

Criteria for 300-level Group-satisfying Courses

These courses should:

- introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas. Courses based on specialized subject-matter should also educate students about the larger discipline, rather than focus entirely on a restricted segment of it.

Examples:

1. A biology course might use a specific disease (Mad Cow, for example) to explore the fundamental molecular and genetic principles that explain both the disease and normal cellular function
 2. A history course might deal with a short time period, but use it to illustrate patterns of social interaction that can be generalized.
 3. *Humanities example?*
- educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered. For instance, a course might analyze the design of particular experiments, show how modeling is done and when it is informative, or introduce specific kinds of data analysis. The use of primary sources is encouraged where appropriate – that is, in fields where this information is accessible to a non-specialist.

Examples:

1. The Mad Cow course might examine the experimental logic that led to the heretical idea that proteins, not viruses, cause the disease. Textbooks would be used to present fundamental cellular mechanisms, but students would also read popular science articles (e.g. *Scientific American* articles by the investigators who had key insights) and a few primary research papers to get a sense of the evidence and reasoning behind scientific conclusions.
2. *Social Science example – maybe economics, where use of primary literature is not appropriate?*
3. *Humanities example?*

- encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses. These courses should also employ evaluation methods that measure this high level of understanding.

Examples:

1. The Mad Cow course might ask students to examine other phenomena that appear related (e.g. Alzheimer's Disease and long term memory) and propose specific molecular mechanisms for them.
 2. *Social Science?*
 3. *Humanities example?*
- have a general prerequisite corresponding to the completion of other University-level work. Some upper-division group-satisfying courses may also have specific prerequisites in the form of other courses whose content creates an essential foundation.