two weeks in a faculty-designed seminar on regional studies; five weeks engaged in independent research, interspersed with weekly individual and group meetings; one final week presenting their work. Interspersed throughout the program are visits to local and regional sites of significance. Under the close supervision of a faculty mentor, each student produces an 8,000-10,000 word research paper on a regional topic. Examples of topics include: Race and Politics in Memphis: The Election of Mayor Herenton; Social Costs of Gambling in Tunica, Mississippi; Refugee Resettlement in Memphis: An Examination of the Policy, Procedure, and Politics of a Faith-Based Initiative; The Literary Life of Ida B. Wells-Barnett: Rewriting the Consciousness of a Nation; Front Porch Psychotherapy: Peter Taylor's Literary Analysis of Southern Culture.

Program outcomes are numerous. All of the completed projects are posted on the Rhodes Institute for Regional Studies' webpage, and the top papers are published in print form in the *Rhodes Journal of Regional Studies*. Also, fellows are required to present their research during the College's spring Undergraduate Research Symposium and are encouraged to submit their

work to appropriate professional journals. Other projects are disseminated to community leaders, institutions, and organizations.

The Task Force did not establish subgroups for the following Foundation Requirements.

F1. Critically examine questions of meaning and value.

Questions about the meaning and purpose of life are central to human existence. Every area of the Rhodes curriculum touches in some way upon such problems and questions, whether directly as in moral philosophy, epic poetry, and political thought, or indirectly as in studies of the history of medieval Europe, economic theory, and the physical structure of the universe. The Search and the Life programs help students think about these questions and problems through analysis of challenging and controversial texts that have shaped and reshaped thought, particularly in Western societies. In that context, these courses pay special attention to the Bible and the traditions that have emerged in relationship to it. These courses make the familiar unfamiliar by examining critically the logical and historical foundations of received opinion and texts. These courses also make the unfamiliar familiar by studying traditions, artifacts, and issues that most have not encountered before. In general, students should learn to appreciate the role of historical context in shaping values and beliefs and to reflect critically on their own values and beliefs. Throughout, both programs stress skills that are central to the whole curriculum: careful reading, analytical writing, critical thinking, and discussion.

[This requirement is to be satisfied with three courses, either the Search sequence or the Life sequence. One of the first two courses in these sequences will be writing intensive and should have enrollments no larger than 15.]

F10. Develop intermediate proficiency in a second language.

The study of a second language opens the possibility of engagement with people and texts of other cultures. In addition to enhancing cross-cultural awareness, second-language learning helps develop insights into one's first language, it provides access to knowledge and information that may be otherwise unavailable, and it expands the student's learning strategies through performance-based pedagogies.

[This requirement may be met either by passing a proficiency test or by taking the appropriate language courses through the third semester.]

F12. Participate in activities that encourage lifelong physical fitness.

It is important that students have the opportunity for recreation and physical activity, both during and after college. These involvements include learning about and participating in activities that promote lifelong physical fitness. Participation in athletics provides opportunities for leadership and for setting, understanding, and achieving team and personal goals.

[This requirement may be satisfied by taking three half-semester of no-credit physical education courses or participation in intercollegiate athletics or club sports.]

Addendum: Suggested emendations

Foundation Requirement #5

5. Participate in the analysis of artistic expression or in the performance or production of art.

Humans powerfully express their observations, questions, and emotions in artistic ways. These expressions take various aural, visual, and performative forms including art,* theatre, music and film. Creation and analysis are the most effective method[s] of learning to understand and interpret art.*

*‘Art’ is used in two different ways in this description. Its use as the last word in the description is, it seemed to us, the more appropriate one (comprehending all of what goes on in the various arts). The earlier use of ‘art’ has a more casual meaning, restricted to what might be called the plastic arts. We did not agree on a particular revision, but we recommend that the EPC consider one of two: either end the second sentence of the description at “forms” and list no particular arts, or replace “art” in that sentence with “painting, sculpture, and architecture.”

Foundation Requirement #6

6. Gain facility with mathematical reasoning and expression.

~~Some human experiences are most effectively expressed in mathematical language, and i~~ [I]mportant areas of intellectual inquiry rely on mathematics as a tool of analysis and as a means of conveying information. Experience in using the logic, calculation, and precision in mathematics refines an individual’s abilities to evaluate experiences, make judgments, and communicate.

*We see this as eliminating unnecessary language without changing the substance of the requirement.

Foundation Requirement #8

8. Explore and understand the systematic analysis of human interaction and [or]contemporary institutions.

Human development, thought, and aspiration occur within societies, and those societies are shaped by various social and political institutions. Familiarity with the systematic analysis of [human interaction and]contemporary institutions is an important component of a sound understanding of the world and is a foundation for responsible citizenship.

*We see this as eliminating an unintended emphasis on institutions.

Foundation Requirement #9

9. To view the world from more than one cultural perspective.

In order to live and work effectively in a culturally diverse world, liberally educated individuals cultivate the ability to view and understand issues and events from ~~cultural perspectives that differ from their own~~ [more than one cultural perspective]. This ability requires in-depth analysis of issues that bring to the forefront similarities and differences in cultural values, beliefs, world views and/or identities.*

*We see this as clarifying, not changing, the requirement.