

## The School of Liberal Arts

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### CORE REQUIREMENTS FOR STUDENTS IN THE SCHOOL OF LIBERAL ARTS

A liberal arts education helps students develop and improve necessary skills of critical thought and analysis, while learning to express complex analytical arguments clearly, concisely, and coherently in written prose and oral presentations. The essence of a liberal arts education is that it combines both breadth and depth. Breadth assures that students have a basic exposure to the diverse subjects of the humanities, social sciences, and sciences, with their distinctive ways of defining issues, thinking about problems, assessing evidence and reaching conclusions. Breadth also ensures that students have some understanding of the fine arts and how such works might be understood. Depth requires students to gain a deeper understanding of a discipline and its modes of thought, with all the subtleties and complexities that this entails, while learning how difficult it is to attain anything approaching true mastery.

The faculty of the School of Liberal Arts believes that to achieve a breadth appropriate to the goals of the liberal arts education, students need to go beyond the requirements of the general core curriculum. Therefore, students in the School of Liberal Arts must enhance the general core with courses in the following areas:

### Foreign Language Requirement

The Liberal Arts faculty believes that in an era of globalization when people of all nations are increasingly mixing, doing business with each other, and needing to understand foreign cultures, students should strive to achieve real proficiency in a foreign language. As a step toward that goal, all students receive language instruction at the college level. Minimally, students demonstrate basic proficiency by passing a foreign language course at Tulane at the 203 level or above. Students who demonstrate proficiency at the 203 level upon arrival at Tulane with a score of 4 or 5 on an AP examination, a score of 640 or above on an SAT II examination, or a passing grade on a Tulane-administered examination, satisfy this requirement by taking a higher level course in that same language.

### Writing Intensive Requirement

Writing is the most important skill that students master in a liberal arts education. In order to ensure a high level of writing proficiency by graduation, all students in the School of Liberal Arts take one approved writing-intensive course beyond the writing proficiency requirement of the general core. Students in writing-intensive courses submit at least 20 pages of writing for a grade and rewrite at least 10 pages in response to criticisms and comments by the instructor. Students may satisfy this requirement by taking one course designated as “writing-intensive” in the course schedule or, with the approval of the instructor and the Committee on Undergraduate Academic Requirements of the School of Liberal Arts, by taking a course that does not carry the “writing-intensive” designation but that fits the criteria of the requirement. Students are encouraged to satisfy the writing-intensive requirement with a course in their major, such as an upper-level seminar, a qualifying capstone course, or a senior honors thesis.

### Distribution Requirements

In order to achieve the minimal breadth which the faculty deems appropriate to a liberal arts education, all students in the School of Liberal Arts must take the following courses in addition to those required by the general core:

*Humanities and Fine Arts:* One additional course in either the Humanities or the Fine Arts, beyond the two required by the general core. Students must assure that at least one of the three courses is a Humanities course and at least one is a Fine Arts course.

*Social Sciences:* One additional course in the Social Sciences, beyond the two required by the general core. Students must assure that the three courses are not all from the same Social Science department or program.

*Science and Mathematics:* The faculty of the School of Liberal Arts believes that an adequate exposure to mathematics and science is central to the goal of breadth in a liberal arts education. Therefore, Liberal Arts students must take one additional course in science or mathematics, beyond the quantitative reasoning requirement, the lab science requirement, and the math-science core requirement.

### Service Learning

Courses that offer a service learning experience are available through various departments. In service learning, the student completes a community service activity that is tied closely to the academic content of the course. Some courses will require a service activity of 20 to 40 hours; others will offer students the option of an extra course credit for completing 40 hours of community service and an extra paper or project. Students complete a reflection component, such as a weekly journal or regular discussions of their community service experiences. Community sites for service learning include city schools, nursing homes, medical facilities, and other service and treatment centers. In the School of Liberal Arts, students may apply a maximum of two credits of service learning toward their degree. More information can be obtained from the Center for Public Service at <http://cps.tulane.edu/>

### THE SCHOOL OF LIBERAL ARTS ACADEMIC AWARDS

**The Ann Royal Arthur Memorial Award in German** was established in 1987 in memory of Professor Ann Arthur of the Department of Germanic and Slavic Languages. It is awarded to a

student who has demonstrated a commitment to the study of German.

**The Sidney Beyer Prize for Excellence in American History** was established in 1976 by Joel Beyer in memory of his father and is awarded to a superior student of American History.

**The Purvis E. Boyette Memorial Freshman Essay Award** was established in 1988 in memory of Professor Purvis E. Boyette of the Department of English.

**The Brazilian-American Cultural Institute Award for Excellence in Portuguese** is given by the Portuguese government, on recommendation of the faculty, to a student who has excelled in the study of Portuguese.

**The Glendy Burke Medal** was established in 1848 by Glendy Burke. This awarded for excellence in the field of speech.

**The Class of 1914 Prize in Art** was established in 1918 by the Art Class of 1914 and is awarded for the best portfolio of drawings of animals.

**The Department of Classical Studies Prize in Ancient Religion.**

**The Classical Studies Prize** awarded for excellence in Latin, Greek, or the study of ancient history, culture or archaeology.

**The Premio Clavileno** is awarded for excellence in Spanish.

**The Alice Raymond Scudder Coates Scholarship in Art** is awarded to either a student in any area of concentration in art.

**The Rusty Collier Memorial Award in Studio Art** is awarded to an art major.

**The Charles Till Davis Prize for Excellence in European History.**

**The Charles E. Dunbar, Jr. Fellowships in Political Science** are awarded each year to two political science majors who have demonstrated academic excellence and an interest in public affairs.

**The Marjorie Clark Ferguson Memorial Award in Painting.**

**The France-Amerique Award** is given for exceptional achievement in the study of the French language.

**The French Government Prize** is given by the French government, on recommendation of the faculty, to a student who has excelled in the study of French.

**The German Government Prize** is given by the German government, on recommendation of the faculty, for excellence in German.

**The Juanita Gonzalez Prize in Ceramics** is awarded to the outstanding undergraduate ceramist in the Department of Art.

**The Bodo Gotzkowsky Award for Research and Travel in Germany.**

**The Shirley Weil Greengus Memorial Award for Achievement in Political Science** is awarded to the senior majoring in political science who has the highest scholastic average in the major.

**The Ruth G. Hanaw Prize in Drawing** is awarded to a freshman art student who shows outstanding ability in drawing.

**The Henry Award** recognizes outstanding achievement in the study of French.

**The Jose Hernandez Award in Spanish-American Literature**, established in 1985, is awarded to a graduating senior for excellence in Hispanic studies. The student must have excelled in at least one advanced course in Spanish-American literature.

**The Anne Butler Hess Award**, established in 1964 by Mrs. Robert D. Hess in memory of her daughter, is awarded to the graduating senior who has shown the greatest proficiency in philosophy.

**The Italian Government Prize** is given by the Italian government, on recommendation of the faculty, to a student who has excelled in the study of Italian.

**The Japan-Tulane Friendship Award** was established in 1987 by Jack Aron and Japan Air Lines for the best dissertation, thesis, or research paper on Japanese affairs.

**The T. Krumpelmann Award for Achievement in German.**

**The Ephraim Lisitzky Memorial Award**, established in 1989, is granted to a student of exceptional achievement in the study of Hebrew language and Jewish history, culture, and religion.

**The Dan W. Mullin Memorial Award**, established in 1970 by Mr. Albert Salzer, is awarded for excellence in technical theater production.

**The Charles H. Murphy Prize in Political Economy** was established by the Murphy Institute to recognize an outstanding student majoring in political economy.

**The Mary L. S. Neill Prize** is awarded for excellence in watercolor painting by a student in the Department of Art on recommendation of the faculty.

**The Ashton Phelps Award in Communication Studies** is given on recommendation of the faculty for excellence in communication studies.

**The Pi Sigma Alpha Award**, established in 1963 by the Tulane chapter of Pi Sigma Alpha, is awarded annually to the senior who has done most to stimulate scholarship and intelligent interest in the subject of government.

**The Russian Book Prize** is presented by the Department of Germanic and Slavic Languages for excellence in Russian.

**The Henry Stern Prize in Art History** is awarded to the student who produces the best paper in the field of art history.