

CORE CURRICULUM

The Mission of the Canisius Core Curriculum

The purpose of the Canisius College Core Curriculum is to equip Canisius students with intellectual tools to be intelligent and effective men and women for and with others, who are also better able to seek God in all things, in our contemporary world.

Such tools are acquired and developed through a broad education in the liberal arts - humanities, social sciences, and natural & quantitative sciences - with a focus on exposing students to the diversity of human experience and a theoretical and practical understanding of individual and social responsibility.

The content and structure of our Core Curriculum is rooted in the humanistic ideals of the Catholic intellectual tradition and in Jesuit pedagogy and mission. This is demonstrated in our Core's emphases on academic excellence, the dialogue of faith and reason, and service and responsibility to humanity, most especially the poor and marginalized. The Core also seeks to engage Canisius students with the spiritual dimension of life - in others and in themselves - to enable them to seek God in all things and thus develop a deeper and richer solidarity with all of God's people and creation.

Through the Core Curriculum, a student will develop their skills in writing, oral communication, information literacy, and critical thinking - all of which are essential for success in life regardless of one's profession or calling in life.

More information about the core is available on the Academic Affairs Website (<https://www.canisius.edu/academics/academic-affairs/core-curriculum/>).

- Dr. Stephen Chanderbhan

Chair, Core Curriculum Committee

(Edited June 30, 2022)

Mission Statement (2007 Core Curriculum Document)

"In the spirit of our mission as an American, Catholic, Jesuit University, our core curriculum is:

- Founded in the liberal arts tradition, within the ideal of academic excellence ever working toward the discovery and communication of truth, and
- Expressive of teaching toward a sense of responsibility to use one's gifts for the service of others and the benefit of society as part of the Jesuit mission of the service of faith and the promotion of justice.

So that we might attend to *cura personalis* for all of our students and thus prepare them to be men and women for others who strive continually for something more (*magis*), the core curriculum stipulates both distribution in the liberal arts tradition and cross-disciplinary attributes representing the knowledge, attitudes, and skills we hope to foster in them.

In general, the goals for the core curriculum are to provide:

- A breadth of knowledge in the liberal arts toward development of reflection and judgment.

- A focused awareness of the human condition as marked by both cooperation and conflict to which educated people of good will and good spirit bring both thoughtfulness and understanding.
- A foundation of skills that enables students to turn their knowledge and understanding into academic productivity and a sense of social responsibility."

DESCRIPTIONS OF CORE CURRICULUM COMPONENTS

The Core Curriculum contains the following components: (1) Foundations courses, (2) Breadth of Knowledge (Field) courses, (3) Cross-Disciplinary Knowledge Attribute courses, (4) Cross-Disciplinary Skill courses, and (5) a Core Capstone.

Foundation Courses

The Core Curriculum provides a foundation of four courses: ENG 111 (Academic Writing), ENG 112 (Writing About Literature), PHI 101 (Introduction to Philosophy), and RST 101 (Introduction to Religious Studies).

These courses, usually completed during the first year, comprise the basic starting point for a humanistic education in the Catholic, Jesuit tradition. Here, students will be introduced to the practices of academic reading and writing, information literacy, critical thinking, and communication. Further, students will have their first academic experience at Canisius of the concerns that are definitive of our Catholic, Jesuit Core: Diversity, Ethics, Global Awareness, and Justice. Please click on the Learning Goals tab above for a list of the learning goals and objectives for each Foundation course.

- **ENG 111: Academic Writing**
This course emphasizes the production of academic writing through critical analysis of texts from different topics. These courses are intended to be seminar style with reading and discussion appropriately challenging for first-year students. The motivating goal is that students learn to write to enhance learning, find and evaluate information, practice academic integrity, negotiate the process of revision, and use correct grammar and syntax.
- **ENG 112: Writing about Literature**
This course develops strategies for reading and writing about literature – e.g., poetry, drama, fiction, literary essays – from a variety of cultural traditions. The motivating goal is that students come to understand and interpret primary literary texts, develop writing skills, and develop and organize interpretive essays through the use and evaluation of sources. ENG 112 courses have a significant component devoted to writing instruction and developing information literacy. Students undertake appropriate research activities, write at least 15 pages of polished prose, and revise their writing exercises.
- **PHI 101: Introduction to Philosophy**
This course acknowledges the special place of philosophy - the study of ultimate questions of existence, value, and meaning - in Catholic, Jesuit education. PHI 101 provides a thoughtful examination of philosophical issues, including those of ethics and/or justice, with a concern that students learn to use logical and critical analysis to understand the claims and arguments proposed by classical and contemporary philosophers, including some in the Catholic philosophical tradition.
- **RST 101: Introduction to Religious Studies**
This course acknowledges the special place of studying religion - systems of thought and practice concerning humans' relationship with the transcendent - in Catholic, Jesuit education. RST 101 provides an academic introduction to religion in general, with a concern

that students understand the nature and role of religion, religious experience, and religious practice in human life and society, including Catholic (and Jesuit) traditions as well as other world religions.

Breadth of Knowledge (Field) Courses

The Core Curriculum includes a distribution of courses, one in each of seven Breadth of Knowledge Fields encompassing the traditional liberal arts: Religious Studies and Theology (Field 1), Philosophy (Field 2), Literature and the Arts (Field 3), History (Field 4), Social Sciences (Field 5), Natural Sciences (Field 6), and Quantitative Sciences (Field 7).

Taken together, these courses provide students with a better understanding of the variety of disciplinary norms, specific to each Field, according to which knowledge claims are judged. Ideally, students will become better able to analyze both their inner lives and the world outside themselves from a variety of angles, equipping them to understand better the depth and nuance of the human experience. Please click on the Curriculum tab above for a list of courses that count for each Field. Please click on the Learning Goals tab above for a list of the learning goals and objectives for each Field.

NOTE: A course can have only one Breadth of Knowledge (Field) designation. However, some courses also will count for one Cross-Disciplinary Knowledge Attribute and/or one Cross-Disciplinary Skill. (For example, one course cannot count for both Field 1 and Field 2 credit; but one course may count for Field 1, Ethics, and Advanced Writing-Intensive credit.) Also, these Core courses can count for major / minor / program credit.

- **Field 1: Religious Studies and Theology**
Ideally building on RST 101, Field 1 courses enable students to gain a clearer understanding of the role that religion plays in human life through a careful and systematic examination of religious ideas, institutions, values, or patterns of belief and practice.
- **Field 2: Philosophy**
Ideally building on PHI 101, Field 2 courses enable students to understand, articulate, and evaluate the values, principles, and assumptions on which individual and social decisions rest.
- **Field 3: Literature and the Arts**
Ideally building on ENG 111 and/or ENG 112, Field 3 courses enable students to understand the aesthetic dimension of creative work in the fine arts and/or literature and to articulate how that creative work mirrors and shapes human experience.
- **Field 4: History**
Field 4 courses enable students to understand how historians use evidence to study the recorded past, to situate events, artifacts, and experiences in their historical context, and to analyze the process of change over time.
- **Field 5: Social Sciences**
Field 5 courses enable students to explain, interpret, and critically analyze human behavior and social structures from the perspective of the social sciences and their methods.
- **Field 6: Natural Sciences**
Field 6 courses enable students to explain, interpret, and critically analyze the natural world using the scientific method from the perspectives of the various natural sciences.
- **Field 7: Quantitative Sciences**
Field 7 courses enable students to reason quantitatively, abstractly, or computationally about the world using the symbol systems rooted in quantitative measures, logical analysis, and/or algorithms to solve practical problems.

Cross-Disciplinary Knowledge Attribute Courses

The Core Curriculum includes courses focused on each of four areas central to a Catholic, Jesuit education, particularly in contemporary times: Diversity, Ethics, Global Awareness, and Justice.

Taken together, these courses build upon concepts and content from students' Foundations courses to help them develop a well-educated solidarity, as our mission and identity compels us. Further, they help students to understand the principles that justify various conceptions of individual and social responsibility. Ideally, this education for justice will help students become more aware of where and how they should act to bring about a more truly just world. Please click on the Curriculum tab above for a list of courses that count for each Knowledge Attribute. Please click on the Learning Goals tab above for a list of the learning goals and objectives for each Knowledge Attribute.

NOTE: A course can have only one Cross-Disciplinary Knowledge Attribute designation. However, some courses also will count for one Breadth of Knowledge (Field) and/or one Cross-Disciplinary Skill. (For example, one course cannot count for both Ethics and Global Awareness credit; but one course may count for Field 3, Global Awareness, and Oral Communication credit.) Also, these Core courses can count for major / minor / program credit.

- **Diversity**
(This description is effective in Spring 2023) Courses with a Diversity attribute investigate real examples of how social realities are shaped by actions, policies, and practices regarding multiple intersecting identities in human lives (e.g., race/ethnicity, gender, religion, sexuality, (dis)ability, class, etc.). Some course content must address issues of race/ethnicity in North America. Having a well-educated solidarity implies having the intellectual tools to understand various claims about human identities, as well as the lived experiences and values of various social groups. Ideally, students will become better able to understand how others view their own identities, communities, and associated values, and consequently become more adept at creating an authentic culture of encounter in their communities.
- **Ethics**
Courses with an Ethics attribute enable students to develop a thorough understanding of ultimate value in terms of human agency, happiness, and living well. Special attention will be given to the various theoretical frameworks that make living well intelligible, personally and professionally. An understanding of ethics is an integral part of self-understanding, self-reflective action, and the principled development of one's conscience and character. Ideally, students will become better able to examine their values critically, discern more accurately what morality demands of them in their actions, and facilitate constructive dialogue with those whose conceptions of fundamental right and wrong differ in principled ways.
- **Global Awareness**
Courses with a Global Awareness attribute enable students to develop an awareness of nations, countries, regions, communities, cultures, peoples, and histories outside of the United States. We live in an essentially interconnected world, and that well-educated students ought to have the intellectual tools to comprehend global events and their implications on more localized concerns. Ideally, students will become better able to contextualize their own attitudes and choices within their appropriate global context and keep the interconnectedness of our world before their minds as they make decisions in their personal and professional lives.
- **Justice**
Courses with a Justice attribute enable students to develop an understanding of various conceptions of rights, the right ordering

of societies, the tensions between justice and power, and the direct and structural causes of various injustices. Since each of us has a responsibility to help to create a more just world, developing one's understanding of justice at theoretical and practical levels will help one to envision how best to fulfill this responsibility. Ideally, students will become better able to understand the grounds for their societal responsibilities and facilitate constructive dialogue with those whose conceptions of justice and injustice differ in principled ways.

Cross-Disciplinary Skills Courses

Drawing upon the tradition of *eloquentia perfecta* in the Jesuit *Ratio studiorum*, our Core Curriculum includes two courses focused on developing students' abilities at communication - one in Writing (Advanced Writing-Intensive) and one in Oral Communication. Development in both of these is undeniably critical for personal and professional success and well-being, especially nowadays as life in the contemporary world requires sensitive and skillful communication with those of widely different backgrounds, experiences, and values.

Taken together, these courses build upon concepts and content from students' Foundations courses to help them develop habits of speech, writing, and thought that will complement the growth in knowledge and maturity students experience across their Core experience and within their major(s). Ideally, students' development as effective communicators will help them maintain a sense of community with their interlocutors, as well as help them craft consensus in an increasingly complex world. Please click on the Curriculum tab above for a list of courses that count for each Skill. Please click on the Learning Goals tab above for a list of the learning goals and objectives for each Skill.

NOTE: A course can have only one Cross-Disciplinary Skill designation. However, some courses also will count for one Breadth of Knowledge (Field) and/or one Cross-Disciplinary Knowledge Attribute. (For example, one course cannot count for both Advanced Writing-Intensive and Oral Communication credit; but one course may count for Field 5, Diversity, and Oral Communication credit.) Also, these Core courses can count for major / minor / program credit.

- **Advanced Writing-Intensive**
Courses with an Advanced Writing-Intensive designation provide significant emphasis on using writing as a way to learn. The focal concern is that students participate in the process of drafting, re-writing, and editing at an advanced level, with extensive commentary and assistance from instructors.
- **Oral Communication**
Courses with an Oral Communication designation enable students to develop abilities to communicate effectively and appropriately in a range of contexts, including face-to-face engagements and group presentations.

Core Capstone

The Core Curriculum concludes with a Core Capstone, which students should take upon completion of all the other core components, usually in senior year or the second semester of junior year. In this course, students will have an opportunity to recall, reflect upon, and synthesize what they have learned from their Core classes, especially those bearing Knowledge Attributes (Diversity, Ethics, Global Awareness, Justice).

This completes an arc of development in their education at Canisius that started in their Foundation courses, but also sets them up to be lifelong learners beyond their time at Canisius with a special concern for the themes emphasized in the Core. To illustrate the integral unity of the definitive themes of the Core, Capstones will focus on how the themes

of the Knowledge Attributes are interconnected and addressed within a particular subject - which may be a subject close to a student's major field of study. Further, students will be able to engage in enriching dialogue with fellow classmates who have had different experiences of the Core up to that point. Ideally, a student will be able to trace how their understanding of the elements of their Core experience has developed and will be inspired to continue to keep such matters in the forefront of their minds in whatever they do after graduation.

Please click on the Curriculum tab above for a list of courses that count for the Capstone. Please click on the Learning Goals tab above for a list of the learning goals and objectives for the Capstone.

NOTE: There are rare instances in which Capstone courses can count for major / minor / program credit. Please consult with your major / minor / program advisor.

Courses in the Core Curriculum

Please note that the list of courses provided below is current as of fall 2018, but is subject to change. Courses are sometimes added to the list of courses in each of the Core Fields and/or Attributes and/or Skills. Additionally, courses are sometimes removed from the Core Fields and/or Attributes and/or Skills if they no longer fulfill the expectations of the core. That said, **any course used by a student to fulfill a Core requirement must be designated as a Core Field and/or Attribute and/or Skill course in the semester in which the student takes that class.** The most recent information for a given course in a given semester is available in "Look Up Classes," which is accessible via my.canisius.edu during the registration process.

If you have any questions about whether a particular course counts for Core Credit, please consult with the instructor of the course and/or the Director of the Core Curriculum.

Foundations

Code	Title	Credits
Students must take each of the following classes:		
ENG 111	Academic Writing	3
ENG 112	Writing about Literature	3
PHI 101	Introduction to Philosophy	3
RST 101	Introduction to Religious Studies and Theology	3

Field 1 (Religious Studies and Theology)

Code	Title	Credits
Students must choose one class that fulfills Field 1, which currently includes the following:		
CLS 309	Greek and Roman Religion	3
HIS 302	Life and Theology in Colonial Atlantic	3
IGSR 300	Immersion East Side Seminar	3
RST 200	Introduction to the Hebrew Bible	3
RST 201	Introduction to the New Testament	3
RST 219	History of Eastern Orthodox Christianity	3
RST 220	Religions of Asia	3
RST 221	Native American Religions	3
RST 224	Islam: Tradition and Revival	3
RST 229	Religious Perspectives on Animals	3
RST 230	Catholic Belief Today	3
RST 231	Introduction to Catholic Studies	3
RST 237	Images of Jesus in Film and Art	3

RST 240	Development of Jewish Religious Thought and Practice	3	DMA 214	Digital Design Concepts	3
RST 304	Women, Gender, and Religion: Judaism, Christianity, Islam	3	DMA 310	Digital Audio/Music Production	3
RST 312	Race, Ethnicity, and the New Testament	3	ENG 202	Drama	3
RST 314	New Testament in Literature and Art	3	ENG 211	Science Fiction and Fantasy	3
RST 325	Early Christianity	3	ENG 216	Literature and Business	3
RST 340	Moral Issues Today	3	ENG 217	Law and Literature	3
RST 341	Catholic Social Ethics: Theological Perspectives	3	ENG 218	Literature and Medicine	3
RST 345	Bio-Moral Problems	3	ENG 219	Literature and Psychology	3
RST 347	Ecotheology	3	ENG 223	Images of Women in Literature and Film	3
RST 355	The Problem of Suffering	3	ENG 224	The Journey in World Literature	3
RST 360	Magic, Science and Religion	3	ENG 225	The Journey in American Literature	3
			ENG 233	The Quest in Medieval Literature	3
			ENG 285	Animals in Film and Literature	3
			ENG 294	Introduction to Creative Writing	3
			ENG 319G	Race, Ethnicity, and Realism in American Literature 1880 through 1930	3
			ENG 368	Native American Literature	3
			ENG 369	Contemporary American Fiction	3
			ENG 375	US Cold War Culture and Counterculture	3
			ENG 382	African American Literature	3
			FAH 101	Cave Paintings, the Colosseum & Cathedrals	3
			FAH 102	Altarpieces, Academies & the Avant-Garde	3
			FAH 103	Survey of Pre-Columbian and Native American Art	3
			FAH 109	History of Architecture	3
			FAH 110	History of Photography	3
			FAH 159	Gender, Identity, and Art	3
			FAH 210	Ancient Egyptian and Near Eastern Art	3
			FAH 213	Greek and Roman Art	3
			FAH 224	Medieval Art	3
			FAH 245	Renaissance Art	3
			FAH 248	Baroque Art	3
			FAH 265	Contemporary Art	3
			FAH 267	Frank Lloyd Wright	3
			FAH 271	Art in Buffalo	3
			FAH 272	Animals in Art	3
			FAM 115	Fundamentals of Music	3
			FAM 119	Masterpieces of Music	3
			FAM 122	History of Rock and Roll	3
			FAM 123	World Musics	3
			FAM 124	America's Music	3
			FAM 212	Canisius and the BPO Experience	3
			FAM 213	Women in Music	3
			FAM 217	Music of the Baroque Period	3
			FAM 219	19th Century Music	3
			FAM 220	Art Music from 1900 to the Present	3
			FAM 223	The World of Music Theater	3
			FAM 230	Music Theory I	3
			FAS 110	Two-Dimensional Design	3
			FAS 120	Drawing I	3
			FAS 130	Three-Dimensional Design	3
			FAS 131	Sculpture I	3
			FAS 141	Digital Photography	3

Field 2 (Philosophy)

Code	Title	Credits
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Students must choose one class that fulfills Field 2, which currently includes the following:

PHI 211	Philosophy of Religion	3
PHI 225	Logic	3
PHI 240	Justice	3
PHI 241	Ethics: Traditions in Moral Reasoning	3
PHI 242	Ethical Issues in Business	3
PHI 243	Bio-Medical Ethics	3
PHI 244	Environmental Ethics	3
PHI 245	Animal Ethics	3
PHI 246	Ethics of Technology	3
PHI 247	Food and Agricultural Ethics	3
PHI 252	Happiness, Virtue and the Good Life	3
PHI 261	Philosophy of Law	3
PHI 264	Justice & the Environment: The Problem of Climate Change	3
PHI 267	Faith, Reason, and Justice Catholic Social Thought	3
PHI 271	Philosophy of Human Rights	3
PHI 272	Gender and Philosophy	3
PHI 273	Race and Philosophy	3
PHI 274	Social and Political Philosophy	3
PHI 275	Global Feminisms	3
PHI 285	Black Philosophy	3
PHI 291	Philosophy of Art	3
PHI 292	Philosophy of Beauty	3
PHI 293	Philosophy of Film	3

Field 3 (Literature and the Arts)

Code	Title	Credits
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Students must choose one class that fulfills Field 3, which currently includes the following:

CLS 205	Ancient Greece: Culture and Society	3
CLS 206	Ancient Rome: Culture and Society	3
CLS 207	Mythology and Literature	3
CLS 214	Greek and Roman Tragedy	3
DMA 201	Introduction to Digital Media	3
DMA 213	3D Graphics	3

FAS 142	Travel Photography	3
FAS 150	Color	3
FAS 160	Printmaking I	3
FAS 170	Studio Painting I	3
SPA 336	Latinos in the US Latino Literature and Film	3
SPA 436	Detective Fiction: Murderous Seduction	3
SPA 444	Magic Realism in Fiction & Film from Latin American Origins to a Global Phenomenon	3

Field 4 (History)

Code	Title	Credits
Students must choose one class that fulfills Field 4, which currently includes the following:		
CLS 103	Greek History	3
CLS 104	Roman History	3
CLS 216	Race and Ethnicity in the Ancient World	3
EVST 259	Environmental History of the United States	3
FRC 326	Threads: weaving industry, culture, and commerce through the history of textiles.	3
HIS 106	The Medieval World	3
HIS 107	History of Modern Europe to 1815	3
HIS 108	History of Modern Europe since 1815	3
HIS 109	History of Asia to 1800	3
HIS 110	History of Asia Since 1800	3
HIS 123	History of the United States: The Colonial Period to Reconstruction	3
HIS 124	History of the United States: 1877 to the Present	3
HIS 126	America's Story II: The Later Years	3
HIS 131	Latin American History to 1830	3
HIS 132	Latin American History since 1830	3
HIS 201	United States Military History	3
HIS 204	Soccer in Global History	3
HIS 206	History of the Crusades	3
HIS 211	Women In The Western World	3
HIS 212	Power, Politics, and the People: Nineteenth Century Europe	3
HIS 213	Europe and the World in a Century of Conflict	3
HIS 220	The History of Food	3
HIS 226	History of Ireland	3
HIS 229	The Violent Century in Films	3
HIS 230	The Holocaust in Historical Perspective	3
HIS 233	America and the Holocaust	3
HIS 235	From Jamestown to Yorktown: Making the United States	3
HIS 236	From Washington to Lincoln: The Making of American Democracy	3
HIS 241	Women in American History 1880 to Present	3
HIS 251	Sport in America	3
HIS 255	African American History	3
HIS 260	Canada and the World	3
HIS 263	Wars of Latin America	3
HIS 280	The Making of Modern Africa	3
PSC 111	Western Political Tradition	3

Field 5 (Social Sciences)

Code	Title	Credits
Students must choose one class that fulfills Field 5, which currently includes the following:		
CLS 209	Greek and Roman Archaeology	3
CLS 211	Archaeology of Pompeii	3
CLS 212	Borders, Walls, and Immigrants in the Ancient World	3
CLS 219	Animals in the Ancient World	3
COM 204	Relational Communication	3
COM 205	Media Literacy	3
COM 304	Family Communication	3
CRJ 227	Criminal Justice I	3
DMA 215	Digital Media Culture	3
ECO 101	Principles of Macroeconomics	3
EDE 100	Human Growth and Development - Birth through Childhood	3
EDS 101	Human Growth and Social Development: Adolescence	3
EDU 100	Exploring the Teaching Profession	3
EVST 250	Narratives of Nature and Culture	3
HSV 301	Social Policies	3
PSC 103	The American Constitution	3
PSC 104	American Political Process	3
PSC 140	International Relations	3
PSC 150	Comparative Government and Politics	3
PSC 201	Race, Law, and Politics	3
PSC 224	Congress and the Legislative Process	3
PSC 241	Human Rights and Globalization	3
PSC 242	International Organizations	3
PSC 250	Politics in Latin America	3
PSC 336	Urban Government and Politics	3
PSC 338	Refugee Resettlement in the United States	3
PSC 344	Transnational Crime After 9/11	3
PSC 345	Transnational Crime After 9/11	3
PSC 355	European Union	3
PSC 360	Political Economy of the Developing World	3
PSC 370	Domestic Conflicts & Peace	3
PSY 102	Introduction to Psychology II	3
PSY 380	Science and Pseudoscience in Psychology: Thinking Critically	3
SOC 110	Introduction to Sociology	3
SOC 111	Contemporary Social Problems	3
SOC 234	Environment and Society	3
SOC 273	Social Movements and Social Change	3
SOC 291	Gender and Society	3
SOC 341	Race and Ethnicity	3
SPMT 320	Psychology of Sport	3
WST 201	Introduction to Women and Gender Studies	3

Field 6 (Natural Sciences)

Code	Title	Credits
Students must choose one class that fulfills Field 6, which currently includes the following		

BIO 109	Nutrition	3	CHM 301L	Fundamental Physical Chemistry Laboratory	1
BIO 111	Introductory Biology I	3	COM 203	Writing for Contemporary Media	3
BIO 114	Human Biology: Introduction to Human Anatomy and Physiology	3	CRJ 285	Legal Writing and Advocacy II	3
BIO 116	Disease: Myth and Reality	3	CRJ 455	Criminology	3
BIO 120	Biology in the News	3	CSC 320	The Social Impact of Computing	3
BIO 121	Human Reproduction	3	EDS 223	Foundations of Adolescent Literacy	3
BIO 166	Biology of Birds	3	ENG 202	Drama	3
CHM 104	Energy, Environment, and Society	3	ENG 205	Varieties of the Essay	3
CHM 109	General Chemistry I with Review - Part I	3	ENG 218	Literature and Medicine	3
CHM 111	General Chemistry I	3	ENG 219	Literature and Psychology	3
CHM 112	General Chemistry II	3	ENG 223	Images of Women in Literature and Film	3
EVST 110	Science of Environmental Problems I	3	ENG 224	The Journey in World Literature	3
EVST 111	Science of Environmental Problems II	3	ENG 225	The Journey in American Literature	3
GEO 325	Introduction to Physical Geography	3	ENG 233	The Quest in Medieval Literature	3
GEOL 120	Introductory Geology	3	ENG 285	Animals in Film and Literature	3
PHY 129	Introduction to Astronomy	3	ENG 294	Introduction to Creative Writing	3
PHY 131	Earthquakes: Seismology and Society	3	ENG 383	Advanced Academic Writing	3
PHY 223	General Physics for Physical Science Majors I	3	ENG 385	Rhetoric and Composition	3
			ENG 389	Business Communication	3
			ENG 390	Tutoring Writing	3
			FAH 272	Animals in Art	3
			HIS 299	Historian's Craft	3
			HIS 299C	Hist Craft: Stalinism	3
			HIS 411	History Thesis and Defense	3
			LEG 201	Legal Reasoning, Writing and Advocacy	3
			PED 372	Seminar in Kinesiology	3
			PHY 350	Modern Physics Laboratory	1
			PSC 242	International Organizations	3
			PSC 344	Transnational Crime After 9/11	3
			PSC 370	Domestic Conflicts & Peace	3
			RST 230	Catholic Belief Today	3
			RST 231	Introduction to Catholic Studies	3
			RST 325	Early Christianity	3
			RST 341	Catholic Social Ethics: Theological Perspectives	3
			SPMT 480	Research Methods in Sport	3

Field 7 (Quantitative Sciences)

Code **Title** **Credits**

Students must choose one class that fulfills Field 7, which currently includes the following:

CSC 108	Introduction to Web Computing	3
CSC 111	Introduction to Programming	3
CSC 200	Computational Thinking on the Internet	3
KIN 398	Statistics and Research Design	3
MAT 105	Finite Mathematics	3
MAT 106	Calculus for the Non-Sciences	3
MAT 108	Precalculus for Sciences	3
MAT 109	Calculus with Review I	4
MAT 111	Calculus I	4
MAT 115	Calculus for Business	4
MAT 121	Mathematics through History	3
MAT 131	Statistics for Social Sciences	3
MAT 141	Inferential Statistics and Computers for Science	4
MAT 150	Mathematics and Politics	3
MAT 161	Mathematics for Elementary Teachers	3

Advanced Writing-Intensive

Code **Title** **Credits**

Students must choose one class that fulfills the Advanced Writing-Intensive attribute, which currently includes the courses below. (Note that many of these courses also fulfill one of the Breadth of Knowledge Fields; some may also fulfill one of the Cross-Disciplinary Attributes).

ABEC 340	Research Methods in Animal Behavior	3
ABEC 360	Observational Research Methods	4
ANT 341	Environmental Anthropology	3
BCH 403L	Molecular Biology Laboratory	1
BIO 312	Primatology	3
BIO 404L	Genetics Laboratory	1
BIO 432	Developmental Biology	3

Oral Communication

Code **Title** **Credits**

Students must choose one class that fulfills the Oral Communication attribute, which currently includes the courses below. (Note that many of these courses also fulfill one of the Breadth of Knowledge Fields; some may also fulfill one of the Cross-Disciplinary Knowledge Attributes).

BIO 353	Biology Seminar II	1
CHM 481	Communicating Research Literature	1
CLS 214	Greek and Roman Tragedy	3
CLS 306	Blood, Pus, and Vomit: Studying Ancient Medicine	3
CLS 309	Greek and Roman Religion	3
COM 201	Dynamic Presentations	3
COM 319	Training and Development	3
CRJ 280	Legal Writing and Advocacy I	3
EDS 432	Applied Methods of Teaching English: Adolescence	3

EDS 433	Applied Methods of Teaching Mathematics: Adolescence	3	FAH 109	History of Architecture	3
EDS 434	Applied Methods of Teaching Modern Languages: Adolescence	3	FAH 110	History of Photography	3
EDS 435	Applied Methods of Teaching Science: Adolescence	3	FAH 159	Gender, Identity, and Art	3
EDS 436	Applied Methods of Teaching Social Studies	3	FAH 210	Ancient Egyptian and Near Eastern Art	3
ENG 147	Acting I	3	FAH 224	Medieval Art	3
ENG 148	Acting II	3	FAH 245	Renaissance Art	3
ENG 350	The Theater Experience	3	FAH 248	Baroque Art	3
ENT 101	Experiential Entrepreneurship: Creativity, Innovation, Opportunity, and Idea Generation	3	FAH 265	Contemporary Art	3
FAH 210	Ancient Egyptian and Near Eastern Art	3	FAM 119	Masterpieces of Music	3
FAH 213	Greek and Roman Art	3	FAM 123	World Musics	3
HIS 126	America's Story II: The Later Years	3	FAM 212	Canisius and the BPO Experience	3
HIS 309	World War I	3	FAM 217	Music of the Baroque Period	3
HIS 331	British Monarchy	3	FAM 219	19th Century Music	3
MAT 480	Mathematics Seminar	1	FRC 103	Introductory French I	3
MLS 201	Foundations of Leadership	3	FRC 104	Introductory French II	3
MLS 401	Mission Command and the Army Profession	3	FRC 326	Threads: weaving industry, culture, and commerce through the history of textiles.	3
MLS 402	Mission Command and the Company Grade Officer	3	HIS 106	The Medieval World	3
PED 441	Teaching Methods in Physical Education	3	HIS 107	History of Modern Europe to 1815	3
PHY 351	Advanced Laboratory	1	HIS 108	History of Modern Europe since 1815	3
PSC 224	Congress and the Legislative Process	3	HIS 109	History of Asia to 1800	3
PSC 355	European Union	3	HIS 110	History of Asia Since 1800	3
RST 347	Ecotheology	3	HIS 131	Latin American History to 1830	3
SPA 323	Topics in Conversation I Peninsular Culture and Civilization	3	HIS 132	Latin American History since 1830	3
SPA 324	Topics in Conversation II Latin American Culture and Civilization	3	HIS 206	History of the Crusades	3
SPE 432	Seminar in Teaching and Assessment	3	HIS 211	Women In The Western World	3
SPMT 430	Sport Communications	3	HIS 212	Power, Politics, and the People: Nineteenth Century Europe	3
			HIS 213	Europe and the World in a Century of Conflict	3
			HIS 220	The History of Food	3
			HIS 226	History of Ireland	3
			HIS 260	Canada and the World	3
			HIS 263	Wars of Latin America	3
			HIS 280	The Making of Modern Africa	3
			MAT 121	Mathematics through History	3
			PED 203	Lifetime and Fitness Activities	3
			PED 204	Games and Sports	3
			PHI 211	Philosophy of Religion	3
			PHY 131	Earthquakes: Seismology and Society	3
			PSC 140	International Relations	3
			PSC 150	Comparative Government and Politics	3
			PSC 241	Human Rights and Globalization	3
			PSC 242	International Organizations	3
			PSC 250	Politics in Latin America	3
			PSC 270	Facing Borders: Using Information in the 21st Century	3
			PSC 344	Transnational Crime After 9/11	3
			PSC 345	Transnational Crime After 9/11	3
			PSC 355	European Union	3
			PSC 360	Political Economy of the Developing World	3
			RST 200	Introduction to the Hebrew Bible	3
			RST 219	History of Eastern Orthodox Christianity	3
			RST 220	Religions of Asia	3

Global Awareness

Code	Title	Credits
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Students must choose one class that fulfills the Global Awareness attribute, which currently includes the courses below. (Note that many of these courses also fulfill one of the Breadth of Knowledge Fields; some may also fulfill one of the Cross-Disciplinary Skills).

ANT 341	Environmental Anthropology	3
CHM 104	Energy, Environment, and Society	3
CLS 103	Greek History	3
CLS 104	Roman History	3
CLS 205	Ancient Greece: Culture and Society	3
CLS 206	Ancient Rome: Culture and Society	3
CLS 209	Greek and Roman Archaeology	3
CLS 211	Archaeology of Pompeii	3
CLS 212	Borders, Walls, and Immigrants in the Ancient World	3
CLS 219	Animals in the Ancient World	3
CLS 309	Greek and Roman Religion	3
CLS 311	Alexander the Great	3
ENG 224	The Journey in World Literature	3
ENG 381	Postcolonial Literature	3
FAH 101	Cave Paintings, the Colosseum & Cathedrals	3
FAH 102	Altarpieces, Academies & the Avant-Garde	3

RST 224	Islam: Tradition and Revival	3
RST 325	Early Christianity	3
RST 360	Magic, Science and Religion	3
SPA 103	Introductory Spanish I	3
SPA 104	Introductory Spanish II	3
SPA 215	Communicating in Spanish	3
SPA 217	Intro Comp Panorama SocioCultural Latinoamericano	3
SPA 444	Magic Realism in Fiction & Film from Latin American Origins to a Global Phenomenon	3
SPMT 440	Global Perspective in Sport	3

Justice

Code	Title	Credits
Students must choose one class that fulfills the Justice attribute, which currently includes the courses below. (Note that many of these courses also fulfill one of the Breadth of Knowledge Fields; some may also fulfill one of the Cross-Disciplinary Skills).		
CRJ 280	Legal Writing and Advocacy I	3
CRJ 455	Criminology	3
ECO 401	Public Economics	3
EDU 250	Foundations of Education	3
ENG 217	Law and Literature	3
HIS 201	United States Military History	3
IGSR 300	Immersion East Side Seminar	3
IGSR 306	Faith/Justice/Globalism in Phi	3
JRN 100	Introduction to Journalism	3
MAT 150	Mathematics and Politics	3
PHI 240	Justice	3
PHI 261	Philosophy of Law	3
PHI 264	Justice & the Environment: The Problem of Climate Change	3
PHI 267	Faith, Reason, and Justice Catholic Social Thought	3
PHI 271	Philosophy of Human Rights	3
PHI 272	Gender and Philosophy	3
PHI 273	Race and Philosophy	3
PHI 274	Social and Political Philosophy	3
PHI 275	Global Feminisms	3
PHI 285	Black Philosophy	3
PSC 111	Western Political Tradition	3
PSC 320	American Constitutional Law I	3
PSC 321	American Constitutional Law II	3
PSY 392	Prosocial Behavior	3
RST 341	Catholic Social Ethics: Theological Perspectives	3
SOC 273	Social Movements and Social Change	3
SPA 324	Topics in Conversation II Latin American Culture and Civilization	3
SPA 436	Detective Fiction: Murderous Seduction	3

Ethics

Code	Title	Credits
Students must choose one class that fulfills the Ethics attribute, which currently includes the courses below. (Note that many of these courses also fulfill one of the Breadth of Knowledge Fields; some may also fulfill one of the Cross-Disciplinary Skills).		
CLS 207	Mythology and Literature	3
CLS 214	Greek and Roman Tragedy	3
COM 351	Media Ethics	3
CRJ 382	Criminal Justice Ethics	3
CSC 108	Introduction to Web Computing	3
CSC 200	Computational Thinking on the Internet	3
CSC 320	The Social Impact of Computing	3
HSV 301	Social Policies	3
MGT 370	Managerial Environment	3
PHI 241	Ethics: Traditions in Moral Reasoning	3
PHI 242	Ethical Issues in Business	3
PHI 243	Bio-Medical Ethics	3
PHI 244	Environmental Ethics	3
PHI 245	Animal Ethics	3
PHI 246	Ethics of Technology	3
PHI 247	Food and Agricultural Ethics	3
PHI 252	Happiness, Virtue and the Good Life	3
RST 340	Moral Issues Today	3
RST 345	Bio-Moral Problems	3
SPMT 302	Sport and Ethics	3

Diversity

Code	Title	Credits
Students must choose one class that fulfills the Diversity attribute, which currently includes the courses below. (Note that many of these courses also fulfill one of the Breadth of Knowledge Fields; some may also fulfill one of the Cross-Disciplinary Skills).		
ENG 216	Literature and Business	3
ENG 223	Images of Women in Literature and Film	3
ENG 225	The Journey in American Literature	3
ENG 309	Transatlantic Modernism	3
ENG 315	American Literature I	3
ENG 319G	Race, Ethnicity, and Realism in American Literature 1880 through 1930	3
ENG 368	Native American Literature	3
ENG 375	US Cold War Culture and Counterculture	3
ENG 382	African American Literature	3
FAH 103	Survey of Pre-Columbian and Native American Art	3
FAM 213	Women in Music	3
HIS 123	History of the United States: The Colonial Period to Reconstruction	3
HIS 124	History of the United States: 1877 to the Present	3
HIS 235	From Jamestown to Yorktown: Making the United States	3
HIS 236	From Washington to Lincoln: The Making of American Democracy	3
HIS 255	African American History	3
PHI 292	Philosophy of Beauty	3

PSC 201	Race, Law, and Politics	3
PSC 338	Refugee Resettlement in the United States	3
PSY 340	Stereotyping and Prejudice	3
RST 221	Native American Religions	3
SOC 111	Contemporary Social Problems	3
SPE 341	Inclusive Strategies	3

Core Capstone

Code **Title** **Credits**

Students must take one course designated as a Core Capstone, which currently includes the courses listed below:

ABEC 404	Wildlife Ecology and Conservation in Africa	3
BIO 477	Plants and Society	3
CLL 400	Humanitas	3
COM 414	Issues in Integrated Marketing Communications	3
DMA 399	Social Documentary	3
EDU 494	Capstone Seminar for Teacher Candidates	3
ENG 365	English Core Capstone	3
FAH 481	The Art of the Selfie	3
FAH 483	The World of Color	3
FAM 390	Sounding Society	3
HSV 480	Wellness - Be All That You Can Be	3
KIN 494	Capstone in Kinesiology	3
MAT 345	Climate and Sustainability	3
MGT 446	Managerial Policy and Strategy	3
PHI 398	The City and the Good Life	3
PHI 399	Ethics, Justice, & the Problem of Poverty	3
PSC 442	Seminar in International Relations	3
PSC 452	Politics of Identity in Europe	3
PSY 320	Cultural Psychology	3
PSY 365	Psychology of Aging	3

Core Pathways

A Core Pathway is a group of courses across Core Fields and/or Attributes and/or Skills that addresses a common theme that is relevant to our mission, but does not duplicate another element of our Core. Core Pathways are meant to illustrate several ways in which a student's Core experience can have a common thread of meaning running through classes in several disciplines.

Students are not required to start a Pathway, nor are they required to complete one; rather, students may choose their Core courses from a Pathway to see a topic of their interest from multiple perspectives.

The lists below indicate Pathways that have been approved by the Core Curriculum Committee and the courses that have been designated within each Core Pathway. To see the what each course counts for in the Core, please click on the course number.

For more information about any of the Pathways below, please contact the Director of the Core Curriculum.

For Faculty: if you are interested in submitting an application for a new Core Pathway to be listed below, please contact the Director of the Core Curriculum.

Canisius Camino (Ancient and Medieval Studies)

The following courses fulfill core curriculum requirements and are part of the Canisius Camino Pathway

Code	Title	Credits
CLL 400	Humanitas	3
CLS 103	Greek History	3
CLS 104	Roman History	3
CLS 205	Ancient Greece: Culture and Society	3
CLS 206	Ancient Rome: Culture and Society	3
CLS 207	Mythology and Literature	3
CLS 209	Greek and Roman Archaeology	3
CLS 212	Borders, Walls, and Immigrants in the Ancient World	3
CLS 209	Greek and Roman Archaeology	3
CLS 212	Borders, Walls, and Immigrants in the Ancient World	3
CLS 214	Greek and Roman Tragedy	3
CLS 309	Greek and Roman Religion	3
ENG 233	The Quest in Medieval Literature	3
FAH 101	Cave Paintings, the Colosseum & Cathedrals	3
FAH 109	History of Architecture	3
FAH 210	Ancient Egyptian and Near Eastern Art	3
FAH 213	Greek and Roman Art	3
FAH 224	Medieval Art	3
HIS 106	The Medieval World	3
PHI 211	Philosophy of Religion	3
PHI 261	Philosophy of Law	3
RST 200	Introduction to the Hebrew Bible	3
RST 201	Introduction to the New Testament	3
RST 219	History of Eastern Orthodox Christianity	3
RST 314	New Testament in Literature and Art	3
RST 325	Early Christianity	3

Global Citizenship

The following courses fulfill core curriculum requirements and relate to being citizens of the world, and thus are part of the Global Citizenship Pathway

Code	Title	Credits
ABEC 404	Wildlife Ecology and Conservation in Africa	3
ANT 341	Environmental Anthropology	3
CLS 104	Roman History	3
CLS 206	Ancient Rome: Culture and Society	3
CLS 209	Greek and Roman Archaeology	3
CLS 212	Borders, Walls, and Immigrants in the Ancient World	3
CLS 214	Greek and Roman Tragedy	3
CRJ 382	Criminal Justice Ethics	3
ENG 224	The Journey in World Literature	3
ENG 233	The Quest in Medieval Literature	3
ENG 368	Native American Literature	3
ENG 382	African American Literature	3
FAH 101	Cave Paintings, the Colosseum & Cathedrals	3
FAH 103	Survey of Pre-Columbian and Native American Art	3
FAH 109	History of Architecture	3
FAH 210	Ancient Egyptian and Near Eastern Art	3

FAM 119	Masterpieces of Music	3	FAH 159	Gender, Identity, and Art	3
FAS 142	Travel Photography	3	FAH 210	Ancient Egyptian and Near Eastern Art	3
GEO 325	Introduction to Physical Geography	3	FAH 224	Medieval Art	3
HIS 106	The Medieval World	3	FAH 248	Baroque Art	3
HSV 301	Social Policies	3	FAH 265	Contemporary Art	3
IGSR 306	Faith/Justice/Globalism in Phi	3	FAM 119	Masterpieces of Music	3
PHI 244	Environmental Ethics	3	FAM 123	World Musics	3
PHI 264	Justice & the Environment: The Problem of Climate Change	3	FAM 212	Canisius and the BPO Experience	3
PHI 267	Faith, Reason, and Justice Catholic Social Thought	3	FAM 217	Music of the Baroque Period	3
PHI 271	Philosophy of Human Rights	3	FAM 219	19th Century Music	3
PHI 273	Race and Philosophy	3	FRC 326	Threads: weaving industry, culture, and commerce through the history of textiles.	3
PHI 274	Social and Political Philosophy	3	HIS 106	The Medieval World	3
PSC 111	Western Political Tradition	3	HIS 107	History of Modern Europe to 1815	3
PSC 140	International Relations	3	HIS 108	History of Modern Europe since 1815	3
PSC 150	Comparative Government and Politics	3	HIS 109	History of Asia to 1800	3
PSC 242	International Organizations	3	HIS 110	History of Asia Since 1800	3
PSC 345	Transnational Crime After 9/11	3	HIS 131	Latin American History to 1830	3
PSC 355	European Union	3	HIS 206	History of the Crusades	3
PSC 442	Seminar in International Relations	3	HIS 211	Women In The Western World	3
PSC 452	Politics of Identity in Europe	3	HIS 212	Power, Politics, and the People: Nineteenth Century Europe	3
PSY 320	Cultural Psychology	3	HIS 213	Europe and the World in a Century of Conflict	3
RST 200	Introduction to the Hebrew Bible	3	HIS 220	The History of Food	3
RST 219	History of Eastern Orthodox Christianity	3	HIS 260	Canada and the World	3
RST 220	Religions of Asia	3	HIS 263	Wars of Latin America	3
RST 224	Islam: Tradition and Revival	3	HIS 280	The Making of Modern Africa	3
RST 240	Development of Jewish Religious Thought and Practice	3	MAT 121	Mathematics through History	3
SOC 273	Social Movements and Social Change	3	PED 203	Lifetime and Fitness Activities	3
SOC 341	Race and Ethnicity	3	PED 204	Games and Sports	3
			PHI 211	Philosophy of Religion	3
			PHY 131	Earthquakes: Seismology and Society	3
			PSC 140	International Relations	3
			PSC 150	Comparative Government and Politics	3
			PSC 241	Human Rights and Globalization	3
			PSC 242	International Organizations	3
			PSC 250	Politics in Latin America	3
			PSC 270	Facing Borders: Using Information in the 21st Century	3
			PSC 344	Transnational Crime After 9/11	3
			PSC 345	Transnational Crime After 9/11	3
			PSC 355	European Union	3
			PSC 360	Political Economy of the Developing World	3
			RST 200	Introduction to the Hebrew Bible	3
			RST 224	Islam: Tradition and Revival	3
			RST 360	Magic, Science and Religion	3
			SPA 444	Magic Realism in Fiction & Film from Latin American Origins to a Global Phenomenon	3
			SPMT 440	Global Perspective in Sport	3

The following courses are designated as Global Awareness, and thus fulfill the Global Awareness Knowledge attribute in the Core Curriculum and are included in the Global Citizenship Pathway.

Code	Title	Credits
ANT 341	Environmental Anthropology	3
CHM 104	Energy, Environment, and Society	3
CLS 103	Greek History	3
CLS 104	Roman History	3
CLS 205	Ancient Greece: Culture and Society	3
CLS 206	Ancient Rome: Culture and Society	3
CLS 209	Greek and Roman Archaeology	3
CLS 211	Archaeology of Pompeii	3
CLS 212	Borders, Walls, and Immigrants in the Ancient World	3
CLS 219	Animals in the Ancient World	3
CLS 309	Greek and Roman Religion	3
CLS 311	Alexander the Great	3
ENG 224	The Journey in World Literature	3
ENG 381	Postcolonial Literature	3
FAH 101	Cave Paintings, the Colosseum & Cathedrals	3
FAH 102	Altarpieces, Academies & the Avant-Garde	3
FAH 109	History of Architecture	3
FAH 110	History of Photography	3

Sustainability

The following courses fulfill core curriculum requirements and relate to sustainability, and thus are part of the Sustainability Pathway

Code	Title	Credits
ABEC 404	Wildlife Ecology and Conservation in Africa	3
ANT 341	Environmental Anthropology	3
BIO 477	Plants and Society	3
CHM 104	Energy, Environment, and Society	3
EVST 110	Science of Environmental Problems I	3
EVST 111	Science of Environmental Problems II	3
EVST 250	Narratives of Nature and Culture	3
EVST 259	Environmental History of the United States	3
MAT 345	Climate and Sustainability	3
PHI 244	Environmental Ethics	3
PHI 245	Animal Ethics	3
PHI 264	Justice & the Environment: The Problem of Climate Change	3
SOC 111	Contemporary Social Problems	3
SOC 234	Environment and Society	3
SOC 273	Social Movements and Social Change	3

CORE CURRICULUM LEARNING GOALS AND OBJECTIVES

Courses in the Core Curriculum must meet the following learning goals. Courses may have more learning goals and objectives in addition to those associated with the Core.

Foundations

Foundation ENG 111: Explore Academic Writing

Goal 1: Read college-level texts pertaining to an academic discipline or topic

Objectives: Students will:

- (1A): recognize the audience and purpose of selected texts within an academic discipline or topic
- (1B): articulate the meaning of text passages within an academic discipline or topic

Goal 2: Construct a coherent, thesis-driven paper on an academic topic

Objectives: Students will:

- (2A): develop the ability to write a clear introduction that frames the academic topic
- (2B): demonstrate appropriate conventions of grammar and style for formal writing
- (2C): articulate a central thesis around which the paper is to be organized
- (2D): organize the paper effectively with coherent paragraphs
- (2E): support the thesis with evidence
- (2F): conclude the paper appropriately for the topic

Goal 3: Develop basic Information Literacy skills

Objectives: Students will:

- (3A): locate and evaluate print and/or electronic sources appropriate for answering a particular research question
- (3B): cite sources according to a conventional documentation style (for example, MLA, APA, Chicago) and with academic integrity

Foundation ENG 112: Writing about Literature

Goal: Students will demonstrate the ability to understand and critically analyze college-level literary texts.

Objectives: Students will:

- (1A) Understand the use of specific literary terms, traditions, or styles
- (1B) Interpret the meanings or significance of a literary text

Goal: Students will demonstrate the ability to construct a coherent, thesis-driven essay on a literary topic.

Objectives: Students will

- (2A) Identify and articulate a central thesis around which the essay is to be organized
- (2B) Develop a coherent argument that supports a central thesis
- (2C) Support an argument with evidence from literary texts and/or secondary sources
- (2D) Find and evaluate print and electronic sources appropriate for answering a specific research question about a literary text.
- (2E) Cite sources according to MLA documentation style and with academic integrity
- (2F) Demonstrate appropriate conventions of grammar and style

Foundation RST 101: Introduction to Religious Studies

Content

Goal: Students will demonstrate a basic understanding of the nature and role of religion, including the Catholic and Jesuit traditions and other world religions.

Objectives: Students will:

- (1A) Demonstrate basic knowledge of Christianity, Judaism, & another world religion, as determined by the instructor
- (1B) Identify and explain the basic meaning of Catholic beliefs
- (1C) Identify the key religious terms in the Jesuit tradition

Skills

Goal: Students will demonstrate their knowledge of religious studies or theology in comparative and reflective exercises.

Objectives: Students will:

- (2A) Identify & analyze connections between different religious beliefs
- (2B) Find, use, and evaluate information relevant to presenting and defending a thesis
- (2C) Identify and apply the ethical use of academic standards for using sources

Foundation PHI 101: Introduction to Philosophy

Content

Goal: Students will demonstrate knowledge of major figures and major themes within the history of philosophy.

Objectives: Students will:

- (1A) Demonstrate knowledge of at least *one major figure* from three of the four eras in the history of philosophy: Ancient, Medieval, Modern, and Contemporary
- (1B) Demonstrate a basic understanding of some of the major themes in the history of philosophy, from four of the following six areas: Aesthetics, Epistemology, Theories of Ethics, Logic, Metaphysics, and Theories of Justice
- (1C) Demonstrate knowledge of a primary philosophical text from the Catholic tradition or a significant aspect of the Jesuit tradition

Skills

Goal: Students will demonstrate the ability to construct and analyze philosophical arguments.

Objectives: Students will:

- (2A) Construct and explain cogent philosophical arguments
- (2B) Clarify and analyze claims made in philosophical texts

Breadth of Knowledge Fields

Field 1 (Religious Studies and Theology)

Content

Goal: Students will demonstrate knowledge in the disciplines fundamentally concerned with religious studies or theology.

Objectives: Students will:

- (1A) Understand the role of religion in the experiences and actions of human life.
- (1B) Understand religious ideas and religious values in their relationship to religious institutions.
- (1C) Understand the diversity of patterns of religious belief in the human experience.

Skills

Goal: Students will demonstrate the skills that will enable them to become critical thinkers on questions of religious substance.

Objectives: Students will:

- (2A) Demonstrate competence in the use and analysis of primary sources.
- (2B) Demonstrate the ability to understand and explain religious concepts.
- (2C) Demonstrate the ability to relate course subject matter to the human experience.

Field 2 (Philosophy)

Goal: Students will demonstrate a deepened knowledge of a principle theme and a major era or core figure in the history of philosophy.

Objectives: Students will:

- (1A) Demonstrate knowledge of a major topic or branch in the history of philosophy such as Aesthetics, Epistemology, Ethics, Logic, Metaphysics, and Theories of Justice.
- (1B) Demonstrate knowledge of a major era in the history of philosophy (Ancient, Modern, Medieval, or Contemporary) or a core figure in the history of philosophy.

Goal: Students will demonstrate the ability to communicate and assess philosophical ideas and arguments.

Objectives: Students will:

- (2A) Use philosophical terms and language appropriately in their prose.
- (2B) Identify and analyze assumptions and premises in philosophical arguments.
- (2C) Construct philosophical arguments and write cogently about philosophy.
- (2D) Demonstrate the ability to relate abstract theory to concrete practice.

Field 3 (Literature and the Arts)

Goal: Students will demonstrate an understanding of the aesthetic dimension of human life through the study of literature, art, or music and the ways in which they mirror and shape the human experience.

Objectives: Students will:

- (1A) Identify specific techniques, styles, or formalistic properties of particular examples of literature, art, or music.
- (1B) Identify the relationship of particular examples of literature, art, or music to the traditions from which they have emerged.
- (1C) Demonstrate an understanding of how creative work in literature, art, or music mirrors and shapes human experience.

Goal: Students will demonstrate knowledge of the methods of literary and artistic criticism and interpretation.

Objectives: Students will:

- (2A) Critically evaluate the methods of literary and/or artistic criticism and interpretation employed in the study of literature, art, or music.
- (2B) Employ the methods of literary and/or artistic criticism and interpretation in the study of literature, art, or music.

Field 4 (History)

Goal: Students will demonstrate familiarity with the way in which historians analyze change and continuity over time with reference to specific historical events, themes, ideas, and/or individuals.

Objectives: Students will:

- (1A) Situate events, people, and/or artifacts in their appropriate historical context.
- (1B) Recognize the relationship between cause and effect in the process of historical change.
- (1C) Read and interpret evidence from primary sources and texts.
- (1D) Read and understand scholarly historical arguments and the way in which they are constructed.

Field 5 (Social Sciences)

Goal: Students will demonstrate knowledge of human behavior from the perspective of a social science discipline.

Objectives: Students will:

- (1A) Demonstrate knowledge of the basic concepts and theories of a social science discipline.
- (1B) Demonstrate knowledge of research methodologies used in a social science discipline.

Goal: Students will utilize a social science discipline to critically evaluate social, cultural, and/or political claims.

Objectives: Students will:

- (2A) Apply social science concepts and theories to concrete problems of human society.
- (2B) Apply qualitative or quantitative analysis to situations in the world.

Field 6 (Natural Sciences)

Goal: Students will demonstrate through explanations, interpretations, and critical analyses their understanding of natural phenomena.

Objectives: Students will:

- (1A) Demonstrate valid application of cause and effect reasoning.
- (1B) Describe patterns of scale, proportion, and quantity in the natural world.
- (1C) Define natural systems in terms of energy, material components, and processes of change.

Goal: Students will demonstrate the ability to reason and communicate so that their actions can have positive impacts on society.

Objectives: Students will:

- (2A) Communicate scientific information effectively.
- (2B) Use qualitative or quantitative data to make rational predictions of natural phenomena.
- (2C) Apply scientific knowledge to issues impacting society.

Field 7 (Quantitative Sciences)

Goal: Students will be conversant with the essential terminology and concepts of a mathematical, statistical, or algorithmic system.

Objectives: Students will:

- (1A) Demonstrate knowledge of the vocabulary and notation of a mathematical, statistical, or algorithmic system.
- (1B) Demonstrate understanding of the theory behind the concepts and techniques of a mathematical, statistical, or algorithmic system.

Goal: Students will have the appropriate skills and techniques used in problem analysis and solution.

Objectives: Students will:

- (2A) Analyze and apply appropriate quantitative, theoretical, and/or computational techniques to solve problems.
- (2B) Interpret the results of their analysis clearly.

Attributes and Skills

Advanced Writing-Intensive

Goal: Students will demonstrate the ability to write an effectively developed logical argument.

Objectives: Students will:

- (1A) Integrate appropriate ideas and evidence, in accordance with course content.
- (1B) Organize those ideas and that evidence strategically for a given audience and purpose.

Goal: Students will demonstrate an understanding of appropriate or discipline-specific writing styles, standards, and conventions through a process that includes revision.

Objectives: Students will:

- (2A) Write grammatically correct sentences that are fluid and include smooth transitions.
- (2B) Use vocabulary that is appropriate for the purpose and audience/field.
- (2C) Employ correct punctuation, spelling, capitalization, and documentation conventions.
- (2D) Use appropriate citation and attribution of ideas, information, and evidence.

Oral Communication

Goal: Students will compose a message and provide ideas and information appropriate to its topic, audience, setting, and purpose.

Objectives: Students will:

- (1A) Identify the components of effective oral communication of an idea with an argument or thesis supported by evidence.
- (1B) Demonstrate the knowledge of how to select appropriate material that will be understood by the audience.
- (1C) Apply organizational and explanatory strategies suitable to the topic, audience, setting, and purpose of the message that is being delivered.

Goal: Students will demonstrate the ability to deliver effective oral presentations.

Objectives: Students will:

- (2A) Speak clearly and employ a rich and imaginative vocabulary with diction and pronunciation appropriate to the context.
- (2B) Present fluently, maintain eye contact with the audience, and use gestures appropriate to the context.
- (2C) Define the thesis and/or purpose of the message, use smooth transitions from one section to the next, and end with a clear and direct conclusion.
- (2D) Demonstrate the effective and judicious use of detail and evidence in substantiating and/or illuminating the presentation's central thesis.

Diversity

(N.B.: The following Learning Goal and Objectives for Diversity will become effective starting in the Spring 2023 Semester)

Goal: Students will develop their recognition of diversity – including issues of race/ethnicity in North America – at both a theoretical and a practical level.

Objectives: Students will:

- (1A) Interpret the concept of diversity through its application to concrete examples (including at least one example regarding race/ethnicity in North America).
- (1B) Articulate how the social realities of groups with diverse identities (including at least one example regarding race/ethnicity in North America) have both shaped and been shaped by some power structure(s).

Ethics

Goal: Students will demonstrate the ability to employ ethical reasoning in matters of human concern.

Objectives: Students will:

- (1A) Articulate the fundamental elements of at least two major ethical theories (e.g. deontological, consequentialist, feminist, social contract, virtue theories, etc.).
- (1B) Articulate the meaning of at least two ethical concepts (e.g. happiness, equality, obligation, virtue, a worthwhile life, responsibility, dignity, rights, etc.).
- (1C) Apply ethical theories or concepts in analyzing ethical dilemmas and questions.
- (1D) Defend an ethical position with reference to at least one alternative ethical position.

Global Awareness

Goal: Students will demonstrate knowledge of the history, culture, and/or political systems of societies, states, and peoples other than the United States.

Objectives: Students will:

- (1A) Identify and describe the history, social structures, political institutions, and/or patterns of cultural expression that characterize specific societies, states, and peoples outside the United States.
- (1B) Identify the various factors that have contributed to the history and development of social structures, political institutions, and patterns of cultural expression that characterize specific societies, states, peoples, and cultures outside the United States.

Goal: Students will demonstrate how their knowledge of geographical regions other than the United States fosters greater awareness of the world in which the students live.

Objectives: Students will:

- (2A) Critically analyze how the history, culture, and/or political systems of geographical regions other than the United States inform the way people outside the United States view themselves.
- (2B) Critically analyze and reflect on how their knowledge of the history, culture, and/or political systems of geographical regions other than the United States inform the way in which the students understand their relationship to the world.

Justice

Goal: Students will demonstrate an understanding of justice, its relationship to power, and the ways in which causes of injustice may be mitigated and justice promoted.

Objectives: Students will:

- (1A) Compare and contrast differing theories of justice, including the ways in which justice has been defined and conceived.
- (1B) Describe the factors that are responsible for injustice with particular emphasis upon the relationship of injustice to inequities in the distribution of power.
- (1C) Describe the ways in which the factors responsible for injustice might be mitigated in the cause of justice.

Goal: Students will think critically about the factors that create, permit, and/or mitigate the conditions of justice or injustice.

Objectives: Students will:

- (2A) Identify how the distribution of power is embedded in institutions, social structures, and/or codes of conduct.
- (2B) Critically analyze theories, policies, and practices in so far as they promote either justice or injustice.
- (2C) Demonstrate how the conditions of injustice might be mitigated by specific forms of action.

Core Capstone

Core Capstone

Goal: Students will demonstrate understanding of the four core knowledge attributes and integrate them with course themes and content in light of the Jesuit principle of seeking to live a socially responsible life, which underlies the Canisius College mission.

Objectives: Students will:

- (1A) Integrate one or more theories of ethics with the theme of this course and apply theory to course content.
- (1B) Integrate one or more theories of justice with the theme of this course and apply theory to course content.
- (1C) Demonstrate how global awareness informs strategies for responsible citizenship as that awareness applies to the theme and content of this course.
- (1D) Demonstrate how knowledge of diversity informs strategies for responsible citizenship as that knowledge applies to the theme and content of this course.