

This is a PDF containing all the academic information about Colorado College.

**The Curriculum** - <https://www.coloradocollege.edu/academics/curriculum/>

It's up to you to define your experiences... Paired with our uniquely engaging Block Plan structure, our curriculum creates a rich foundation for unearthing passions and discovering the world. You'll dig in, you'll learn how to learn. With our rigorous but broad requirements, you'll have both ample independence and guidance during your four years here. It excites us that there's no one path to follow and it's safe to say that no semester at Colorado College will bore you.

**Start here**

The Block Plan channels a dynamic campus-wide rhythm where each three-and-a-half-week block will keep you on your toes. Colorado College is unlike anything you've experienced before, but don't worry, we'll help you get the hang of things.

You'll begin your academic endeavor with something we call First-Year Program (FYP), a cornerstone of our curriculum. Your first two blocks will be distinctive and intimate, as you delve in with 15 other first-year students, enjoying and adjusting to in-depth critical thinking, analytic discussion, and intensive writing.

You might find an unexpected interest while fulfilling an all-college requirement, designed to guide your academic choices and push you to immerse yourself across multiple disciplines. When in doubt, discuss your hopes for the future with your academic advisor and FYP mentor.

**An example of a First-Year Block Plan schedule from the 20-21 academic year:**

1-2: First Year Program, CC104 - Critical Inquiry Seminar: The Roads that Lead to Rome:

Critical Studies in Greek and Roman Culture

3: Art 103 - Art Studio Foundations: Drawing

4: Math 117 - Probability & Statistics

J-Block: Theatre 200- Topics in Theatre: The Nakedness of Being

Half Block: Economics 111 - Personal Financial Planning

5: Biology 105 - Biology of Plants

6: Southwest Studies 272 - Cultural Landscapes of the Southwest

7: Computer Science 115 - Computational Thinking

8: Comparative Literature 300 - Topics in Comparative Literature: David Foster Wallace

Your schedule could look something like this or completely different! Be sure to explore all your options.

**All-College Degree Requirements -**

<https://www.coloradocollege.edu/basics/welcome/leadership/policies/all-college-degree-requirements-policy.html>

**Scope**

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Below is a summary of the General Education program requirements and the First Year Foundations that were adopted at the Block 8 2019 faculty meeting to replace the Critical Perspectives and the First-Year Experience Program. These requirements apply to all students entering in Fall 2020 or after. View the full appendix from the Block 8 2019 faculty meeting outlining the adopted requirements in detail.

The General Education program, requiring a minimum of nine blocks of study, calls on students to engage in critical learning broadly through three fundamental components: six blocks of Critical Learning across the Liberal Arts; two blocks of Equity and Power; and three blocks of Critical Engagement through Language. Critical Learning across the Liberal Arts courses falls into six categories: Analysis and Interpretation of Meaning; Creative Process; Formal Reasoning and Logic; Historical Perspectives; Scientific Analysis; and Societies and Human Behavior. Students may not use a single course to meet more than one Learning Across the Liberal Arts requirement or more than one Equity and Power requirement, and must take and pass all General Education courses with a minimum grade of C- or S, with the exception of CC100.

Transfer students are not required to take CC100; credit for other General Education requirements will be determined by the Registrar's Office in consultation with the Committee on Instruction.

I. First Year Foundations (2 blocks): Taken in a student's first two blocks of study at Colorado College, these two courses provide an introduction to disciplinary scholarship, the nature of the liberal arts, and learning on the block. In the first block (CC100), students begin to understand the liberal arts as a specific kind of community comprised of various epistemological and methodological cultures. The goal of this class is to help students understand that different fields of study construct and organize knowledge differently, each with its own paradigms and assumptions. The second block (CC120) builds on the outcomes of CC100 to engage students in understanding the relationship between disciplinary practices and writing. The goal of this class is to help students understand that each discipline operates within specific discourse communities each with its own structures, styles, and forms. In doing so, this sequence provides a foundational framework for the work students will undertake throughout the General Education program at CC.

[1] CC100: Critical Inquiry Seminar; Taken during the first block of study at Colorado College, CC100 fulfills both the learning outcomes associated with the CC100 course and the outcomes of one of the Critical Learning across the Liberal Arts categories. CC100 cannot carry designations for Equity and Power or for more than one Learning Across the Liberal Arts category. It is an inquiry- or problem-driven seminar, grounded in the specific disciplinary practices of the faculty teaching the course. While rooted in the disciplines engaged in the course, it is intended to engage students in broader conversations about the nature of scholarly inquiry in the liberal arts. All incoming first year students are required to take CC100, but they are not required to pass it in order to complete their General Education program.

Curricular goals

Provide students with a critical introduction to the liberal arts as a specific kind of community comprised of various epistemological and methodological cultures;  
Help students understand that different fields of study construct and organize knowledge differently, each with its own paradigms and assumptions;  
Engage students in broader conversations about the nature of scholarly inquiry in the liberal arts.

Learning outcomes

As a result of taking CC100, students will be able to:

Provide examples of ways in which disciplines are rooted in discourses, communities, and/or histories that shape the production of knowledge;  
Articulate how phenomena may be evaluated by several disciplinary perspectives, each with its own paradigms, methods, and vocabularies;  
Describe the ways in which particular identity groups have benefited from or been marginalized by disciplinary practices.

[2.] CC120: First-Year Writing Seminar; CC120 Writing Seminars are intended to help students understand the ways that writing is a way of thinking through and about disciplinary content and the ways in which meaning is created and communicated within a discipline. CC120 courses cannot carry any other General Education designations (such as Equity and Power or Learning Across the Liberal Arts). In CC120 courses, students will build on concepts of critical inquiry introduced in the CC100 Critical Inquiry Seminar to explore the ways in which disciplinary scholars create and transmit knowledge both within and outside of their fields. This course functions as the second foundational block for an entry to a given discipline and makes the processes of scholarly production, the structures, and expectations of disciplinary writing visible. These courses, like the CC100 courses, can be inquiry or topic-based, where students can use a disciplinary case study to gain skills, habits, and processes that will transfer to courses beyond the foundational.

Curricular goals

Examine the contributions of various scholars to a given field, within an established discourse community;  
Examine disciplinary writing practices as they address audience, purpose, form, and convention;  
Examine how writing works to construct knowledge and meaning in a given discipline  
Explore the ways that scholars engage in meaningful/impactful scholarship within a discipline (journals, blogs, news, etc.);  
Discuss individual and collaborative processes of generating scholarship/writing products;  
Model/mirror the process of generating scholarship within a discipline;  
Analyze the various rhetorical approaches to scholarship inside a discipline;  
Explain the research and inquiry methods that are common to the discipline/field;  
Participate in the ongoing dialogue of a discipline through various modes of writing and representation;

Engage with disciplinary writing as an iterative process that depends upon reflection and revision;

Articulate the ways that the approaches to writing differ across disciplines and amongst scholars within those disciplines.

Learning outcomes

As a result of taking CC120, students will be able to:

Articulate how writing processes engage, inform, and relate to disciplinary content;

Describe disciplinary research practices;

Write for the disciplinary audience in the style and form of the discipline.

Optional additional outcome to address an anti-racist curriculum:

Articulate how writing in the discipline privileges and advances particular topics and/or voices, while marginalizing or excluding others.

II. Critical Learning across the Liberal Arts (6 blocks, one in each of six categories): A signature liberal arts education for the 21st century will empower students to engage critically in a range of experiences, inquiries, and practices, reflecting on their own participation and alternative possibilities. We encourage all students to reflect on inquiry and practices across the liberal arts and bring their general education formation into their curriculum of study in their majors and electives.

A course may carry designations for up to two Learning Across the Liberal Arts categories; in this case, the student is responsible for indicating which category they wish to receive credit for. A course may carry designations for one Learning Across the Liberal Arts category and for Equity and Power (US and/or Global); in this case, the student will receive credit for two requirements, Learning Across the Liberal Arts and one category of Equity and Power (student's choice, in the case of a course that carries both Equity and Power designations).

[1.] Analysis and Interpretation of Meaning: In Analysis and Interpretation of Meaning courses, students will explore the many ways in which meaning is created, developed, contested, and transformed. In these courses, students will analyze and interpret texts, objects, or other forms of cultural expression.

Curricular goals

Students will apply practices of interpretation and critical analysis, such as close reading, to various forms of cultural expression, including texts, music, film, or visual and performing arts; Students will examine how various contexts – including structures of power and knowledge – shape the development, interpretation, and reception of various forms of cultural expression; Students will engage with texts or other forms of cultural expression to explore, contest, and create meaning and value.

Learning goals

As a result of taking a course in Analysis and Interpretation of Meaning, students will be able to:

Apply specific theoretical or methodological approaches to interpret, analyze, and/or critically evaluate texts, artistic productions, or other forms of cultural expression;

Explain how multiple contexts shape the development and interpretation of texts, artistic productions, or other forms of cultural expression.

[2.] Creative Process: Creative process constitutes engagement in the generation and development of novel ideas or productions. These courses are designed to offer students an understanding of principles that underlie creative processes and a meaningful experience of creative work. All courses will involve engagement with critical or contextual frameworks, creative experience, and reflection. While some courses might entail the cultivation of a particular art form, other courses might focus on using creative modalities for idea generation and problem-solving in any discipline.

#### Curricular goals

Ask students to engage with research, texts, or other sources that provide a context for understanding creativity;

Involve students in a first-hand creative experience, such as a form or forms of creative expression or problem-solving using creative modalities, and engage processes of collaboration, experimentation, and/or iteration;

Provide opportunities for students to reflect on their own creative experiences and connect them to their critical or contextual understanding of creativity;

Prepare students to bring knowledge and experience of the creative process to their subsequent courses at CC.

#### Learning outcomes

As a result of taking a course in Creative Process, students will be able to:

Discuss, in-depth, frameworks for understanding the creative process;

Reflect meaningfully on what they learned through their creative experiences;

Synthesize critical and contextual knowledge with their own experiences in the creative process.

[3.] Formal Reasoning and Logic: Formal reasoning and logic are concerned with the deductive form of argument where first principles or established facts are used to reach a conclusion.

Logic, therefore, becomes a tool for seeking answers and set of skills for discerning conflicting statements, opinions and ideas.

#### Curricular goals

Students will learn about the logic of deductive reasoning;

Students will learn about the ways in which deductive reasoning guides inquiry;

Students will learn how deduction from first principles or established facts guides the development of key ideas or processes in academic disciplines and interdisciplinary areas;

Students will gain practice in using tools such as mathematics, computer programs, formal logic, or other such areas to carry out deductive reasoning;

Students will reflect upon the methods used in deductive reasoning.

#### Learning outcomes

As a result of taking a course in Formal Reasoning and Logic, students will be able to:

Articulate how deductive reasoning guides inquiry;

Explain how key ideas or processes in one or more particular fields are the results of deduction from first principles or established facts;

Carry out deductive reasoning using formal logic tools, including but not limited to mathematical modeling, computer programming, or philosophical reasoning traditions.

[4.] Historical Perspectives: This category encompasses many pasts and historical traditions. It encourages an awareness of the diversity of experiences and modes of meaning-making across times and places. Potential topics of consideration include continuity and change, multiple conceptions of time and memory, constructions and critiques of historical narratives, comparative histories, power and agency and the formation of identities, and questions of causality.

#### Curricular goals

Introduce students to the processes and claims of historical inquiry;

Examine how historical arguments are constructed;

Reflect on the value of historical inquiry and the complex nature of evidence.

#### Learning outcomes

As a result of taking a course in Historical Perspectives, students will be able to:

Describe one or more processes of historical inquiry;

Articulate how historical arguments are constructed;

Explain the value of historical inquiry;

Evaluate the use of evidence in historical inquiry.

[5.] Scientific Analysis: Scientific literacy requires an understanding of how experimentation, data collection, and systematic observations of phenomena are used to formulate and test hypotheses, identify and predict patterns, and explain phenomena and relationships.

#### Curricular goals

Involve students in the scientific method, including but not limited to formulating a hypothesis, collecting data, and designing a method of testing the hypothesis;

Discuss the theories, techniques, and/or research methods of a given discipline;

Demonstrate how a given method of experimentation and/or data collection influences interpretations and/or conclusions;

Discuss strengths and weaknesses of competing hypotheses given the data available.

#### Learning outcomes

As a result of taking a course in Scientific Analysis, students will be able to:

Formulate a testable evidence-based and/or theory-driven hypothesis;

Design an appropriate method of testing an evidence-based and/or theory-driven hypothesis;

Carry out experiments, observational studies, and/or data collection using the methods of a given discipline;

Use data to evaluate the validity of a hypothesis.

[6.] Societies and Human Behavior: Courses in this category encourage students to grapple with social issues in the contemporary world by engaging with empirical, descriptive, and/or interpretive approaches to human interactions. Potential topics of consideration include human behavior, social patterns, cultural phenomena, agency and constraint, and the relationship between individuals and larger social structures.

#### Curricular goals

Introduce students to how to study societies and cultures;

Critically discuss the nexus of social structures, individual behavior, and cultural contexts;

Encourage reflection on the study of societies and/or human behavior.

#### Learning outcomes

As a result of taking a course in Societies and Human Behavior, students will be able to:

Describe one or more approaches to studying societies and cultures;

Explain the value of studying societies and/or human behavior;

Describe how social structures, cultural contexts, and individual agents intersect with each other.

III. Equity & Power (2 blocks): Engaging questions of equity and power, in both U.S. and global contexts, is essential to a liberal arts education. Courses that fulfill this requirement expect students to examine how systems of power create and shape notions of self, relations with others, access to resources and opportunities, and the production of knowledge. In these courses, students develop analytical and interpretive tools and/or reflective habits and interpersonal skills for thinking critically about how inequities are produced, reinforced, experienced, and resisted. Two courses (2 blocks) fulfill the requirements for Equity and Power credit, one in U.S. and one in Global context. Each Equity and Power course may also meet a Critical Learning across the Liberal Arts requirement.

#### Curricular goals

Students will gain an understanding of social, political, cultural, epistemological and/or economic forces that have produced and/or now sustain multiple forms of inequalities and their intersections;

Students will identify, analyze, and evaluate the ways in which individuals and groups have unequal experiences, social positions, opportunities or outcomes based on the intersections of race, indigeneity, caste or class, citizenship, gender, gender identity, sexuality, size, (dis)ability, religious practices, belief systems, or other dimensions of difference;

Students will seek to identify and challenge their implicit biases and assumptions while learning to participate respectfully and productively in potentially uncomfortable discussions about equity and power and their position in relationship to others.

#### Learning outcomes

As a result of taking a course in Equity and Power, students will be able to:

Describe the relationship between power and inequality;

Describe one or more ways that a form of inequality, such as racism, is reproduced over time;

Describe how the social identity, historical context, or cultural context of a writer, artists, scientist, or other worker influences the work they do;

Describe their own positionality with regard to one or more systems of inequality.

IV. Critical Engagement through Language (3 blocks):

One block of CC120 (see above)

Two blocks of Language Study at the College Level

[1.] Language Study at the College Level (2 blocks): Language Study at the College Level develops language skills along with an essential awareness and knowledge of diverse linguistic traditions and cultural contexts. Language study is a critical means of promoting diversity and inclusion and of understanding a wide range of human experiences, both throughout history and across contemporary societies.

Curricular goals

Courses will develop in students an awareness of different linguistic systems and how these systems reflect different worldviews;

Courses will introduce students to the challenges to, cultural and linguistic diversity;

Courses will teach students to communicate effectively in and engage with the target language.

Learning outcomes

As a result of taking a course in Language Study at the College Level, students will be able to:

Describe how elements of one or more worldviews common to a society appear within the language spoken by that society;

Articulate the value of cultural and/or linguistic diversity;

Demonstrate language skills in one of the following ways:

Respond successfully to written prompts in the target language;

For spoken languages, respond successfully to spoken prompts in the target language;

Express a feeling, thought, or idea in writing in the target language;

For spoken languages, express a feeling, thought, or idea orally in the target language.

Clarifications

Students who wish to take languages not offered at Colorado College:

The faculty welcomes the study of languages not offered at the College, but like any other course transferred to CC from elsewhere, such courses must be reviewed and evaluated for credit. The interdisciplinary program in Southwest Studies, for example, accepts indigenous languages to satisfy their major requirements.



Students who transfer in one unit of language not offered at Colorado College may take one block of another language offered at the College.

For purposes of translating the degree requirement codes for the General Education designations, please use the following table:

General Education Requirements: Critical Learnings & Equity and Powers (Fall 2020- newer)

Code

Description

AIM

Critical Learning across the Liberal Arts: Analysis and Interpretation of Meaning

CP

Critical Learning across the Liberal Arts: Creative Process

FRL

Critical Learning across the Liberal Arts: Formal Reasoning and Logic

HP

Critical Learning across the Liberal Arts: Historical Perspectives

SA

Critical Learning across the Liberal Arts: Scientific Analysis

SHB

Critical Learning across the Liberal Arts: Societies and Human Behavior

EPUS

Equity and Power: U.S. Context

EPG

Equity and Power: Global Context

## CEL/LANG

Critical Engagement through Language: Language

## CEL/WI

Critical Engagement through Language: Writing

The following requirements were unaffected by the changes adopted at the Block 8 faculty meeting and remain in effect for all students entering 2018 or after.

V. Students must satisfactorily complete a major course of study. No major may require more than 14 units in any one department and no more than 16 overall (including prerequisites). In departmentally based majors, the two units beyond the 14-unit limit can be courses outside the department or adjunct courses. There are more than 40 possible majors at Colorado College, including a major of the student's own design, the Independently Designed major. Students at Colorado College may complete a double major. The following rules must be observed:

The two majors may be from traditional departmental majors or an interdisciplinary major and a departmental major as long as the latter is not a discipline making up part of the interdisciplinary major.

Both departments must approve the option.

In no case may more than three courses within the majors overlap.

The student must have an advisor in each major.

The student must complete all-college requirements.

The completed major(s) will be recorded on the student's official transcript.

VI. A cumulative grade point average (GPA) of at least 2.0.

Courses taken at other institutions will be granted as much equivalent credit as deemed appropriate by the Registrar's Office.

VII. All students must complete 32 units of credit to qualify for a Colorado College B.A. degree. Those students who have two units or less to complete toward their 32 units (in both all-college and the major requirements) may be allowed to march in Commencement ceremonies without receiving a diploma. There are no exceptions and no appeals to this policy. As described below, a specified number of the 32 units must be taken in residence, here at Colorado College, or through Colorado College programs and exchanges, including the ACM semester programs, detailed elsewhere in this catalog.

The following rules apply to the academic residence requirement:

Students who enter Colorado College as first-semester, first-year students must complete 24 units at Colorado College or Colorado College programs and exchanges, including the ACM semester programs. Transfer students are required to complete a minimum of 16 units at

Colorado College or Colorado College programs and exchanges, including the ACM semester programs.

All Colorado College students are required to complete their last eight units at Colorado College, except for students participating in Colorado College programs and exchanges, including the ACM semester programs. Students who have completed 16 units at Colorado College may petition to the Dean's Advisory Committee to waive up to four units of the eight-unit rule.

Because different departments have their own residence requirements for their major, students should consult their major department before conducting any off-campus study in their major. These policies should not be confused with residential life policies regarding college housing.

VIII. In extended-format courses, students may take no more than one extended-format course per semester (one-half unit) and one extended-format course spanning the year (one unit) unless the Dean of the College grants permission for an overload.

IX. In each adjunct course, students may earn one-quarter unit toward their degree requirement for each semester of work. Students may take no more than three adjunct courses per semester unless the Registrar's Office grants permission for an overload. In no case may students count more than two total units of adjunct credit towards the general education degree requirements.

The following requirements apply to all students entering in Fall 2018 and prior to Fall 2020.

The Bachelor of Arts degree is earned upon fulfillment of the conditions described below. Students must satisfactorily complete 32 units of academic credit.

I. Students must satisfactorily complete a major course of study. No major may require more than 14 units in any one department and no more than 16 overall (including prerequisites). In departmentally based majors, the two units beyond the 14-unit limit can be courses outside the department or adjunct courses. There are more than 40 possible majors at Colorado College, including a major of the student's own design, the Independently Designed major. Students at Colorado College may complete a double major. The following rules must be observed:

The two majors may be from traditional departmental majors or an interdisciplinary major and a departmental major as long as the latter is not a discipline making up part of the interdisciplinary major.

Both departments must approve the option.

In no case may more than three courses within the majors overlap.

The student must have an advisor in each major.

The student must complete all-college requirements.

The completed major(s) will be recorded on the student's official transcript.

II. Completion of the Critical Perspectives requirements: Global Cultures (1 unit); Social Inequality (1 unit); Scientific Investigation of the Natural World (2 units, including at least one lab or field course); Quantitative Reasoning (1 unit). Courses may meet more than one designation (for example, a course may be designated both "Social Inequality" and "Global Cultures") but

students must choose one designation or the other, except in the case of “Quantitative Reasoning,” which may be fulfilled along with any of the other Critical Perspectives requirements. Courses of one-half unit credit and independent study and reading courses do not count toward Critical Perspectives requirements.

[1] Critical Perspectives: Global Cultures courses focus primarily on the study of non-Western societies, or some aspects of them, including by means of intensive study of a non-Western language.

[2] Critical Perspectives: Social Inequality courses focus primarily on how inequality — with respect to nationality, race, ethnicity, gender, class, and/or sexuality — is produced, reproduced, experienced, and resisted. They analyze critically the social and cultural differences, traditions, and experiences of marginalized or subjugated populations in the United States or globally, investigating the social, political, economic, cultural, psychological, and/or historical processes that shape the emergence and status of such populations. In so doing, these courses may examine such matters as the nature of power and domination, political economy, social justice movements, identity formation, and/or cultural and artistic productions.

[3] Critical Perspectives: Scientific Investigation of the Natural World enhances students’ understanding of the natural world and of the methods central to modern science. It gives students opportunities to explore the broader earth system and universe, a sphere of inquiry that includes but is not limited to humans. In a world influenced by science and technology, informed citizens need to be familiar with the distinctive ways of thinking characteristic of the sciences and need to cultivate skill in quantitative reasoning. These courses will meet the description of the preceding paragraph and will accomplish some combination of the following:

Explicitly address the nature of the scientific method;

Give students direct experience in the gathering and analysis of scientific data;

Emphasize the use of quantitative reasoning;

Introduce the foundations and principles of scientific knowledge;

Enhance scientific literacy.

At least one of the two units must involve significant laboratory or field experience.

[4] Critical Perspectives: Quantitative Reasoning courses develop students’ ability to work with and interpret numerical data, to apply logical and symbolic analysis to a variety of problems, and/or to model phenomena with mathematical or logical reasoning.

III. Two blocks (or equivalent) of college-level language.

Colorado College believes that learning a language gives any student an important intellectual experience of cultural difference. A student may learn about other cultures in a variety of ways, but we believe interpreting and expressing individual experience and cultural values in another language is necessary for enhanced international and multicultural awareness. This requirement reflects the conviction that a liberal education is incomplete when it includes no language study. Learning a language other than one’s native tongue is not equivalent simply to acquiring a tool

for practical use. It is a means to enter fully and directly into the vital perspectives and unique workings of another culture. In addition, language study helps students understand grammar, enhances vocabulary, and significantly supports general literacy.

The language requirement, which may not be fulfilled with adjunct courses, may be fulfilled in two ways:

Two units in any of the languages offered at Colorado College.

An acceptable language program at any accredited college or university, in any non-English language, equivalent to two units of language at Colorado College, if approved by the Registrar's Office.

For purposes of translating the degree requirement codes for the All-College designations, please use the following table:

All-College Requirements: Critical Perspectives (Spring 2020-older)

Codes

Description

CP:G

Critical Perspectives: Global Cultures

CP:S

Critical Perspectives: Social Inequality

CP:Q

Critical Perspectives: Quantitative Reasoning

CP:I

Critical Perspectives: Scientific Investigations of the Natural World Inquiry

CP:L

Critical Perspectives: Scientific Investigations of the Natural World Lab

WI

Writing Intensive

WD

Writing in the Discipline

LANG

Foreign Language

IV. First-year Experience (FYE) — A two-block course required of all first-year students addressing issues likely to stimulate debate and including critical reading, effective writing, and a research project.

V. Students entering in the Fall 2017 will receive writing evaluations in the FYE program.

Students receiving a writing evaluation of "needs work" in an FYE class will complete at least one Writing Intensive or writing adjunct (GS 201, GS 257, or GS 260) course prior to their fourth semester on campus. (See the Writing Program section for more information.)

VI. A cumulative grade point average (GPA) of at least 2.0.

VII. Courses taken at other institutions will be granted as much equivalent credit as deemed appropriate by the Registrar's Office.

VIII. All students must complete 32 units of credit to qualify for a Colorado College B.A. degree. Those students who have two units or less to complete toward their 32 units (in both all-college and the major requirements) may be allowed to march in Commencement ceremonies without receiving a diploma. There are no exceptions and no appeals to this policy. As described below,

a specified number of the 32 units must be taken in residence, here at Colorado College, or through Colorado College programs and exchanges, including the ACM semester programs, detailed elsewhere in this catalog.

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All Colorado College students are required to complete their last eight units at Colorado College, except for students participating in Colorado College programs and exchanges, including the ACM semester programs. Students who have completed 16 units at Colorado College may petition to the Dean's Advisory Committee to waive up to four units of the eight-unit rule.

Because different departments have their own residence requirements for their major, students should consult their major department before conducting any off-campus study in their major.

These policies should not be confused with residential life policies regarding college housing.

IX. In extended-format courses, students may take no more than one extended-format course per semester (one-half unit) and one extended-format course spanning the year (one unit) unless the Dean of the College grants permission for an overload.

X. In each adjunct course, students may earn one-quarter unit toward their degree requirement for each semester of work. Students may take no more than three adjunct courses per semester unless the Registrar's Office grants permission for an overload. In no case may students count more than two total units of adjunct credit towards the general education degree requirements.

### **Majors & Minors - <https://www.coloradocollege.edu/academics/dept/majors/>**

CC's breadth of educational options distinguishes us from many other schools. You'll eventually focus on at least one academic discipline in-depth, but you'll have more than 80 majors, minors, and specialized programs to choose from. If you want to concentrate on more than one department, there are several combined or distributed majors, and even a self-defined major. If you decide to focus on significant themes from several disciplines, opt for a thematic minor. If you'd like to learn more about a major or program, feel free to browse the academic department websites.

### **Anthropology -**

**<https://www.coloradocollege.edu/academics/curriculum/catalog/departamental/anthropology/index.html>**

Anthropology offers an expansive outlook on human life through time and across space. The anthropology major prepares students for a variety of careers across numerous fields, including but far from limited to academia. Majors are exposed to all four subfields of American anthropology: 1) archaeology, which focuses on the material cultures and peoples of the past; 2) biological anthropology, which examines the evolution of human biology and behavior, stressing the influence of culture on evolution; 3) linguistic anthropology, which addresses both the formal complexity of linguistic systems and the role that language plays in the regulating and

negotiating of social life; and 4) socio-cultural anthropology, which stresses contemporary peoples, combining ethnography and cross-cultural comparison to portray the variability of human value systems, practices, and organization.

## Major Requirements

### Major

Students majoring in anthropology must complete a minimum of twelve (12) units of course work, including the following requirements:

Two required, discipline-wide courses:

- AN215 Anthropological Theory (taught in the fall)
- AN315 Senior Capstone Seminar in Anthropology (taught in the spring)

Two Courses with the Department's "Methods" designation\*

An additional 10 units of course work in the department\*\*, distributed in the following categories:

- A minimum of one course in each of the 4 subfields (archaeological, biological, cultural, and linguistic anthropology). Cross-listed courses taught by faculty from other departments cannot satisfy the subdiscipline distribution requirement.
- At least three anthropology courses at the 300-level (in addition to [AN315](#). Note: all 300-level courses have prerequisites; 2-block courses count as one course, but two units in the major)
- At least two "Methods"
- [AN450 Capstone Research in Anthropology](#) cannot substitute for 300-level courses.
- Students must achieve a grade of C- or higher for credits to count towards the minor.

All Seniors must submit a [Senior Capstone Project](#).

Major requirements may be satisfied by no more than:

- two units of off-campus credit
- two units of AN400 Independent Research in Anthropology or AN450 Capstone Research in Anthropology
- two cross-listed units taught by non-departmental faculty (e.g. ethnomusicology, political ecology, ethnography, religion, Race, Ethnicity, and Migration Studies (RM), or SW studies, etc.). Crosslisted courses cannot satisfy the subdiscipline distribution requirement unless they are taught by departmental faculty.

Note: The department awards Distinction in Anthropology to students who present evidence of distinguished work. Consult page 14 for guidelines.

## Minor Requirements

### Minor

A minor in anthropology will consist of a minimum of five units of course work, to include the following:

- Courses in (at least) two of the four major subdisciplines (biological, cultural, archaeological, and linguistic anthropology-[see list of courses table](#)) as described in the major requirements.
- At least one course at the 300 level.

- Independent research courses ([AN400](#) and AN450) may not be counted toward the minimum five units of the minor.
- Minor requirements may be satisfied by no more than:
  - one cross-listed course unit taught by non-departmental faculty (e.g. ethnomusicology, political ecology, ethnography, religion, RM or SW studies, etc.).\*\*
  - one unit of off-campus credit.
- Students must achieve a grade of C- or higher for credits to count towards the minor.

\*See page 6.

\*\* The Anthropology Department allows majors to earn up to two (2) credits, and minors one (1), from [off-campus study programs](#) to count towards the degree. We accept a broad array of (C), or Cognate, courses for a single credit, assuming the coursework undertaken while off-campus includes at least one course with an anthropological/cultural/societal dimension to it. A second course towards the major requires the proposed be a course focused on disciplinary anthropology's thought and content (A). Courses taken off-campus are taught at the 300-level or above will transfer back to the department only at the 200-level to prevent off-campus study from replacing advanced study on campus. Students should submit course approval requests via Summit, which can be accessed at any time before or during your off-campus study. Please upload complete information about the course; you should also save syllabi and papers from your courses overseas, in case there are any additional questions when you get back to campus.

A—Anthropology Course. Serves for a 1st or 2nd course unit one of 12 major / 5 minor course units at the 200-level; does not fulfill subfield distribution. C—Cognate course. Serves for 1st but not a second 2nd off-campus credit, 208 topics, may fulfill a subfield requirement.

## Courses

### Anthropology

[AN100 - Human\Being Anthropological Perspectives - 1 unit](#)

[AN101 - Paleofantasies and Other Narratives of Human Evolution - 1 unit](#)

[AN102 - Cultural Anthropology - 1 unit](#)

[AN105 - Language and Culture - 1 unit](#)

[AN123 - American Sign Language I - .25 unit](#)

[AN124 - American Sign Language I - .25 unit](#)

[AN185 - The Rio Grande River: Multi-Cultural Perspectives on Hist - 1 to 2 units](#)

[AN201 - Human Evolution - 1 unit](#)

[AN202 - Human Biological Variation - 1 unit](#)

[AN204 - The Body: Anthropological Perspectives - 1 unit](#)

[AN206 - Doing Ethnography - 1 unit](#)

[AN207 - Primate Behavior, Ecology and Conservation - 1 unit](#)

[AN208 - Topics in Anthropology: - 1 unit](#)

[AN210 - Anthropology and the History of Ideas - 1 unit](#)



AN212 - The Language of Racism - 1 unit

AN215 - Anthropological Theory - 1 unit

AN217 - Precolumbian Civilizations of Mesoamerica - 1 to 2 units

AN219 - Archaeology of the North American Southwest - 1 unit

AN220 - Doing Archaeology - 1 unit

AN221 - Topics in Ethnomusicology: - 1 unit

AN225 - Historical Archaeology - 1 unit

AN227 - Collapse and Sustainability of Past Societies - 1 unit

AN235 - Global Health: Biosocial Perspectives - 1 unit

AN237 - African Descendants in the Caribbean and Latin America - 1 unit

AN238 - Gender and Sexualities in Latin American and the Caribbean - 1 unit

AN239 - Gender Diversity Across Cultures - 1 unit

AN242 - The Anthropology of Food - 1 unit

AN243 - Hispanic Folklore of the Southwest - 1 unit

AN245 - Popular Culture - .5 or 1 unit

AN256 - Language Socialization - 1 unit

AN258 - Introduction to Linguistics - 1 unit

AN259 - Native Peoples of the Southwest - 1 unit

AN260 - Language & Gender - 1 unit

AN262 - Studying Language as Social Action - 1 unit

AN270 - Anthropocene - 1 unit

AN301 - Human Osteology - 1 to 2 units

AN302 - Human Ecology and Biology - 1 unit

AN306 - Primatology - 1 to 3 units

AN308 - Topics in Anthropology: - 1 unit

AN311 - Language in Culture and Mind: Cognitive Anthropology - 1 unit

AN315 - Senior Capstone - 1 unit

AN320 - Field Archaeology - 1 to 2 units

AN321 - Rio Grande - Culture, History and Region - 2 units

AN322 - Archaeological Field Methods - 1 to 1.5 units

AN326 - Religion & Ritual - 1 unit

AN328 - Climate and Human Behavior - 1 unit

AN330 - Evolutionary Medicine - 1 unit

AN333 - Evolution of Human Life Histories - 1 unit

AN371 - Culture Contact and Writing Cultures - 1 unit

AN376 - Culture and Power: Political Anthropology - 1 unit

AN377 - Living in the Material World--Economic Anthropology - 1 unit

AN380 - Community-Based Field Course: - 1 unit

AN400 - Independent Research in Anthropology - 1 unit

## Art -

<https://www.coloradocollege.edu/academics/curriculum/catalog/departmental/art/index.html>

The art major at Colorado College offers an integrative approach to studying the history and practice of art, architecture, design, and museum studies. The major introduces a wide variety of liberal arts students to the history of art and provides opportunities to experience the power of creative processes through making. Our program is structured to ensure that all majors experience the practice of creating art and are capable of thoughtful analysis of the visual language of works of art. We hope to prepare our majors for graduate study or careers in the visual arts, but the art major also develops visual, analytical, and written skills that qualify students for careers in areas other than the arts.

Students choose one of four areas of concentration when they declare the major:

Art History

Art Studio

Design Studies

Museum Studies

Nonetheless, we require all majors to demonstrate their holistic understanding of the relationships between works of art and their historical and technical contexts. Therefore, the major requires students to take courses in both art history and art studio regardless of area of concentration.

Students must declare the major and area of concentration by the end of their sophomore year. It is imperative that each student's course of study be developed in close consultation with an advisor and approved in advance.

The senior capstone requires majors to undertake serious and substantive independent work that results in a capstone project. Students must identify a topic of interest, examine a specific problem and carry out independent research and analysis over an extended time. The results of this process are expressed through a written paper, exhibition, project, or other body of work.

"Distinction in Art" is granted by vote of the art faculty to graduating seniors who have done consistently excellent work in all Art Department courses, contributed to departmental activities and presented an outstanding senior project.

The Art Department maintains an active program of events including visiting artists, speakers, workshops, etc. that enrich our classes and also help draw the attention of the campus community to the visual arts. The Department collaborates regularly with the Fine Arts Center, Arts and Crafts, CC Mobile Arts, Creativity & Innovation, and a variety of other departments and programs. In addition, when feasible, during Senior Seminar, all senior art majors spend a week in New York City with faculty visiting museums, galleries, artists' studios, and meeting with

alumni. We also offer regular field trips and courses abroad in Europe, Asia, and elsewhere. The income from the department's endowment, the Harold E. Berg Fund, supports these programs.

## CONCENTRATIONS IN ART

### Art History

The Art History concentration introduces students to the artistic achievements of human civilizations by studying the visual arts of a variety of cultures in depth. In the process students will develop a sensitivity to the visual environment. The study of art history incorporates intellectual, social, economic and political history, thus offering a vivid and tangible introduction to the history and achievements of human culture. Our program is structured to ensure that majors have a general knowledge of art history and are capable of thoughtful analysis of the visual languages of art. All art history courses emphasize developing skills in research and writing. Art history provides a solid intellectual foundation for students with a variety of interests.

### Art Studio

The Art Studio concentration emphasizes the fundamentals of the visual arts while introducing students to a wide range of traditional techniques, new technologies, experimental practices and visual theory. Through direct experience, students build a technical skill set and a general knowledge of the visual arts that provide the foundation for undertaking a deeper creative investigation in their capstone projects. During their studies, students build confidence in technical and creative problem solving, visual analysis and critical discussion. The experience is enriched by numerous visiting artist lectures, workshops and extended field trips. We strive to graduate majors who are prepared for future creative work and have a sensitivity to the visual arts that will inform their lives whether or not they choose to pursue further study or careers in the arts.

### Design Studies

The Design Studies Concentration in the Art Major focuses on design principles as they relate to real world problems and issues. Includes such fields as architecture, community engagement, environmental design, graphic design, product design, and other subjects depending on student interest. It is not a narrowly pre-professional major, but rather, provides students with a strong foundation in the visual arts supplemented with coursework intended to prepare them to use their visual skills in solving problems, communicating ideas and engaging with social and political issues.

### Museum Studies

The Museum Studies concentration introduces students to the theories and practices of the museum while offering a humanistic lens through which they may understand the arts in relation to history, culture, and society. The concentration explores the museum (and art museums in

particular) as a site for the construction, interpretation, and dissemination of knowledge and identity, and as a space for in-depth examination of issues in today's society. Coursework is supplemented by visitors from a broad range of museum backgrounds. Students will have regular opportunities to engage with the museum at the Colorado Springs Fine Arts Center at Colorado College.

### Major Requirements

A student majoring in Art may concentrate in art history, art studio, design studies, or museum studies. Students must complete at least 11 units in the Art major.

### Art History Concentration

The Art History Concentration consists of 7 units of art history, 2 units of art studio, and a two-unit senior capstone. The 7 art history courses must include one 300-level course. In their senior year, students take a two-block senior capstone (AH412 Senior Seminar and AH415 Senior Capstone).

### Art Studio Concentration

The Art Studio Concentration consists of 7 units of art studio, 2 units of Art History, and a two-unit senior capstone (AS411 Senior Studio Seminar). Selected courses may be repeated for credit with consent of instructor.

### Design Studies Concentration

The Design Studies Concentration consists of 7 units of art studio, 2 units of art history, and a two-unit senior capstone. Students selecting the Design Studies concentration must include the following courses in their studio units: AS103 Art Studio Foundations: Drawing or AS102 Art Studio Foundations: 2-D Design; AS114 Art Studio Foundations: 3-D Design; and AS212 Design Workshop. The 4 additional units of studio within the Design concentration should be chosen in consultation with the students' major advisor. In their senior year, students take a two-block senior capstone experience (AH412 or AS411 Senior Seminar and AS411 or AH415 Senior Capstone).

### Museum Studies Concentration

The Museum Studies Concentration consists of MS247 Introduction to Museum Studies, 2 additional units of museum studies courses, 4 units of art history, 2 units of art studio, and a two-unit senior capstone experience (AH412 Senior Seminar and AH416 Senior Capstone).

### Other Information

AP credit in art history cannot be counted towards the major, but students who receive AP credit may, in consultation with the department, substitute upper-level courses for an introductory

survey. Students who receive a score of 5 on the art history AP exam may receive one unit of general studies credit.

### Minor Requirements

The Art Department offers two minors, one in art history and one in studio art.

#### Art History Minor (Six units)

The art history minor consists of six units: five art history units--at least three at the 200 or 300 level--and one unit of studio art (at the 100 level or at a more advanced level with the permission of the instructor). Only Colorado College courses may count towards the minor, which is open only to non-art majors. The introductory courses provide a broad chronological and geographical introduction, with some methodological focus. More advanced classes encourage concentrated and/or comparative study in one or more areas or periods. The unit of studio art is in keeping with the philosophy of the Art Department that serious study of art history must involve some direct experience of studio art.

#### Art Studio Minor (Six units)

The art studio minor consists of six units: five studio art units and one unit in art history. Three of the studio art units must be above the 100 level. Only Colorado College courses may count towards the minor, which is open only to non-art majors. The initial 100-level units provide both a conceptual and technical introduction to studio practices. The remaining units allow the student to investigate specific disciplines, such as painting, sculpture, photography, or printmaking, at a more advanced level. The unit of art history is in keeping with the philosophy of the department that serious study of studio art must involve some knowledge of art history.

## Courses

### Art History

[AH101 - Global Introduction to Art History - 1 unit](#)

[AH105 - Studying Art History: - 1 unit](#)

[AH111 - History of Architecture - 1 to 2 units](#)

[AH112 - The Western Tradition from Ancient to Modern Times - 1 to 2 units](#)

[AH113 - Introduction to Asian Art - 1 to 2 units](#)

[AH115 - The Western Tradition from Ancient to Early Renaissance - 1 unit](#)

[AH116 - The Western Tradition from High Renaissance to Modern Times - 1 unit](#)

[AH118 - History of Photography - 1 unit](#)

[AH120 - Global Architecture I: Pyramids to Cathedrals 3000 BCE-1400 CE - 1 unit](#)

[AH121 - Global Architecture II: The Taj Mahal to the 21st Century - 1 unit](#)

[AH125 - Art and the Museum in the 20th Century - .75 units](#)

AH150 - Representations and Realities: Art and History in Europe: Ancient to Modern Art & Culture - 2 units

AH168 - Global Exchange in Art: 15th to 20th Century - 1 unit

AH180 - Native American Art - 1 unit

AH200 - Topics in Art History: - 1 unit

AH202 - Art & the Landscape - .5 to 1 unit

AH203 - Women in Art - 1 unit

AH204 - Modern Architecture - 1 unit

AH207 - Greece & Rome - 1 unit

AH208 - Byzantine Art - 1 unit

AH209 - Late Antiquity: Imperial Rome, Mystery Religions, Judaism, Christianity and Islam - 1 unit

AH210 - Islamic Art - 1 unit

AH211 - Medieval Europe - 1 unit

AH221 - Art of the Renaissance - 1 unit

AH231 - Art in the Global Early Modern Era - 1 unit

AH232 - Art of the Dutch Republic - 1 unit

AH235 - Dante and Michelangelo: From Renaissance Alpha to Omega - 1 unit

AH240 - 19th Century French Art (taught in Paris) - 1 unit

AH241 - Art and Revolution: Europe in the Nineteenth Century - 1 unit

AH243 - The Birth of Modernism - 1 unit

AH245 - American Contemporary Art: 1945-1990 - 1 unit

AH248 - American Art - 1 unit

AH254 - The Art of China - 1 unit

AH255 - The Art of Japan - 1 unit

AH261 - Theories, Methods and Practices in Art - 1 unit

AH265 - China/Europe/Japan: Art and International Trade 1550-1800 - 1 unit

AH275 - Art in Context: - 1 unit

AH342 - Turn of the Century Art in London, Paris and Vienna - 1 unit

AH345 - Special Topics in Art History: - 1 unit

AH348 - Approaches to Caravaggio - 1 unit

AH412 - Senior Seminar - 1 unit

AH413 - Special Problems in Art History - .5 to 2 units

AH414 - Special Problems in Art History - .5 to 2 units

AH415 - Senior Capstone in Art History - 1 unit

AH416 - Senior Capstone in Museum Studies - 1 unit

## Art Studio

AS102 - Art Studio Foundations: Two-Dimensional Design - 1 unit

AS103 - Art Studio Foundations: Drawing - 1 unit

AS110 - Art Studio Foundations: Topics: - 1 unit

AS111 - Art Studio Foundations: Fiber Arts. - 1 unit

AS112 - Introduction to Drawing: Landscape Immersion - .75 units

AS114 - Art Studio Foundations: Three-Dimensional Design - 1 unit

AS120 - Drawing the Winter Landscape - .5 unit

AS126 - Letterpress Poster Workshop - .5 unit

AS201 - Printmaking - 1 unit

AS203 - Advanced Drawing - 1 unit

AS205 - Painting - 1 unit

AS207 - Technical Drawing - 1 unit

AS210 - Intermediate Topics in Studio Art - 1 unit

AS211 - Fiber Arts - 1 unit

AS212 - Design Workshop - 1 unit

AS214 - Sculpture - 1 unit

AS215 - Off Campus Topics in Studio Art - 1 unit

AS216 - Topics in Printmaking: - 1 unit

AS218 - Topics in Sculpture - 1 unit

AS220 - Photography - 1 unit

AS221 - Topics in Photography: - 1 unit

AS226 - Book & Book Structure - 1 unit

AS261 - Theories, Methods, and Practices in Art - 1 unit

AS301 - Advanced Printmaking - 1 unit

AS305 - Advanced Painting - 1 to 2 units

AS310 - Advanced Topics in Studio Art: - 1 unit

AS313 - Special Studio Problems: - .25 to 1 unit

AS314 - Advanced Sculpture - 1 unit

AS315 - Advanced Off Campus Topics in Studio Art: - 1 to 2 units

AS317 - Advanced Photography - 1 unit

AS321 - Photography II - 1 unit

AS401 - Special Studio Problems: - .5 unit

AS411 - Senior Studio Seminar - 1 unit

AS501 - Special Studio Problems: - 1 unit

AS502 - Special Studio Problems: - 1 unit

## Museum Studies

MS222 - Topics in Museum Studies: - 1 unit

MS247 - Introduction to Museum Studies - 1 unit

MS250 - Museum Practicum - .5 or 1 unit

MS273 - Museum Collections Management: History, Ethics, and Practice - 1 unit

## **Asian Studies -**

<https://www.coloradocollege.edu/academics/curriculum/catalog/interdisciplinary/asian-studies/index.html>

Colorado College offers an interdisciplinary major and minor in Asian Studies. Both the major and minor are supported by a range of courses on the arts, histories, languages, cultures, and politics of the region and in Asian diaspora communities.

### **Major Requirements**

In addition to the general college requirements, a major in Asian Studies must complete 12 units total as specified in the one of three tracks specified below

### **East Asia Track Requirements**

1 unit of an introductory course about Asia: PA 117 "Intro to Asian Art", PA 110 "World War II in Asia", CC 120 "Contemporary Asian Cultures" or other 100 level courses approved by the program.

PA 290 Studying Asia

PA 406 Senior Seminar

PA 400 Thesis/Independent Study

2 units of Chinese or Japanese

Electives (6 units). A course may count for more than one category:

2 additional units of either Chinese or Japanese may count as electives

1 unit in the Global Asia or South Asia track

1 300-level course

At least one course from each of these three clusters/categories:

i)Literature & Arts

(East Asian Languages, English, Dance, Music, Theatre)

ii)Humanistic inquiry

(Philosophy, Religion, Art History)



iii)Social Science inquiry

(Anthropology, History, Politics, Economics, Sociology, Psychology)

#### South Asia Track Requirements

1 unit of an introductory course about Asia: PA 117 "Intro to Asian Art", PA 110 "World War II in Asia", CC 120 "Contemporary Asian Cultures" or other 100 level courses approved by the program.

PA 290 Studying Asia

PA 406 Senior Seminar

PA 400 Thesis/Independent Study

Electives (8 units). A course may count for more than one category:

Students may transfer 2 to 4 units of relevant language study from an accredited institution

1 unit in the Global Asia or East Asia track

1 300-level course

At least one course from each of these three clusters/categories:

i)Literature & Arts

(East Asian Languages, English, Dance, Music, Theatre)

ii)Humanistic inquiry

(Philosophy, Religion, Art History)

iii)Social Science inquiry

(Anthropology, History, Politics, Economics, Sociology, Psychology)

#### Global Asia Track Requirements

1 unit of an introductory course about Asia: PA 117 "Intro to Asian Art", PA 110 "World War II in Asia", CC 120 "Contemporary Asian Cultures" or other 100 level courses approved by the program.

PA 290 Studying Asia

PA 406 Senior Seminar

PA 400 Thesis/Independent Study

Electives (8 units). A course may count for more than one category:

Students may transfer 2 to 4 units of relevant language study from an accredited institution

1 unit in the East Asia or South Asia track

1 300-level course

At least one course from each of these three clusters/categories:

i)Literature & Arts

(East Asian Languages, English, Dance, Music, Theatre)

ii)Humanistic inquiry

(Philosophy, Religion, Art History)

iii)Social Science inquiry

(Anthropology, History, Politics, Economics, Sociology, Psychology)

#### Minor Requirements

Students pursuing a minor in Asian Studies must successfully complete a minimum of six blocks of Asian Studies courses. All students must take PA 290-Studying Asia as the Integrative Experience. A maximum of 2 units/blocks of language study (Japanese, Chinese or an Asian language taught through an accredited program in the United States or abroad) may apply towards fulfilling the minor requirements. Students pursuing a minor should consult with their minor advisor in developing an interdisciplinary course of study that includes Asia-focused classes in two or more disciplines.