

COURSE PROPOSAL FORM: TULSA CURRICULUM

Date:

Discipline:	Level: 1000 2000	Cultural Diversity: Gender Studies (A&S only)
# Credit Hours:	(Including lab, if any)	Certificate Program (specify program):
New	Revised	If existing course, please give date last taught

Professor(s) responsible & department:

Bulletin description beginning with title (if course is introductory, title should reflect this; if a change is proposed, please show both old and new titles):

Block for which course is proposed: I: Aesthetic inquiry and Creative Experience (AIC):
 II: Historical and Social Interpretation (HIS): III: Scientific Investigation (SI):

Explain how the content of the proposed course fits the definition of the Block:

Prerequisite, if any (Block courses rarely have prerequisites, but some science and language courses require certain levels of proficiency in math or language skills):

If course includes lab, note what kind (traditional field work, etc.) and if it can be offered with existing resources:

If course is proposed for the Cultural Diversity/ Gender Studies requirement (A&S only) or a certificate program, please give brief justification for its inclusion:

Will this course be offered at least one in each academic year?	Yes	No
Maximum size:	Optimum size:	

ATTACH:
 A detailed course syllabus, specifying
 * course objectives
 * the number, nature, and extent of writing and other course assignments and activities
 * reading list; and
 * precise indication of evaluation procedures (essays, term papers, exams, quizzes, etc.)

APPROVALS:
 Department Approval (Vote:)
 Dept Chair _____
 Certificate Director (if applicable) _____
 College Curriculum Committee _____

A&S Curriculum Chair must check one or both of the following:

Dean: _____

Approved as Block Course:

UCC: _____

Approved for Cult. Diversity/Gender Studies requirement:

Block I (AICE): Aesthetic Inquiry and Creative Experience (6 hours)

These courses consider the human activities of making, thinking, and doing. Two different approaches are offered: those that involve students in the creative process through study in courses designed to produce or perform creative works; and those that investigate the nature of texts, works of art or music, or systems of thought.

Block I Commentary: The intent of this block is to create a place in the curriculum for courses that testify to the existence and value of human creativity and aesthetic experience. Such testimony may proceed through immersion in the creative process or through investigations of the internal integrity of human artifacts, such as texts, works of art or music, or systems of thought. Put in a slightly different way, these courses would either invite students to participate in the creative process or would study creative works of artists, writers, and other thinkers. Examples of courses that would fit into this block would be a studio art course, a creative writing course, a course on the formal characteristics of Shakespeare's plays, a course on the thought of Plato, a music appreciation course, etc.

Although no limitation is placed on participating departments, those expected to contribute heavily to this block would be Music, Theatre, Art, English, Languages, and Philosophy and Religion. We recommend that courses selected to fulfill this block be taken from two different departments.

Block II (HIS): Historical and Social Interpretation (12 hours)

These courses investigate and interpret how human thought and action—and the products of such thought and action—are shaped by social, historical, cultural, environmental, and /or psychological factors.

Block II Commentary: One of the strongest themes of 20th century thinking, transcending disciplinary boundaries, is the notion that human thought and action are significantly conditioned by extrinsic factors. In their attempts to understand and explain human behavior, anthropologists examine the influence of culture, historians look at historical context, political scientists investigate governmental institutions, and so on. The intent of this block is to expose students to this style of thought and to teach them to practice it in particular disciplinary contexts.

A word on the distinction between Blocks I and II: Courses in the interpretive block are distinguished from those in the aesthetics block on the basis of whether the course in question intends to consider human products primarily from an internal or an external point of view. For example, a course on Shakespeare that focused primarily on the formal characteristics of his work would fit naturally into the aesthetics block. A course that examined Shakespeare's work primarily as an example of or a means to illuminate 16th century English society would be placed in the interpretive block.

Although no limitation is placed on participating departments, those expected to contribute heavily to this block are Anthropology, Communication, Economics, English, History, Languages, Philosophy and Religion, Political Science, Psychology, and Sociology.

Block III (SI): Scientific Investigation (7 hours)

These courses focus on methods of investigation and explore the relationships among key concepts in sciences. The process of scientific inquiry—including hypothesis generation, data collection, analysis, and modeling, use of technology and mathematics, and presentation of results—is fundamental to courses in this block. These courses may also consider the interrelationships among technical concepts and contemporary societal issues. At least one of each student's Block III courses must include laboratory or field experiences that provide practical experience in inquiry.

Block III Commentary: In this block, students will gain experience in the methods used in modern research and develop a perspective on how technical issues permeate modern decision-making. Courses should provide studies with a sense of scientific literacy (how specific inquiry functions), a sense of connections (how important ideas within science and technology are interrelated), and a sense of context (how ideas are related to current issues in society). Inclusion of at least one course with a laboratory/field experience allows students opportunities for active learning and invites students to participate in the creative processes of science and technology. The prime factor in determining which courses go into this area should be that students learn by "doing" science rather than learning what to think about science or the history or philosophy of science.

Although no limitation is placed on participating departments, those expected to contribute heavily to this block are Biological Science, Chemistry, Mathematics and Computer Sciences, Geosciences, and Physics.