

University of Southern Maine

Search



- [Contact Us](#) |
- [Calendar](#) |
- [Directory](#)

[Apply Online](#)

The Core Curriculum

The Core Curriculum is a set of common general education requirements for undergraduate students. It provides integrative and practical learning experiences that prepare students for successful participation in a complex and dynamic world. Students engage with faculty, staff, and each other within and outside the classroom to:

- learn about human cultures, the natural world, and their interrelationships;
- acquire the intellectual and practical skills necessary to understand, analyze and solve complex problems, and to communicate effectively;
- develop the knowledge and skills necessary to contribute to the social and environmental welfare of local and global communities; and
- become independent, life-long learners.

Special strengths of the USM Core include:

- active learning that occurs both within and outside of the classroom,
- opportunities and incentives for students to connect their learning in the major with their Core courses, and
- learning experiences that build knowledge and skills throughout the student's academic career.

Core Curriculum Requirements are available at: www.usm.maine.edu/catalogs/undergraduate/core.htm

Faculty and students can find the latest information on the Core Curriculum at:
blogs.usm.maine.edu/core

For additional assistance, please contact: [Susan McWilliams](#) at (207) 780-4755 or [Judy Tizon](#) at (207) 228-8398.

Rationale

The Core curriculum has been designed to provide undergraduates with a general education, a core of skills and knowledge that every individual needs either to excel in professional life or to build a rich and fulfilling personal life. It is vital that students view the Core as a set of goals, not a checklist of courses. In the wider world, competency counts. The Core is designed to foster these competencies, thus, by wide agreement, matter the most. It can only succeed, however, where students make the goals of the Core their own.

Students matriculating at Colgate Common College from fall 2007 on will complete the University's new College Common Core curriculum requirements. For more information about the Common Core curriculum, refer to the University's Ashburn College section of this catalog.

The Core Curriculum

Goals and Structure

- A. *Entry Year Experience* Beginning in fall 2009 all entering students with fewer than 24 credit hours are required to complete an Entry Year Experience course in their first semester at USM. Entry Year Experience (EYE) courses are theme-based and employ a variety of perspectives to explore a significant question about human cultures and the natural world. EYE courses are designed to challenge students in their transition to college in an academically rigorous context emphasizing critical reading, thinking, and writing.
- B. The basic competence component of the Core aims to develop essential skills in writing, using quantitative information, and critical thinking. These skills are fundamental tools that are relevant to all other courses that students take. Students should complete all courses relevant to the basic competence component of the Core as early as possible after beginning their studies at USM. Whether a first-year student or a transfer, every student should strive to complete all Core competency requirements by the end of the student's first year at USM.
- C. The methods of inquiry/theory of knowing component of the Core aims to develop a broad appreciation of the many ways of looking at and understanding the world that humans have developed. In pursuit of this overview goal, this component of the Core introduces the student to a range of fields from the natural sciences to the social sciences, subdivided into four areas: fine arts, humanities, social sciences, and natural sciences.
- (1) Fine arts courses seek to explore the aesthetic dimension through personal performance and through historical study of the arts.
 - (2) Through the humanities, the Core curriculum seeks to foster knowledge of literature and of the diversity of our historical and cultural heritage. What links these studies together is their focus on the meaning and values of human acts. Under this two-fold division of the humanities, the student develops the critical and aesthetic skills needed to interpret literature and studies the methods through which we attempt to make sense of the past or understand other cultures.
 - (3) The social sciences aim to acquaint the student with the methods and theories used to study the social, political, or economic behavior of groups or individuals.
 - (4) Through lecture-laboratory courses, the natural science offerings seek to develop an understanding of scientific methods, theories, and the construction of a particular science, and of natural science in general, to our understanding of the world.
- In addition to work in one of the four areas mentioned above, each method of inquiry/theory of knowing course is intended to provide hands-on experience in the process of learning, including writing, quantitative analysis, and decision making, and critical thinking.
- Most Core requirements are met by passing one or more courses of specific types. Each course that can be used to satisfy one of the Core requirements has a letter in the series (C-K) added to its department and number designation (e.g., ENG 100C, MAT 105D). The letters associated with various requirements are indicated below.

USM Undergraduate Catalog: 2009-2010, Revised 8.21.09

Meeting Core Requirements

Some of the Core curriculum requirements may be met through courses that are part of the University Honors Program. Only students admitted into the Honors Program may use Honors (HON) courses to fulfill Core requirements. Successful completion of the Honors Colloquia (HON 101, HON 102, or HON 103), HON 201, and HON 302 or HON 250/251 will satisfy EYE, HON 102 or HON 103 will satisfy EYE 102 or EYE 103, HON 250/251 will satisfy EY, Honors Core and Fine Arts (G), Honors: Social Sciences (H), Other Theory-Other Courses (J) and Natural Sciences (K). Students who do not successfully complete all the Honors Colloquia should consult with the director concerning the use of Honors Colloquia to satisfy Core curriculum requirements. Additionally, completion of HON 100 will satisfy the English Composition (area C) of the Core requirements. Completion of HON 301W or HON 311W will satisfy the Writing Intensive (W) Core requirement. Completion of HON 301 will satisfy the Natural Sciences (K) Core requirement.

In addition, many Russell Scholars courses will satisfy USM Core curriculum requirements. Students should consult with their Russell Scholars advisor concerning the use of Russell Scholars courses to satisfy Core requirements. Any full-time residential student in good academic standing is eligible to be a Russell Scholar. Other criteria include: completion of application into the program and an interview with a member of the Russell Scholars Faculty.

Entry Year Experience

Entering students with fewer than 24 credit hours are required to complete an Entry Year Experience course in their first semester at USM. Fulfillment of the EYE requirement occurs upon completion of an EYE course with a passing grade. Students who have not satisfied their English Composition requirement (see below) must enroll in an appropriate English Composition course as early as they are enrolled in an EYE course. Students may request a transfer credit for the EYE course if they have completed a similar course at another institution. Students enrolled in Honors, Russell Scholars Program or in a residence Ashburn College program, or transfer students with 24 or more credit hours are not required to take an EYE course.

Courses offered in 2009-2010

- EYE 102 Sustainability, Culture, and the Environment
- EYE 103 Shopping: American Consumerism
- EYE 105 Life Is a Matrix
- EYE 107 HIV/AIDS
- EYE 108 Culture, Identity, and Education
- EYE 109 Gender, Representation and Resistance
- EYE 110 Literature and Medicine
- EYE 111 A World of Words: Language, Power, and Environment
- EYE 112 The Ball, the Pen and the Pencil
- EYE 113 The Pleasure of Eating/Animals
- EYE 115 What is Sex?
- EYE 116 Nature/Nature
- EYE 117 Theoretic Nature, Self, and Society
- EYE 118 Musician's Health
- EYE 119 Metamorphoses
- EYE 121 Studio Experience: Art and the Creative Economy
- EYE 122 The Postcard
- EYE 123 Birth of a Language in Nicaragua
- EYE 125 Getting Down in Business

Basic Competency

In support of the Basic Competency goal of the Core, students are required to take courses (or otherwise demonstrate competency) in each of three areas: (1) English composition, (2) quantitative decision making, and (3) skills of analysis. The *English Composition* requirement can be met in any one of three ways: 1) Score 500 or above on the CLEP General English Composition Test (See Prior Learning Assessment for details), 3 credits 2) Successfully complete ENGC 104C, ENGC 100C, ENGC 101C, ENGC 100C, HON 100C, LCC 111C, RSP 100C, or RSP 104C.

USM Undergraduate Catalog: 2009-2010, Revised 8.21.09

Core Curriculum Regulations

- 3) Earn credit for the requirement through AP or transfer (see Prior Learning Assessment and Transfer Alerts offices for details).
- Note:* Students whose SATS fall below 550 must register for ENG 104C. Native English speakers whose SATS fall below 550 or whose TOEFL score is below 79 must take the ESOL program's placement test before registering for an English class. See the Academic Policies section of the catalog for more information.
- The *Writing-Intensive (WI)* requirement is met by successfully completing an approved "W" course. At USM, writing-intensive courses have English Composition as a prerequisite (and are thus distinct from the English Composition course) and are designed to do the following:
- the course takes improvement in student writing as one of its central goals and communicates this focus to students in the syllabus;
 - the course is conspicuously writing-intensive—namely, includes a variety of different types of writing, used for a variety of different purposes;
 - writing is a frequent mode of interaction among students as well as between students and faculty;
 - students are faculty;
 - student writing receives explicit discussion of writing issues and comments;
 - course promotes revision of written work.
- Courses that satisfy the "W" requirement may also carry another letter designation, for example, "ENG 120 HW." The *Quantitative Decision Making (Q)* requirement can be met in one of three ways:
- 1) Pass a locally administered examination (no credit)
 - 2) Successfully complete an approved "Q" course (e.g., MATH 105D, MATH 110D, MATH 120D, PSY 201D, SOC 307D)
 - 3) Pass a CLEP examination in mathematics (see Prior Learning Assessment Office for details).
- Note:* a) Students must meet USM's mathematics readiness requirement before registering for a Quantitative Decision Making course. b) Students in departments that do not specify mathematics requirements should consult their advisors or the Advising Services Office for guidance in selecting a course. c) The *Skills of Analysis (SA)* requirement is met by SOC 101E (6 credits) (e.g., various 100-level PHIL courses or AN 112L, SOC 101E, etc.)
- Note:* Any 100-level PHIL course can be approved by taking any other 100-level PHIL course in accordance with the University Repeat Course Policy.
- Methods of Inquiry/Ways of Knowing**
- The *Five Arts* requirement is satisfied by successfully completing one course in each of the following two areas. The courses must be selected from different departments.
- | | |
|---|-------------|
| 1) An approved (E) history-centered arts course | (3 credits) |
| 2) An approved (G) history-centered arts course | (3 credits) |
- The *Humanities* requirement is satisfied by successfully completing one course in each of the following two areas. The courses must have different prefixes.
- | | |
|--|-------------|
| 1) An approved (H) literature course | (3 credits) |
| 2) An approved (I) other times/other cultures course | (3 credits) |
- The *Social Science* requirement is satisfied by successfully completing two approved (J) social science courses. The courses must be selected from different departments.
- The *Natural Science* requirement is satisfied by successfully completing one approved (K) natural science course and the laboratory course associated with an approved (K) natural science course and the laboratory course associated with an approved (K) natural science course.
- Note:* Natural science majors do not have to take "K" courses outside their major to fulfill the natural science component.
1. The student has primary responsibility for ensuring that s/he or he completes the natural science requirements and the Core curriculum requirements. Undergraduate students should seek advice from the Advising Services Office. Effective with the fall of 1996, students admitted with conditions are expected to complete their minimum proficiency requirements as outlined in their

USM Undergraduate Catalog: 2009-2010, Revised 8.21.09

Transfer Students and the Core Curriculum

- academic support plan. Declined majors should consult their school, college, or department advisors.
2. There can be no more than one overlap between the courses a student takes to fulfill the Core curriculum requirements and the courses that count toward the student's major. "Overlap" is defined in terms of each course's three-letter prefix (e.g., ENG, SOC, WST); that is, a student may take only one course toward the Core that has the prefix of the student's major. (The overlapping Core course may itself also count toward the major or it may just share a prefix with the major.)
 3. The student must satisfy the basic competence requirements in English Composition (Aves C) and Quantitative Decision Making (Aves D) by the time the student completes 60 credits. Students are also strongly encouraged to complete the Skills of Analysis (Aves E) requirement as early as possible. Transfer students with more than 40 credit hours need to check with their academic advisor or their academic dean.
 4. Courses taken to satisfy the Core curriculum requirements may not be taken on a pass-fail basis.
- All transfer students in baccalaureate degree programs are expected to meet the Core curriculum requirements as outlined above. The following guidelines should be noted:
- Basic Competence**
- Transfer students should complete the Basic Competence requirements as early as possible after admission to the University.
- The *English Composition (C)* requirement can normally be partly satisfied by transfer credit for an English composition course. If no such course is available for transfer credit, the student should refer to the other options noted under the Core curriculum requirements. The *Writing-Intensive (W)* can be met by transfer credit where the institution offering the transferred course has an established category of writing-intensive courses or where the student has completed a two-semester sequence in English composition. Students who believe they have the appropriate sequence in English composition that meets USM's writing-intensive (WI) requirement are encouraged to apply for a waiver. Inquiries about an applicable Education, P.O. Box 9300, Portland, ME 04104-9300, or to the applicant, the applicant must identify how the course meets the objectives of USM's writing-intensive courses and provide appropriate documentation. Application for a waiver are reviewed as received by the coordinator, who makes a recommendation to the associate provost for Undergraduate Programs. The associate provost is responsible for making the final determination about the transfer credit.
- The *Quantitative Decision Making* requirement can normally be satisfied by transfer credit for an equivalent mathematics or statistics course. If no such course is available for transfer credit, the student should refer to the other options noted under the Core curriculum requirements.
- The *Skills of Analysis/Philosophy* requirement can normally be satisfied by transfer credit for a course that deals with logic, reasoning, or analytical thinking. If no such course is available for transfer credit, the student should refer to the other options noted under the Core curriculum requirements.
- Methods of Inquiry/Ways of Knowing**
- These requirements can normally be satisfied by transfer credit for courses in each of the areas of the Methods of Inquiry/Ways of Knowing component. The one performance-centered art course, one history-centered arts course, one literature-centered arts course, one other times/other cultures course, one social science course from different departments, and one natural science course, as well as a lab. Subject to specific school/college policies, in general, all CLEP examinations that satisfy coursework in all areas of the Core curriculum can be used to satisfy Core requirements for that year. When a specific requirement cannot be satisfied by transfer credit, upon initial transfer a student's academic advisor should be consulted. The student is expected to take the appropriate courses from the fall term.

USM Undergraduate Catalog: 2009-2010, Revised 8.21.09

Courses Approved to Satisfy Core Curriculum Requirements

In course registration schedules and other publications, courses approved to satisfy Core curriculum requirements are listed by a letter following the course number. Additional Core-designated courses may appear in the course schedule or online schedule for any given semester. Please consult with your advisor regarding the availability of these additional courses. Not all courses are offered every semester or year.

Basic Competence

English Composition

ENG 100C	College Writing
ENG 101C	Independent Writing
ENG 104C	Structured College Writing
ENG 105C	College Writing
HON 100C	Thinking and Writing in Honors
LCC 111C	College Writing: Language and Literacy: Enrichment
LCC 100C	Language and Literacy in a 21st Century World
NSP 100C	Master's Seminars Writing I
NSP 104C	Master's Seminars Writing II
<i>Quantitative/Decision Making</i>	
ESP 200D	Environmental Statistics
GYA 200D	Research Methods
HON 105D	Calculating and Reasoning with Symbolic Representations
LCC 150D	Statistics for Informal Decision Making
MAT 105D	Mathematics for Quantitative Decision Making
MAT 120D	Introduction to Statistics
MAT 140D	Pre-Calculus Mathematics
MAT 148D	Applied Calculus
MAT 152D	Calculus A
MAT 210D	Business Statistics
MAT 211D	Probability
PSY 105D	Statistics in Psychology
SOC 307D	Quantitative Research Methods
<i>Skills of Analysis/Philosophy</i>	
CLA 171E	Erynology for Everyone
CLS 120E	Deductive Logic
ECO 103E	Critical Thinking About Economic Issues
ENG 230E	Literary Studies
ENG 240E	Introduction to Cultural Studies
HUM 210E	Cultural Pedagogies
LCC 200E/W	Critical Inquiry into Modern Life
LCC 202E/W	Reading a Global Ethics
LCC 172E	Reading in the Organization
LCC 370E	Business Ethics in the Organization
LCC 102E	Introduction to Philosophy: Quest for Clarity
PHI 102E	Introduction to Philosophy: Philosophy through Its History
PHI 105E	Introduction to Philosophy: Why Philosophy?
PHI 106E	Introduction to Philosophy: World Philosophy?
PHI 107E	Introduction to Philosophy: Law, Politics and Society
PHI 109E	Introduction to Philosophy: Feminist Perspectives
PHI 110E	Introduction to Philosophy: Philosophical Readings (and Writing)
PHI 111E	Introduction to Philosophy: Feminist Perspectives
PHI 112E/W	Introduction to Philosophy: Symbolic Logic
PHI 205E	Symbolic Logic
SOC 210E/W	Critical Thinking About Social Issues
<i>Five Arts</i>	
Performance-centered arts	
AKT 141E	Fundamental Design I
AKT 141E	Fundamental Design I
AKT 141E	Fundamental Design I
CON 201E	Creative Writing
ENG 202E	Memory and Autobiography

ENG 300F	Fiction Writing
ENG 301F	Poetry Writing
ENG 302F	Poetry Workshop
ENG 303F	Poetry Workshop
ENG 305F	Basic Photography
HUM 307E	Creative Nonfiction
MUS 110E	Fundamentals of Music
MUS 130E	Music Theory I
MUP 101E	Applied Music
MUP 102E	Applied Music
MUP 201E	Applied Music
MUP 202E	Applied Music
MUS 334E	Ethnic Music I
MUS 400E	Southern Maine Symphony Orchestra
MUS 401E	University Chorus
MUS 402E	University Concert Band
MUS 403E	Chamber Singers
MUS 404E	Chamber Singers
MUS 405E	Wind Ensemble
MUS 406E	Music Business Seminar: Acting and Performance
MUS 407E	Acting: Performance
MUS 408E	Contemporary Dance I
MUS 409E	Production Management
MUS 410E	Stagecraft and Lab
THE 136F	Public Speaking
THE 170E	Oral Interpretation
THE 175E	Oral Interpretation
THE 203E	Medical Theatre Dance
<i>History-centered arts</i>	
ART 101G	Approaches to Art
ART 102G	Visual Environment
ART 111G	Art History: Prehistoric through Medieval
ART 112G	Art History: Renaissance to the Present
ART 113G	Thinking About Art
ART 114G	Thinking About Art
ART 115G	Thinking About Art
MUS 100G	Music: Aesthetics and History
MUS 102G	Introduction to Jazz
MUS 103G	Introduction to Jazz
MUS 120G	Music Until 1900
MUS 121G	Classical and Romantic Music
MUS 202G	Music in America
MUS 203G	Music in the 20th Century
MUS 209G	Twentieth Century Music
RUS 293G	Survey of Russian Cinema
THE 101G	Introduction to Drama
THE 351G	Consuming
THE 353G	Dramatic Literature and Theatre History III: Rhetoric to World War II
<i>Humanities</i>	
CLA 233H	Epic Hero in Ancient Literature
CLA 354H	What Would Antigone Do? Tragic Questions, Modern Responses
ECO 105H	A Novel Approach to Economics
ENG 120H/W	Introduction to Literature
ENG 120H/W	Topics in Literature
ENG 150H/W	Contemporary World Thinkers (in English translation)
ENG 281H	The Canon Novel (in English translation)
GER 351H	Introduction to German Literature I
GER 352H	Introduction to German Literature II
HON 202H	Progress, Process, or Permanence
HUM 120H	Introduction to Literature
HUM 213H	Memorial in Literature, Science, and Religion
HUM 223H	Life and Literature after Darwin

*Courses with the COR prefix are interdisciplinary. Prerequisites for all COR courses: English Composition and Skills of Analysis/Philosophy.

COR 119F The Illuminated Autobiography
An introduction to two creative processes, the visual and the literary. The course will explore the means (visual, specialized, and complementary) by which they communicate thematic content, and the transformation through which subjective discovery becomes accessible form. Students will develop a control of structural elements within and between the two disciplines sufficient to write, illustrate, design, and publish a limited autobiographical narrative.
C-3.

COR 121J Introduction to Islamic Civilization
This history course focuses on Islam as a universal religion embracing diverse cultural areas representing some 45 nations. The course will deal with Islam from religious-doctrinal, cultural-artistic, and socio-political perspectives. It begins with a historical survey of the rise and spread of Islam as a religion, examines its basic doctrine, beliefs, and institutions, highlights the cultural manifestations of Islam in art and literature, and deals with its impact on socio-political thought and action. The course ends with an analysis of the phenomenon of Islamic revivalism and fundamentalism in the context of global recovery of Islamic identity, and ongoing crises and conflicts in the Middle East and the Gulf Area.
C-3.

CORWRTM 135I United States Studies I
Drawing on political and economic history, literature and the arts, this course will study the diverse people, events, and ideas that helped shape and define the United States from its inception through the latter part of the nineteenth century.
C-3.

CORWRTM 134I United States Studies II
This course is a continuation of CORWRTM 135I, covering the period extending from the late nineteenth century up to modern times.
C-3.

COR 142J Baseball and American Society: A Journey

This course studies baseball as an American institution. It combines academic study with a journey: from Portland, Maine, through Cooperstown and the Hall of Fame, to Baltimore's Camden Yards. During the bus journey, participants will talk, study, see films, go to ball games at various levels of play, interview players from the past and executives of the present. Some of the topics will include the history and literature of baseball, the Negro Leagues, and the integration of major league baseball.
C-3.

COR 148I Northern Ireland: History, Culture, and Conflict
This course will proceed roughly chronologically from the home rule movement of the late nineteenth century through a series of primary documents that reveal the history, culture, attitudes, and

considerations of the most contested states in the West. Primary materials will include historical and political analysis, government documents, speeches, sermons, songs, wall murals, popular celebrations, films, plays, stories, and poems. The goal of the course will be to gain a comprehensive and integrated understanding of the strife-torn state. The course will include an enhanced writing component and an emphasis on discussion and regular student participation.
C-3.

COR 152J Environmental Issues and Climate
This course focuses on the global environmental issues of climate change. Environmental issues are examined from a number of physical and social/sci-tech/human geography. To understand the environment within a global context, it must be remembered that each culture develops a system of value preferences and orientations. Groups occupying similar geographic habitats or employing similar (or the same) economic systems, but with contrasting value systems, appreciate and use the environment differently.
C-3.

COR 161J Sustainable Lives: 10 Billion People, One Dumpy Rock
This course is an interdisciplinary discussion of what it means to lead more sustainable lives. Students are asked to understand the principles of sustainability, to explore their values, to gain insight into the consequences of consuming population growth and consumer culture, and to make conscious, more environmentally sustainable lifestyle decisions.
C-3.

COR 162J Diversity and/or Globalization
This interdisciplinary course investigates the interplay between forces of convergence (globalization) and the forces of divergence that creates the contemporary world scene. Historical contexts and tensions that have produced differences in the modern world will be discussed. The concept of globalization will be studied as a link between places that reduce differences across geological space. Conversely, globalization can have the effect, in certain circumstances, of reinforcing differences within places. The dynamics of these seemingly conflicting forces form the basis of the course. In addition, the role of the individual in affecting understanding and effecting outcomes in the struggle between globalization and difference will be explored.
C-3.

COR 318H Phenomenology and Poetry: Two Ways of Speaking

This course deals with two modes of creative expression, phenomenology and poetry. The purpose is to help students feel intelligently and sensitively both phenomenological and poetic in order that in both these experiences between the two types of expression. A more far-reaching goal is to increase student understanding of the relationship between art and reality and of the complex nature of that knowledge provided us by the arts.
C-3.

COR 358H Motherhood: Political Institution, Cultural Icon, Defining Experience
This interdisciplinary course examines motherhood from the perspective of cultural studies and political theory. Consideration of historical and cross-cultural depictions of women will challenge the traditional faces and functions of motherhood as they are vari-

ously conceived. Modern psychological theories will be studied in the means by which cultural demands for defining motherhood are currently being prescribed. The manner in which the powers attributed to mothers contribute to the construction of particular politics and practices will also be considered.
C-3.