

# NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: November 19, 2024

**SUBJECT: Approval of the New General Education Curriculum at New College of Florida**

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## **PROPOSED BOARD ACTION**

1. The New College of Florida Board of Trustees endorses the adoption of the innovative Logos + Techne General Education Curriculum, aligning with our mission as Florida's honors college to provide a transformative liberal arts education. This curriculum establishes a distinctive, dual foundation that immerses students in humanities (Logos) and practical sciences (Techne), meeting Florida Statute 1007.25 requirements while setting New College apart through interdisciplinary rigor, intellectual community-building, and the development of both philosophical and technical competencies. By integrating foundational courses, engagement with enduring human questions, and a Great Books emphasis, Logos + Techne prepares students for a future of thoughtful citizenship and adaptability in a changing workforce. This endorsement recognizes the program's commitment to shaping well-rounded graduates ready to make meaningful contributions beyond the classroom.
  2. Authorize the President to make necessary adjustments to the general education curriculum as needed.
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## **BACKGROUND**

As part of our renewed vision for New College, we are excited to propose an innovative General Education curriculum that conforms with Florida Statute 1007.25 while establishing a distinctive identity for the college. Our curriculum embraces a vision for higher education steeped in the rich legacy of Great Books and the foundational ideas of Western civilization, empowering students to engage with the essential questions that have shaped human thought for millennia. This approach ensures that students gain not only knowledge across disciplines but also the critical thinking and ethical reflection necessary to navigate a complex world. By prioritizing both timeless and timely content, New College's new curriculum integrates the best of tradition and modernity to prepare graduates who are culturally literate, intellectually curious, and practically skilled.

At the heart of this new curriculum are two main pillars: Logos and Techne, each dedicated to cultivating complementary forms of knowledge. Logos courses immerse students in the humanities, guiding them to explore and wrestle with seminal texts that address critical questions about human existence and social values. In contrast, Techne emphasizes the sciences and the acquisition of practical skills essential for navigating and contributing to today's world. While traditionally associated with technical knowledge, Techne also includes courses like writing that demand precision, method, and tangible outcomes. This pillar is designed to cultivate analytical, quantitative, and creative abilities, empowering students to approach problem-solving and innovation with confidence. Foundational courses such as Introduction to AI and Data Visualization equip students to synthesize complex data, refine their technical capabilities, and develop a toolkit for addressing the demands of the modern workforce. Together, these pillars provide a well-rounded education, equipping students with the critical

thinking, communication skills, and technical competencies that are essential for both academic and professional success. Furthermore, at the program's core lies a transformative sequence of courses, labeled Enduring Human Questions, which invites students to reflect deeply on the human condition by exploring questions such as "What does it mean to be human?" and "What constitutes a just society?"

This new General Education curriculum, with its strong foundation in both Logos and Techne, represents a distinctive approach to liberal arts education within the State University System of Florida. By encouraging personal transformation and fostering intellectual community, New College is positioning itself to be recognized not only as a unique institution within Florida but also as one of the premier liberal arts colleges nationally. This bold vision of blending the humanities with practical sciences creates a stable foundation for growth and excellence, ultimately shaping New College as a leader in thoughtful, interdisciplinary education.

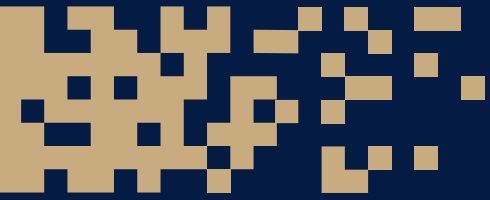
**Supporting Documentation Included:**

- List of new Gen Ed courses
- Powerpoint presentation of the new Gen Ed Program

**Facilitators/Presenters:**

- Richard Corcoran, *President*
- Manuel Lopez, *Associate Provost*

Logos + Techne



New College of Florida  
*The Honors College*

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# NEW GEN ED CURRICULUM





## What Makes New College General Education Unique?

# LOGOS – TECHNE

A Foundation in Humanities and Sciences

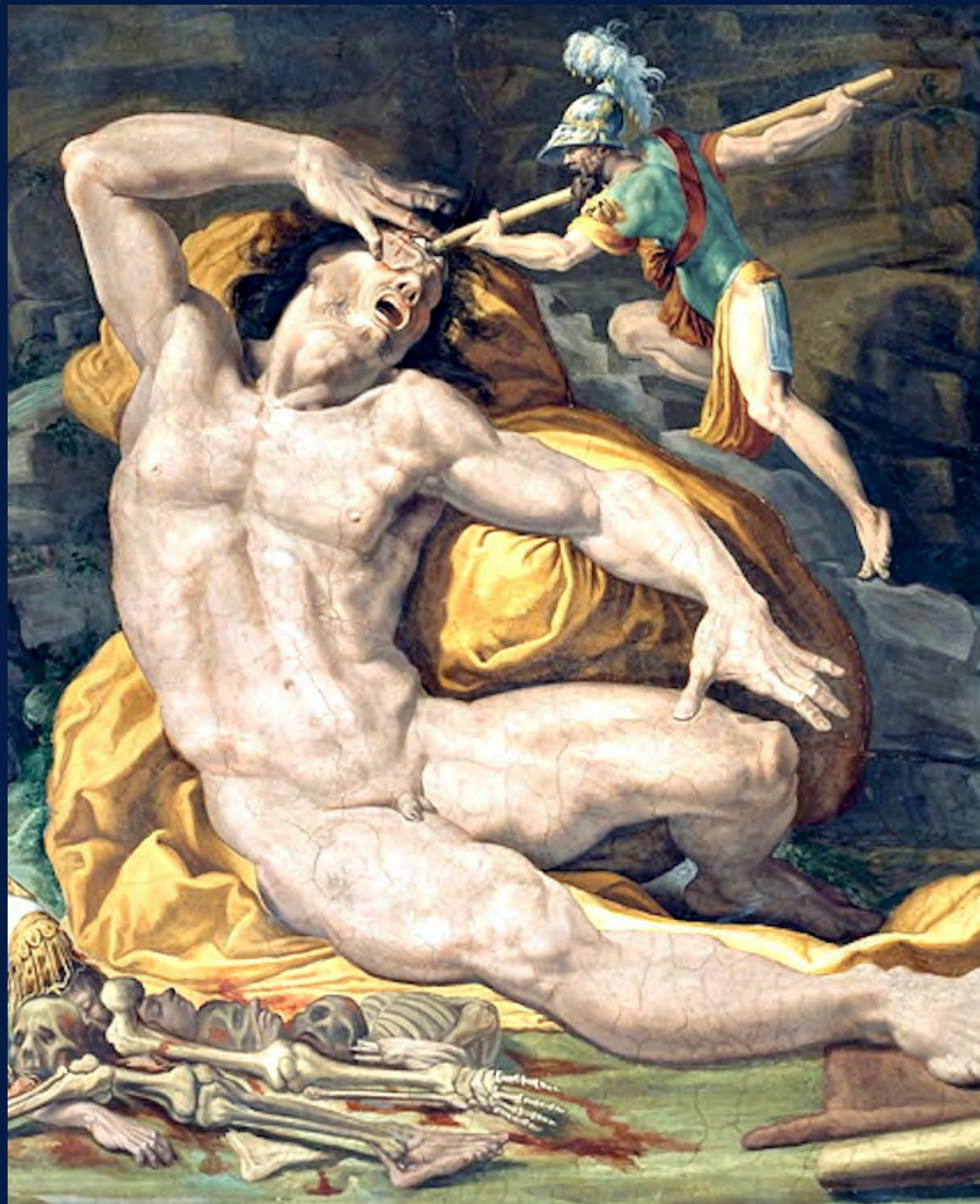
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All students at New College study both the **Humanities**, to engage with the insights of great thinkers and writers, and the **Sciences**, to explore groundbreaking ideas that are shaping the world today.

The journey begins with two courses for all first year students:

In Homer's *Odyssey*, new students read the Greek epic in small groups with faculty from across the college.

In *Introduction to Techne: Navigating AI*, first year students explore the newest developments in science and technology from faculty and industry leaders.



# LOGOS

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Logos includes courses in the humanities and social sciences, focusing on key human questions, critical thinking, and communication skills. Our first-year course, *The Odyssey*, introduces students to these themes through Homer's *Odyssey*, encouraging interdisciplinary learning and community. Discussions cover topics like heroism, personal growth, hubris, loyalty, and storytelling.

Under Logos, the **Enduring Human Questions** courses further explore philosophical, cultural, historical, and ethical issues, helping students engage with exceptional works and deepen their understanding of the human experience.

# WHAT MAKES NEW COLLEGE GENERAL EDUCATION UNIQUE?

## A GREAT BOOKS FOUNDATION

Our curriculum is designed to foster a deep and enduring engagement with the questions that define the human experience. **At its core lies the study of the Great Books—timeless works that have shaped our understanding of the world and continue to offer fresh insights into what it means to be human.** Through these texts, we explore the complexities of existence, examine the principles of a just society, and reflect on the pursuit of a meaningful life.

## ENDURING HUMAN QUESTIONS

The Enduring Human Questions courses invite students to grapple with the most essential issues of humanity, encouraging thoughtful reflection and personal transformation: **What does it mean to be human? What is a just society? What is the good life?** These are not merely academic exercises; they are opportunities to confront the profound questions that have fascinated and challenged thinkers for centuries. Our goal is to inspire each student to explore, question, and find their own place within this ongoing conversation about the human condition.



# TECHNE

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Techne emphasizes the sciences and the acquisition of practical skills. While traditionally associated with technical know-how, this category also includes courses like writing, which demand precision, method, and tangible outcomes.

Courses in Techne help students develop analytical, quantitative, and creative skills, preparing them for problem-solving and innovation. Introductory courses, such as the Introduction to Techne and Data Visualization, enable students to synthesize data, hone practical skills, and become essential contributors to the modern world.

# FIVE SUBJECT AREAS

General education requirements must comply with BOG requirements and Florida Statute 1007.25. Gen Ed courses must total at least 36 credit hours, including a core that requires students to complete at least one state-approved class within each of five subject areas. Here are the five subject areas as defined by the BOG

## Communication

Communication courses must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking.

## Humanities

Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

## Mathematics

Mathematics courses must afford students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving.

## Natural Sciences

Natural science courses must afford students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.

## Social Sciences

Social science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues.



# OLD NEW COLLEGE GEN ED: CHART YOUR OWN COURSE (CYC)

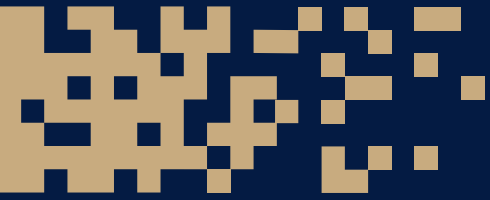


## CYC Requirements

- 1 CYC Breadth - Humanities
- 2 CYC Breadth - Natural Sciences
- 3 CYC Breadth - Civic Literacy
- 4 CYC Breadth - Mathematics
- 5 CYC Breadth - Writing-Enhanced
- 6 CYC Breadth - Social Sciences
- 7 CYC Breadth - Diverse Perspectives
- 8 CYC Elective #1
- 9 CYC Elective #2
- 10 CYC Elective #3

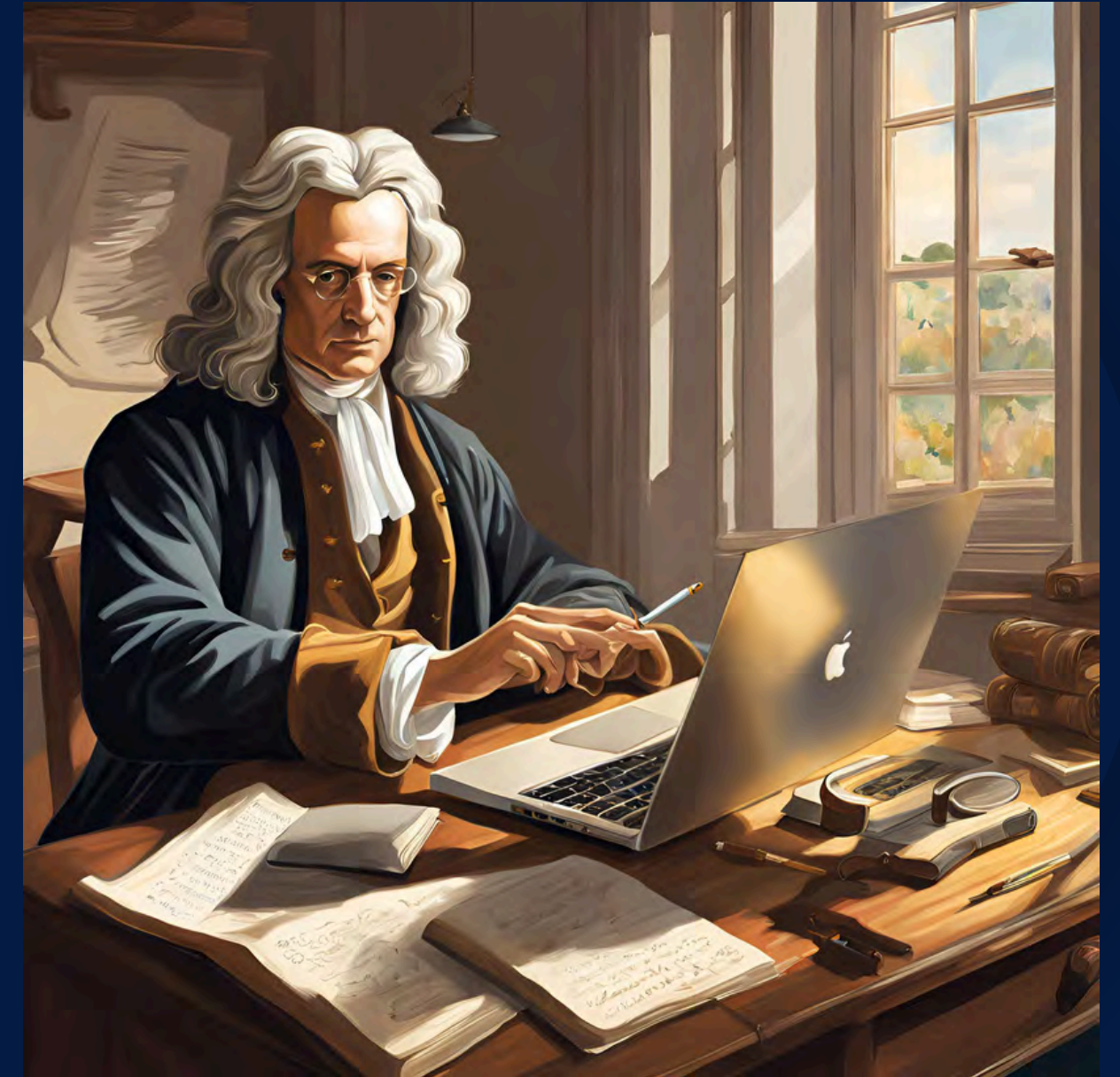
Total: **10 units (40 credit hours)**

Logos + Techne



# NEW GEN ED CURRICULUM

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# LOGOS

## Intro to Logos (STATE CORE) - select one section:

- Homer's Odyssey: Intro to Humanities (HUM 1020)

## Civic Literacy (STATE CORE) - complete one:

- American History to 1877 (AMH 2010)
- American History Since 1877 (AMH 2020)
- American Government & Civics (POS 2041)

## Enduring Human Questions I

- Complete a course with the Enduring Human Questions attribute

## Enduring Human Questions II

- Complete a second course with the Enduring Human Questions attribute

## Enduring Human Questions III

- Complete a second course with the Enduring Human Questions attribute

## Enduring Human Questions IV

- Complete a second course with the Enduring Human Questions attribute

# TECHNE

## Intro to Techne:

- ISC 1076 Contemporary Problems in Science: Intro to Techne

## State Science Core (STATE CORE):

- PHY 2053 Physics I
- OSC 1001 Intro to Oceanography
- CHEM 2045 General Chemistry I
- BSC 2010 Foundations of Bio 1
- ENV 2001 Intro Environmental Science

## State Math Core (STATE CORE):

- STA 2023 Statistical Methods (3 options)
- MGF 2130 Mathematical Thinking
- MAC 2105 Algebra
- MAC 2311 Calc I

## State Communication Core (STATE CORE)

- ENC 1101, Intro. to Rhetoric & Writing



# THE SOCRATIC EXPERIENCE

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While all students at New College of Florida will have the flexibility to select courses from our approved General Education offerings, we are also introducing a specially designed path for those seeking a more structured and immersive academic journey—the Socratic Experience. This track sets NCF apart as the honors college within the Florida State University System, offering a rigorous, intellectually stimulating approach inspired by the Great Books tradition and the Socratic method. It emphasizes active discussion, critical thinking, and respectful debate, helping students master essential skills like asking meaningful research questions and preparing for their theses. By integrating faculty-led dialogues with complementary residential experiences, the Socratic Experience aims to shape a cohesive honors culture, propelling students toward exceptional academic success and personal growth.

# THE SOCRATIC EXPERIENCE

## Humanities (State Core)

HUM 1020 - Odysseys: Introduction to Humanities

## Natural Sciences (State Core)

Any Natural Sciences Course

## Civic Literacy (State Core)

POLS 2041 - American Government and Civics

## Mathematics/Statistics (State Core)

STA 2023 - Introduction to Statistics

## Communication (State Core)

ENC 1101 Intro to Rhetoric and Writing

## Techne

ISC 1076 Contemporary Problems in Science:  
Intro to Techne

## EHQ Humanities

HUM X000 - What is a Good Life?

## EHQ Social Sciences

POLS 2X00 - How Can I Survive, Reproduce, and Flourish?

## HQ Writing Intensive

PHI 2X10 - What Use is the Scientific Method?

## EHQ Humanities or Social Science

HUM X010 - What is Truth? What is Reality?

# The Socratic Experience



- **Human Flourishing: Practical Insights from Philosophy & Social Sciences.** This course explores the theory and practice of human flourishing through a synthesis of classical Western philosophy and modern empirical social science. Drawing on thinkers such as [Aristotle](#), [Martin Seligman](#), and [Tyler VanderWeele](#), students will examine the roles of virtue, friendship, meaningful work, and spirituality in living a flourishing life. Alongside these theoretical foundations, students will engage with practical techniques like gratitude exercises and flourishing assessments. By combining timeless wisdom with contemporary research, the course offers tools for personal development and insights into fostering well-being in various aspects of life.
- **What Is Truth? What Is Reality?** This class presents a rich exploration of philosophical, theological, and literary texts across history. Beginning with the wisdom of [Koheleth \(Ecclesiastes\)](#) and the spiritual reflections of the [Gospel of John](#), the course moves through foundational Christian thought with [Augustine's Confessions](#) and [Anselm's treatise "On Truth."](#) [Shakespeare's Hamlet](#) introduces questions of existence, truth, and morality, which are further explored through Aquinas' theological writings. The journey continues with [Descartes' Meditations](#), laying the groundwork for modern philosophy, while [Emerson's](#) essays encourage individualism and self-reflection. [Nietzsche](#) challenges conventional notions of truth, followed by Pater's aesthetic reflections. Pragmatism is represented by [William James](#), and the complexities of human psychology are examined through [Freud's Dora](#). Finally, the course ends with [Virginia Woolf's](#) modernist masterpiece *To the Lighthouse*, offering a deep reflection on human consciousness and experience. Each text provides a unique perspective on the enduring question of what it means to seek and understand truth.
- **Rhetoric and the American Way of Life:** This course, Rhetoric and the American Tradition, explores the power of effective and persuasive speech, emphasizing its importance in both personal success and civic engagement. In the first part, students will study foundational works in the Western oratorical tradition, such as [Plato's Gorgias](#), [Aristotle's Rhetoric](#), and [Cicero's On the Orator](#). In the second part, they will apply this knowledge to analyze famous American speeches. The course aims to develop students' ability to analyze rhetoric, enhance their speaking and writing skills, and foster a deeper understanding of American history and civic responsibility.

# The Socratic Experience



- **What is The Good Life?** This class offers a comprehensive journey through classical Greek philosophy and foundational religious texts. Starting with [Plato's dialogues](#), the course explores central questions of knowledge and morality in [Meno](#), [Gorgias](#), and the trials of [Socrates in Apology and Crito](#). The theme of Socratic thought continues with [Plato's Phaedo](#), which delves into the immortality of the soul. The course then shifts to Aristotle's *Nicomachean Ethics*, covering the pursuit of virtue across several books, from foundational ethics to the highest good. [Aristophanes' satire in The Clouds](#) provides a comedic critique of Athenian philosophy. [Marcus Aurelius' Meditations](#) offers a reflection on Stoic philosophy. The journey then turns towards influential religious texts, examining themes of law and morality in [Exodus](#) and [Deuteronomy](#), and reflections on the teachings of Jesus in [Matthew and the First Epistle of John](#). Each week's readings deepen the exploration of ethical living, virtue, and the search for wisdom.
- **What Use is The Scientific Method:** This reading list covers key works in scientific thought, social theory, and cultural interpretation. Starting with [Roger Bacon's Opus Majus](#), the exploration of scientific methodology progresses through [Karl Popper's The Logic of Scientific Discovery](#) and [Thomas Kuhn's The Structure of Scientific Revolutions](#). [Clifford Geertz' The Interpretation of Cultures](#) and James Coleman's *The Foundations of Social Theory* delve into cultural and social analysis, while Harold Kincaid, Amartya Sen, and Jorst Rittel & Melvin Webber contribute to the discussion on social sciences, rationality, and planning. The list also includes [Jürgen Habermas'](#) reflections on social theory and a passage from the Gospel of John on belief.

# LOGOS COURSES







# LOGOS COURSES

## STATE CORE - HUMANITIES

### Homer's Odyssey

The course, Homer's Odyssey, provides an in-depth exploration of one of the greatest epic poems, focusing on the adventures of Odysseus as he attempts to return home after the Trojan War. Students will read *The Odyssey* (Fagles translation) to analyze themes such as heroism, identity, fate, and family. Through informed literary criticism, students will develop skills in analysis, interpretation, and critical thinking while enhancing their communication and collaboration abilities. Assignments include daily participation, weekly discussion posts, and a creative final project. This course fosters interdisciplinary learning and prepares students for rigorous academic pursuits at New College.

# LOGOS COURSES

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## STATE CORE - Civic Literacy

### American Government and Civics

This course, Foundation and Transformation of American Government, explores the design and evolution of the U.S. government through primary source documents. In the first half, students will study foundational texts, including the Declaration of Independence and the U.S. Constitution, to understand the original principles of American governance. The second half focuses on 20th-century changes, particularly the early Progressive movement's challenge to the American Founding. The course aims to clarify political thinking and enhance intellectual skills through reading, discussion, and writing. Key texts include The Federalist Papers and American Progressivism: A Reader.

### American History Survey: Pre-Colonial to 1877

This course, United States History to 1877, examines U.S. history from before European contact through Reconstruction. Key topics include Indigenous peoples, European influences, the Colonial Period, the American Revolution, the Articles of Confederation, the Constitution, the new republic, sectionalism, slavery, the Civil War, and Reconstruction. Students will analyze primary documents and interpret them as historical evidence, developing a nuanced understanding of early American history. Context will be provided through lectures and secondary readings. Required texts include The Puritan Dilemma by Edmund Morgan, The Life of Olaudah Equiano, and The American Revolution by Gordon Wood.

### U.S. History since 1877

This course, United States History After 1865, introduces students to the study of American history from the post-Civil War period onward, exploring its complex, tumultuous, and compelling narrative. Students will gain a deeper understanding and appreciation of the nation's history while developing skills in critical thinking, reading, writing, and argumentation. Required readings include The Earth Is Weeping by Peter Cozzens, How the Other Half Lives by Jacob Riis, and The End of Race Politics by Coleman Hughes, with additional materials provided on Canvas and other platforms.





# ENDURING HUMAN QUESTIONS

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For students who prefer more choice, Our new General Education curriculum offers students a choice of courses across disciplines like literature, history, philosophy, religion, politics, art, and music, all rooted in Great Books and Works. Students can explore love through philosophical and literary classics like **Plato's Symposium** and **Jane Austen's Pride and Prejudice** in courses like "What Do We Talk About When We Talk About Love" or study democracy and leadership in "Western Civilization, Lessons in Leadership" through **The Iliad** and **Machiavelli's The Prince**. This multidisciplinary approach allows students to engage deeply with the enduring ideas of Western civilization.

# ENDURING HUMAN QUESTIONS

## Humanities

### Literature

- **Imagining & Reimagining Early England:** The course examines a range of literary works reimagining medieval traditions and heroic societies. It begins with King Arthur through *Geoffrey of Monmouth, Wace, Layamon, and Chretien de Troyes*, followed by "Sir Gawain and the Green Knight" exploring ideals of knighthood. *Tennyson's Camelot*, paired with Monty Python and the Holy Grail, presents differing views on Arthurian community. The York Cycle and Sarah Ruhl's "Passion Play" examine sacred and profane themes. The heroic society is explored through "*Beowulf*" and John Gardner's "Grendel," offering a contrasting perspective. These works together provide a rich exploration of medieval narratives, community, and heroism.
- **Mimesis or Diegesis:** Understanding Western Narrative Forms: The course begins with "*Oedipus Rex*" and *Aristotle's Poetics*, exploring foundational concepts of tragedy. The Book of Genesis is examined in Week 3, followed by selections from *Homer's Odyssey* and Auerbach's "Odysseus's Scar" to discuss ancient narratives. The Gospel of Mark and Auerbach's "Figura" further develop themes of representation. Lukàcs' "Narrate or Describe" is discussed alongside *Hawthorne's "The Minister's Black Veil"* and *Melville's "Bartleby the Scrivener"* to explore narrative styles. *Balzac's "Colonel Chabert"*, *Flaubert's "A Simple Heart"*, and *Tolstoy's "The Death of Ivan Ilyich"* highlight realism and existential themes, concluding with Proust's "Swann's Way", which delves into memory and perception. Comparative essays connect these works, exploring their narrative evolution.
- **Images & Words:** The course begins with selections from *Homer's Iliad* and *Virgil's Aeneid*, followed by *Horace's Ars Poetica* and Trimpi's analysis of Horace's argument for stylistic decorum. *Aristotle's Poetics* is studied in Week 3, and *John Locke's "An Essay Concerning Human Understanding"* (Book 3, "Words") is discussed in Week 4. Weeks 5 through 8 focus on *Diderot*, including "*Letter on the Blind*", excerpts from "*The Salon of 1765*", "*The Nun*", and "*The Indiscreet Jewels*", along with Michael Fried's exploration of painting and theatricality. Lessing's "Laoköon" is examined in Week 9, and the focus shifts to *Kant's philosophy in Weeks 10-14*, including the "*Critique of Pure Reason*" and the "*Critique of Judgment*", covering key concepts like the Transcendental Aesthetics, the Analytic of the Beautiful, and the Analytic of the Sublime. These works collectively explore the evolution of aesthetic theory, narrative style, and philosophical reflections on art and perception.

# ENDURING HUMAN QUESTIONS

## Humanities

### Literature

- **What We Talk About When We Talk About Love:** The course begins with *Sappho and Plato's Symposium*, exploring themes of love and desire in philosophy and poetry. Plato's Symposium continues into Week Three, with the first paper due. In Week Four, the focus shifts to poetry with Marvell's "To His Coy Mistress" and *Keats' "Ode to Psyche"*, followed by *Austen's Pride and Prejudice* in Weeks Five and Six, where students submit the second paper. *Strindberg's Miss Julie* is studied in Weeks Seven and Eight, leading to a midterm. *Thomas Mann's Death in Venice* is the focus of Week Nine, followed by Kawabata's *Thousand Cranes* in Weeks Ten and Eleven. In Week Twelve, students watch Hitchcock's *Vertigo* and submit their third paper. The course concludes with Carver's *What We Talk About When We Talk About Love* in Weeks Thirteen and Fourteen.
- **Reading Poetry:** *Beowulf*, Chaucer, Shakespeare, Jonathan Swift, Pope, William Blake, among others.
- **Ancient Epic:** The course begins with an introduction, followed by readings from *Homer's Iliad*, covering Books 1-24 over several weeks in September. After completing the Iliad, the focus shifts to *Homer's Odyssey*, covering Books 1-24, with Essay One due on October 3rd. Following a midterm exam on October 13th, the course continues with *Apollonius' Argonautica* (Books 1-4), and then *Lucretius' "The Nature of Things"* (Books 1-6). In November, readings include *Virgil's Aeneid* (Books 1-12) and *Ovid's Metamorphoses* (Books 1-15), with Essay Two due on November 21st. The course concludes with the final sections of *Metamorphoses* in early December.

# ENDURING HUMAN QUESTIONS

## Humanities

### Literature

- **Twentieth-Century British & American Drama:** The course begins with an introduction to 20th Century Drama, followed by a focus on Naturalism through Ibsen's "A Doll's House" and writings by Zola and Shaw. Expressionism is explored with O'Neill's "The Hairy Ape" and Treadwell's "Machinal". Memory and Subjective Realism are represented by Arthur Miller's "Death of a Salesman", followed by Absurdism through Beckett's "Waiting for Godot" and Esslin's writings. The study then moves to Mixed Modes with Baraka's "The Dutchman", Valdez's "Los Vendidos", and Brecht's theoretical essays. Harold Pinter's "The Homecoming" and Churchill's "Cloud 9" highlight shifts in Postwar Theatre, while Wilson's "Fences" delves into African American theater. Kushner's "Angels in America" addresses themes of national identity, followed by Brittain and Slovo's "Guantanamo: Honor Bound to Defend Freedom" exploring new models of realism. The course returns to African American theater with Parks' "The America Play", concluding with discussions on Pandemic Theater and a final reflection.
- **Shakespeare: Language & Identity:** This course examines how Shakespeare explores the power of language to shape identity in love, politics, and society. Through his poetry and plays across four genres—history, comedy, tragedy, and romance—students will analyze how language constructs and deconstructs personal and political identities. Key works include *Sonnets*, *Venus and Adonis*, *The Two Gentlemen of Verona*, *Richard II*, *Hamlet*, and *The Winter's Tale*. Students will write three short papers, participate in performance projects, and engage in class discussions. The course fulfills Textual Analysis, Historical Approaches, and Pre-1700 literature requirements.
- **Shakespeare: Bodies Natural & Politic:** This course provides an introduction to Shakespeare's works, exploring the themes of individual, familial, and political bodies in his poetry and plays. Students will read selections from *The Sonnets*, *The Rape of Lucrece*, and plays from each of Shakespeare's genres—history, comedy, tragedy, and romance. Major works include *Titus Andronicus*, *King John*, *A Midsummer Night's Dream*, *Henry V*, *King Lear*, and *Antony and Cleopatra*. The course contextualizes these texts within the social, literary, and theatrical environments of late Elizabethan and early Jacobean England. Students will engage in writing assignments, performance projects, and class discussions.



# ENDURING HUMAN QUESTIONS

## Humanities

### Religion

- **RELI 2050 Jewish Scriptures:** The course explores foundational texts in Jewish literature and history, beginning with the **Hebrew Bible/Old Testament, followed by the Apocrypha/Deuterocanonical Books, including the Wisdom of Solomon, Judith, Tobit, Ben Sira, and 1 Maccabees.** The **Dead Sea Scrolls** are studied through texts like the Community Rule, Nahum Peshar, and Habakkuk Peshar. The curriculum also includes **4 Ezra, 1 Enoch, and Jubilees** to examine apocalyptic and early Jewish writings. **Philo of Alexandria's "On the Creation of the Cosmos" and Flavius Josephus' "Antiquities of the Jews"** provide insights into Hellenistic Jewish thought, while the Rabbinic corpus, including the Mishnah and Talmud, offers an understanding of early rabbinic interpretation and law.
- **RELI Introduction to World Religions:** The course covers a diverse array of primary texts from various religious traditions. Native American sacred stories from the Iroquois, Cherokee, and Sioux are explored, followed by key Hindu texts such as the Rig Veda, Upanishads, Vedantas, and Puranas. Confucian teachings are represented by The Analects, while Buddhist readings include the Dhammacakkappavattana Sutta, Dhammapada, Five Precepts, and Buddhacarita. Sikh scriptures such as the Hymns of Guru Gobind Singh, Guru Amar Das, Guru Ram Das, Japji, and Rahit are also included. **Jewish texts like the Hebrew Bible, Mishnah, and Talmud** are studied, along with **Christian writings, including the New Testament, Gospel of Thomas, Augustine's Confessions, and the Nicene Creed.** Muslim readings consist of the **Qur'an** and Hadith, and the course concludes with an exploration of New Religious Movements through the Book of Mormon.

# ENDURING HUMAN QUESTIONS

## Humanities

### Philosophy



- **PHIL Existentialist Themes:** The course begins with **Kant's 3rd Antinomy, followed by Camus' "The Myth of Sisyphus"**, which introduces themes of existentialism. The next focus is on **Kierkegaard's "Fear and Trembling" and "The Sickness Unto Death"**, which explore faith and existential anxiety. Week 4 features a discussion of Bergman's "The Seventh Seal", linking philosophy and film. **Nietzsche** is introduced in Weeks 5-7 with readings from **"The Birth of Tragedy," "The Gay Science," and "Twilight of the Idols"**, exploring nihilism and existential challenges, paired with a discussion on the film "Groundhog Day". After Spring Break, the course moves to phenomenology with Merleau-Ponty and **Heidegger's "Being and Time"**, focusing on Dasein and temporality. **Sartre's "Being and Nothingness"** is studied in Weeks 10-12, examining themes of freedom, existence, and humanism. The course concludes with Sartre's "Existentialism and Humanism" and De Beauvoir's "The Ethics of Ambiguity," culminating in a discussion on existential freedom and responsibility.
- **PHIL Human Flourishing:** This course explores the theory and practice of human flourishing through a synthesis of classical Western philosophy and modern empirical social science. Drawing on thinkers such as **Aristotle, Martin Seligman, and Tyler VanderWeele**, students will examine the roles of virtue, friendship, meaningful work, and spirituality in living a flourishing life. Alongside these theoretical foundations, students will engage with practical techniques like gratitude exercises and flourishing assessments. By combining timeless wisdom with contemporary research, the course offers tools for personal development and insights into fostering well-being in various aspects of life
- **PHIL Know Thyself: Classical Philosophy:** The course begins with an exploration of the **Presocratics** through Wheelwright's translations, focusing on figures like **Thales, Anaximander, Anaximenes, Heraclitus, and Parmenides**, which introduces foundational philosophical concepts. In Unit II, students transition to examining tragedy and comedy with readings from Sophocles' *Antigone*, Plato's *Euthyphro*, Aristophanes' *The Clouds*, and Plato's *Apology*, fostering an understanding of the intersections between drama and philosophy. The course then dives into Plato's *Republic*, using Bloom's translation, focusing on Books 1, 4, 7, and 10, which explore justice and the ideal state. Finally, Unit IV is dedicated to Aristotle, with readings from *Physics*, *On the Soul*, *Metaphysics*, and *Nicomachean Ethics*, drawn from McKeon's anthology, which delve into Aristotle's theories on nature, the soul, and ethics, rounding out a comprehensive survey of early Western philosophical thought.



# ENDURING HUMAN QUESTIONS

## Humanities

### Classics

- **Roman Civilization:** The course begins with **Livy's "The Rise of Rome"** to explore early Roman history. **Comedic works by Plautus ("Miles Gloriosus") and Terence ("Adelphoe")** introduce Roman drama, followed by **Catullus' poems and Cicero's speeches for insights into Roman society and politics.** **Suetonius'** biographies of Roman emperors provide context on leadership. **Virgil's "Aeneid"** is studied as the foundational Roman epic. **Ovid's "The Art of Love", Petronius' "Satyrca", and Juvenal's Satires** reveal Roman social life, while **Apuleius' "The Golden Ass" and Augustine's "Confessions"** explore themes of transformation and early Christian thought.
- **Greek Drama:** The course begins with **Aeschylus' "Agamemnon," "Orestes," and "Furies,"** followed by **Euripides' and Sophocles' versions of "Electra."** Readings continue with **Euripides' "Bacchae," Aeschylus' "Persians," and Sophocles' "Ajax" and "Philoctetes."** **Euripides' "Medea" and "Hippolytus"** are also covered. After Spring Break, the focus shifts to Satyr Drama with **Euripides' "Cyclops", Pratinas, and Sophocles' "Ichneutae."** **Euripides' "Alcestis" is followed by a Comedy Intro and readings from Aristophanes' "Clouds," "Women at the Thesmophoria," and "Frogs."** The course concludes with **Menander's "Dyscolus"** and several Greek Drama Didactics workshops and peer reviews.



# ENDURING HUMAN QUESTIONS

## Humanities

### Classics

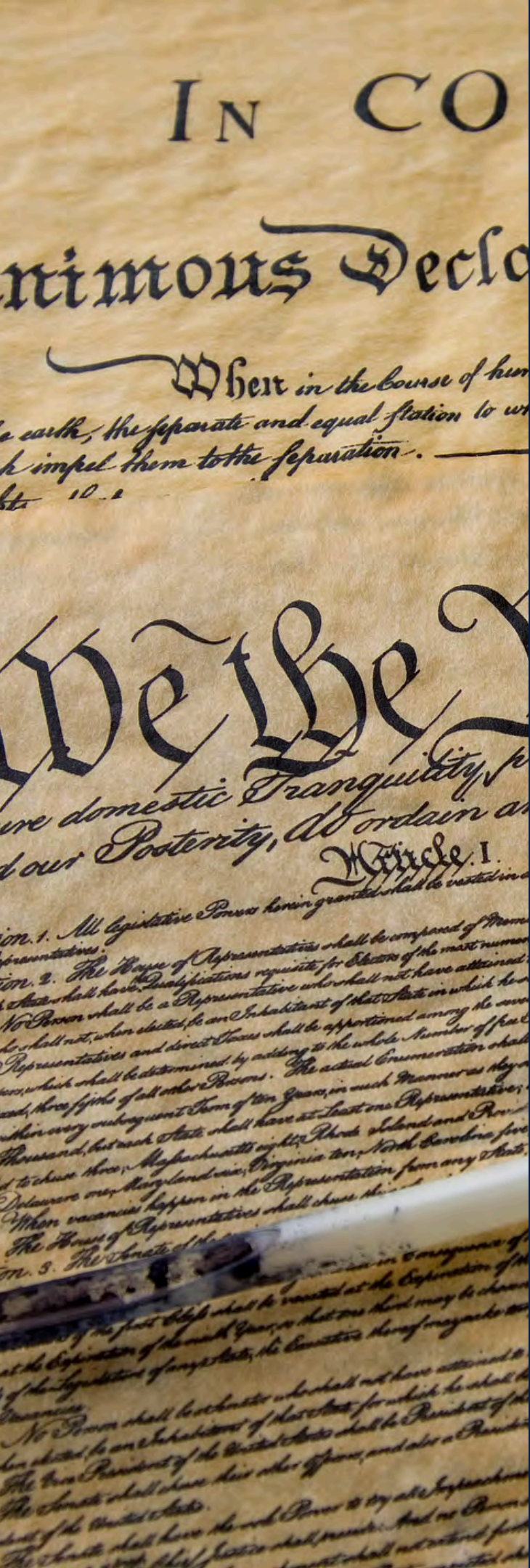
- **Classical Mythology:** The course begins with an introduction to Greek mythology, covering **Xenophanes, Pindar, and Plato**. It explores creation myths in **Hesiod's "Theogony"** and the Olympian gods through texts like **Hesiod, Aeschylus, and Ovid**. Focus then shifts to **Dionysus and Euripides' "Bacchae"**, followed by discussions on **Theseus, Heracles, and Perseus**. **Sophocles' "Oedipus" plays, "Antigone", and Euripides' "Medea"** are studied to examine themes of heroism. The Trojan War is analyzed with **Homer's "Iliad"** and Ovid, leading to the fall of Troy. Finally, **Homer's "Odyssey"** is read to explore Odysseus' adventures and broader concepts of heroism and the afterlife with additional readings from Plato and Virgil.
- **Greek Civilization:** The course begins with Martin's "Ancient Greece" and then moves on to **Homer's "Iliad"**, covering Books 1-24 in September. **Hesiod's "Theogony" and "Works and Days"** follow, along with selected readings from Greek Lyric poets like **Archilochus, Sappho, and Pindar**. Then, students read **Herodotus** and explore Greek tragedies such as **Aeschylus' "Agamemnon" and Euripides' "Hippolytus"**. The study continues with **Thucydides and Aristophanes' "Clouds", followed by Plato's "Apology" and "Crito"**. The course concludes with a final exam in early December.



# ENDURING HUMAN QUESTIONS

## Social Sciences

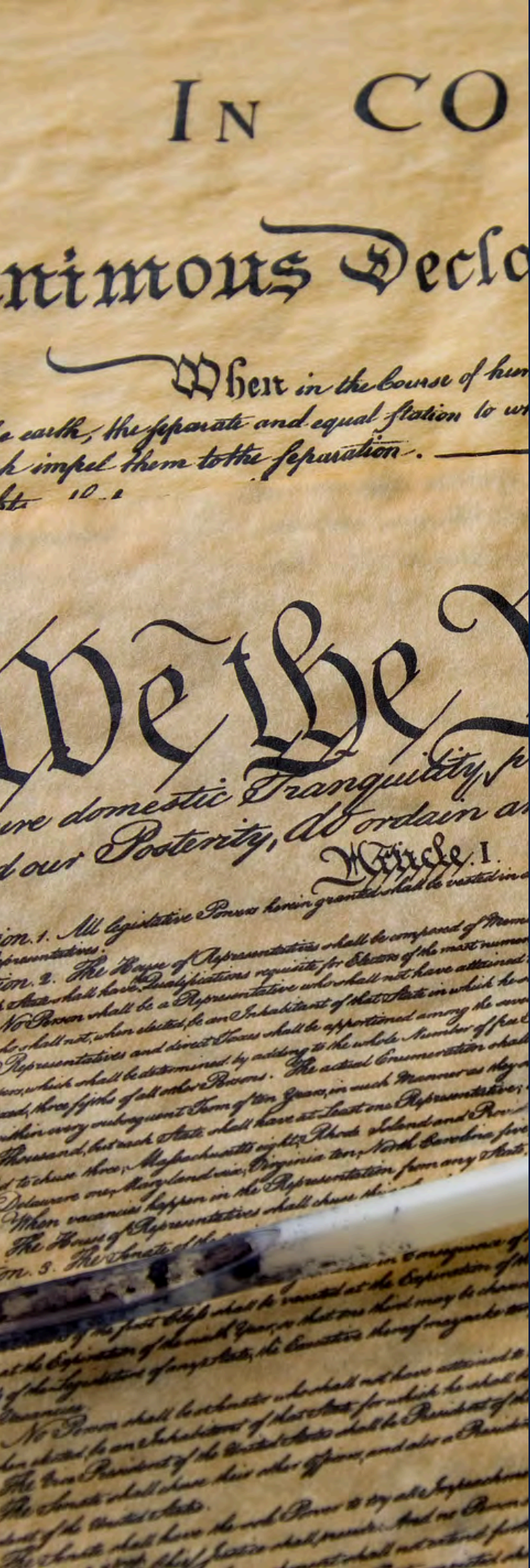
- **Modern European History I:** This course surveys key events in European history from 1640 to 1870, including the English Civil War, the Enlightenment, the French Revolution, the Industrial Revolution, and the unification of Italy and Germany. Students will analyze primary, secondary, and tertiary sources to develop skills in critical thinking and information literacy, while exploring themes such as the impact of political revolutions, scientific progress, and nationalism. Designed for first- and second-year students, the course encourages discussions on enduring questions about government, society, and human progress.
- **Modern European History II:** This course surveys key developments in European history from 1870 to the present, including industrialization, imperialism, the World Wars, the Russian Revolution, the rise of Fascism and Nazism, the Cold War, European integration, decolonization, and the fall of communism. Students will analyze primary and secondary sources, engage with critical historical questions, and develop skills in reading, critical thinking, and information literacy. Topics such as the causes and consequences of wars, the impact of revolutions, and the challenges of modern society will be examined. This course is open to all students and fulfills General Education requirements.



# ENDURING HUMAN QUESTIONS

## Social Sciences

- **Western Civilization, Lessons in Leadership:** The course starts with an introduction to Western Civilization, followed by readings from Osborne's "Civilization" and texts like Genesis, The Iliad, and Plato's "The Apology" to explore foundational themes such as democracy, philosophy, and the Roman Republic. Discussions move through Roman history, the rise of Christianity, and the Middle Ages, using works by Augustine, Aquinas, and medieval texts. The course then covers the Renaissance with Pico and Machiavelli, the Reformation with Luther, and the Scientific Revolution with Galileo and Newton. Locke, the Atlantic Slave Trade, and freedom revolutions in America and France are explored, followed by the rise of Napoleon, Darwin's influence, and the Great War. The course concludes with readings on WWII, the 1960s, and pivotal leaders like Pope John Paul II, Reagan, and Thatcher, examining significant historical turning points and their impact.
- **Intro. to Political Theory:** The course starts with an introduction to political theory and Sophocles' "Antigone", exploring themes of justice. Machiavelli's "The Prince" and Hobbes' "Leviathan" are analyzed to discuss power, leadership, and the state of nature. Rousseau and Mill follow, focusing on inequality and freedom. Women's emancipation is examined through Mill and Gilman, while Marx covers labor, capitalism, and class struggle. Hayek's "The Road to Serfdom" addresses socialism and liberty. The course also includes Martin Luther King's "Where Do We Go From Here", exploring Civil Rights challenges, and concludes with Young's "Justice and the Politics of Difference", discussing oppression and equality.
- **Modernity & Its Discontents:** The course covers key works in political and philosophical thought, including Machiavelli's "The Prince", Bacon's "New Atlantis", and Adam Smith's "Wealth of Nations". Rousseau's "Discourse on the Arts and Sciences" and Marx's "The Communist Manifesto" explore societal structures and critiques. Nietzsche's "Thus Spoke Zarathustra", Freud's "Civilization and Its Discontents", Lewis' "The Abolition of Man", and Solzhenitsyn's "A World Split Apart" offer diverse perspectives on culture, morality, and modern challenges.



# ENDURING HUMAN QUESTIONS

## PROPOSED

- **Ancient Epic:** This course delves into the foundational works of Western literature, focusing on epic poetry and its exploration of universal themes such as heroism, love, mortality, and cultural identity. Through close readings of **The Iliad, The Odyssey, Argonautica, The Nature of Things, The Aeneid, and Metamorphoses**, students will analyze how each epic poet engages with and innovates within the epic tradition. Emphasis will be placed on understanding these texts in their literary and cultural contexts while reflecting on their enduring relevance. Readings span major works by **Homer, Apollonius, Lucretius, Vergil, and Ovid**. Students are expected to actively participate in discussions, engaging deeply with the texts and their themes.
- **Greek Drama:** This course provides an introduction to ancient Greek theater, focusing on the works of **Aeschylus, Sophocles, Euripides, and Aristophanes**. Through detailed readings of tragedy, comedy, and satyr plays, students will explore key topics such as Greek theatrical festivals, production techniques, mythology, religion, democracy, and the enduring legacy of Greek drama. Class discussions will emphasize the cultural and literary contexts of these works while addressing enduring human questions about justice, suffering, leadership, fate, and the role of art in society. Students are expected to acquire and read the assigned texts, actively participate in discussions, and engage deeply with the material. Readings and discussions span tragedies like **Agamemnon, The Bacchae, and Electra, as well as comedies such as Frogs and Clouds**. Students will engage in writing workshops, peer reviews, and a semester-long examination of Greek drama's educational value. Attendance is mandatory, and students are expected to prepare thoroughly for each class. Laptops and electronic devices are not permitted during sessions.
- **Themes in Literature: Mimesis and Diagesis:** This course explores enduring questions about the relationship between literature and reality through the concepts of mimesis (imitation) and diagesis (narration). Do stories reflect reality, or do they help us understand it? By engaging with key Western texts, students will examine how these questions have shaped narrative forms and critical thought. The course emphasizes close reading and textual analysis, with students expected to complete all readings and actively participate in seminar discussions. The syllabus includes foundational works such as **Oedipus Rex, Aristotle's Poetics, and selections from Homer's Odyssey, along with critical texts by Erich Auerbach, Georg Lukács, and others**. Students will also read short stories and novellas by **Hawthorne, Melville, Balzac, Flaubert, Tolstoy, and Proust**.



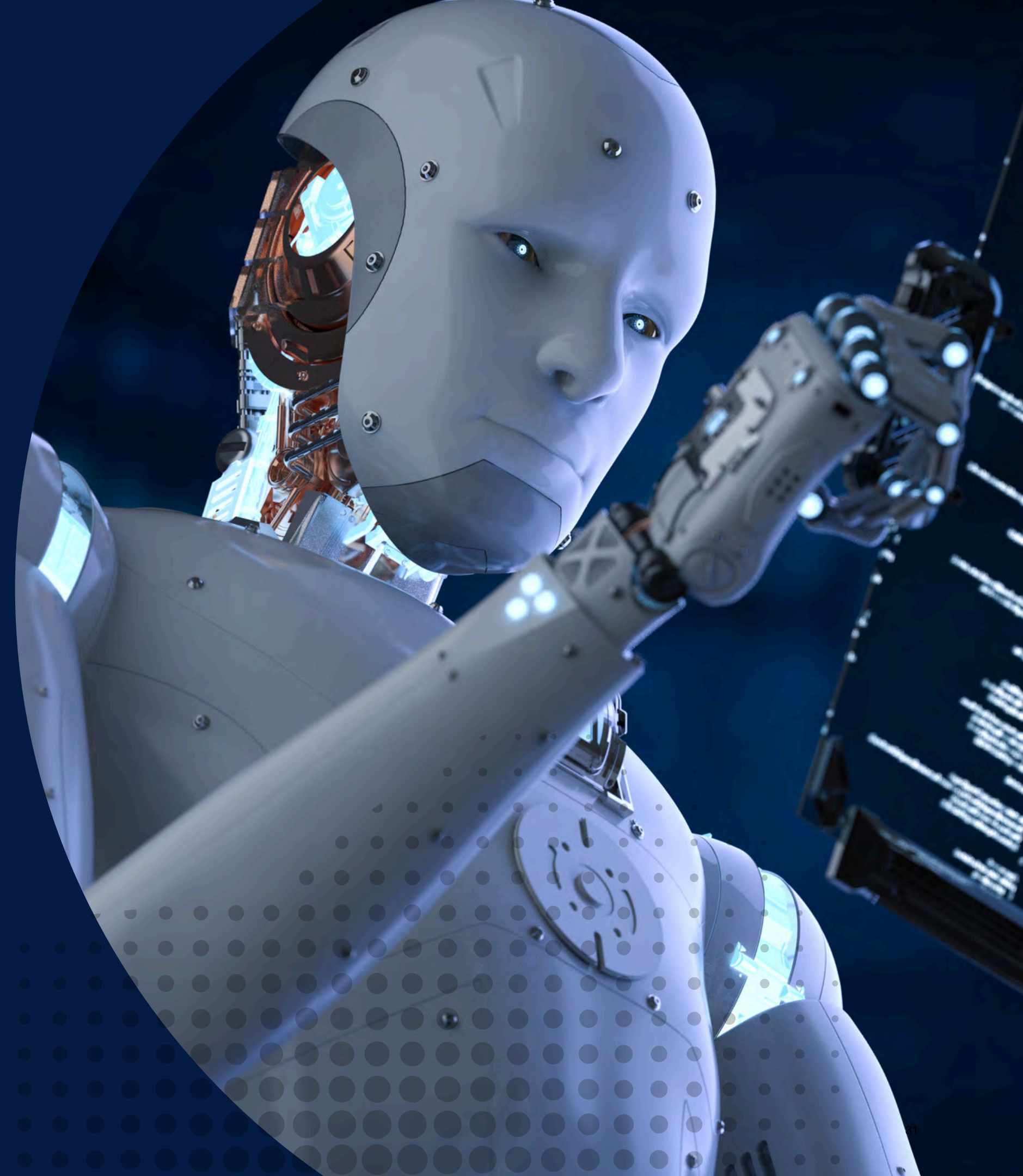
# TECHNE COURSES

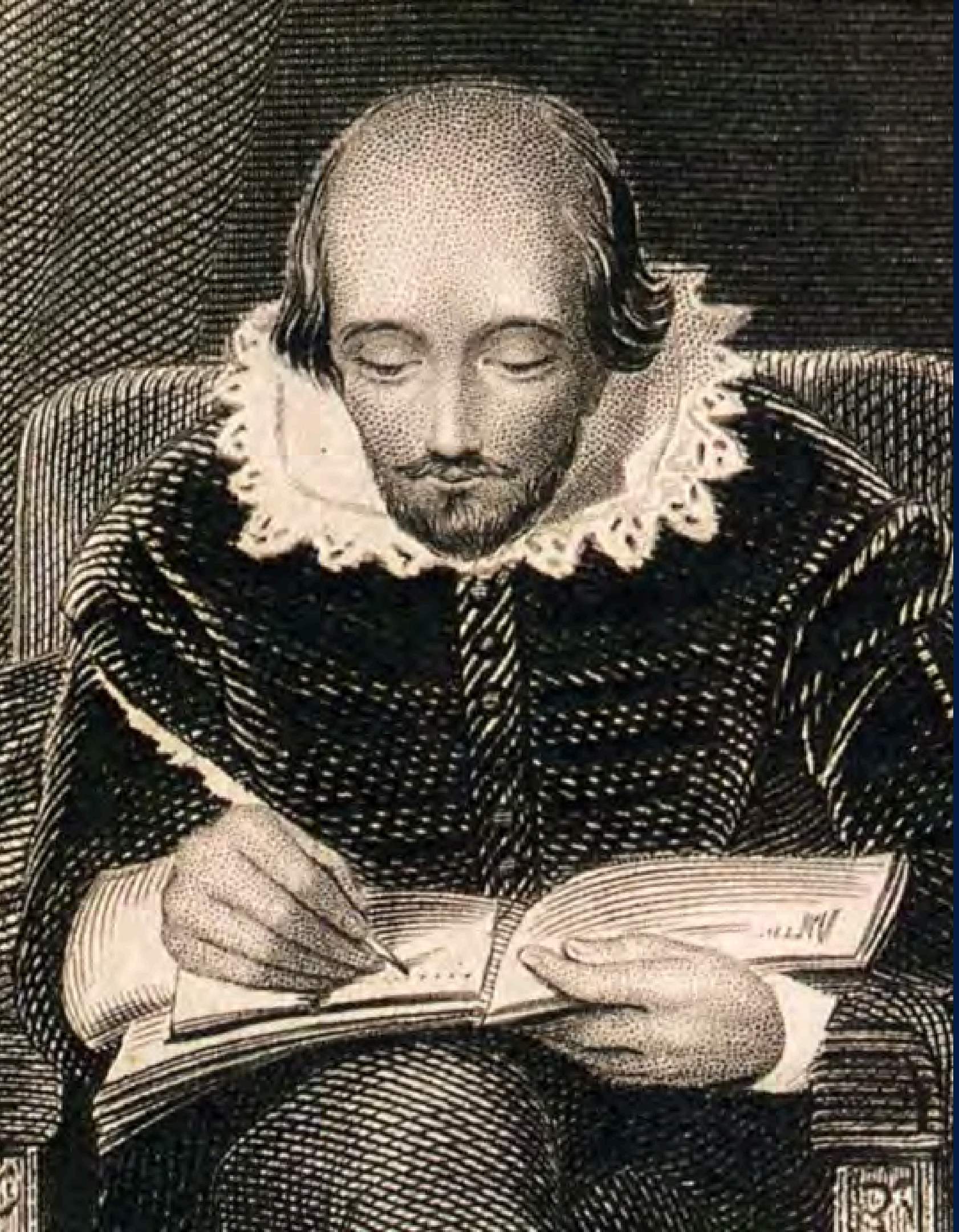
# TECHNE COURSES

## Contemporary Problems in Science: Intro to Techne

This course introduces students to “techné,” the ancient Greek concept of art, skill, and craft, reimagined for the 21st century. Students will explore a range of emerging technologies—from artificial intelligence and cryptocurrency to virtual reality, and biotechnology—while examining their impact on society through a humanities-centered lens.

Throughout the semester, experts in these fields will introduce students to key concepts and issues, providing professional insights into the complexities of each technology. The course includes hands-on experiences, giving students opportunities to engage directly with these innovations and develop practical skills. By the end of the course, students will be equipped to think critically about the social and ethical dimensions of technological advancement and their role in shaping its future.





# TECHNE COURSES

## STATE CORE - COMMUNICATIONS

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### **ENC 1101: Introduction to Rhetoric and Writing**

This course, Introduction to Rhetoric and Writing, introduces students to the complementary disciplines of Rhetoric and Writing Studies. Through readings, in-class activities, and writing assignments, students will reflect on their beliefs about writing and experiment with new strategies to develop their skills. The course emphasizes rhetorical concepts, audience-centered communication, and the writing process, with a focus on drafting, revising, and reflection. It fulfills the CYC Breadth-Writing Enhanced requirement, supporting integrative learning, reading, and written communication. Required readings include Writing Spaces, Bad Ideas About Writing, and Writing About Writing.



# TECHNE COURSES

## STATE CORE - MATHEMATICS

### Calculus I

The course Calculus I introduces students to the foundational concepts of differentiable and integral calculus in one dimension, emphasizing its role as a problem-solving tool in the natural sciences. This is the first course in a three-course sequence, and it combines interactive learning through small group problem-solving sessions with weekly lectures to synthesize the material. Prerequisites include a score of 60% or better on the Calculus Readiness test. Course materials include Calculus (8th ed.) by J. Stewart and How Not to Be Wrong by J. Ellenberg. The course aims to build a solid understanding of calculus concepts through both practical problem-solving and theoretical lectures.

### Algebra I

This Algebra and Trigonometry course covers essential topics such as polynomials, exponents, logarithms, rational and radical expressions, linear and nonlinear equations, graphing, trigonometric functions, and identities. Designed to prepare students for the calculus sequence and studies in the natural sciences, this introductory course requires a strong commitment to problem-solving but has no prerequisites. The primary text is Precalculus: Mathematics for Calculus (8th ed.) by Stewart, Redlin, and Watson.

### Intro to Applied Statistics

This Introduction to Applied Statistics in the Social and Behavioral Sciences course offers a conceptual and practical approach to descriptive and inferential statistics. Topics covered include frequency distributions, central tendency, variability, probability, hypothesis testing, ANOVA, correlation, regression, and non-parametric methods. Students will also learn to use SAS Studio for statistical analysis. The primary texts are Introductory Statistics for the Behavioral Sciences by Welkowitz et al. and A Gentle Introduction to Statistics Using SAS Studio in the Cloud by Ron Cody, with an optional text, SAS Statistics by Example, also available.

### Statistical Methods

This course provides a friendly and comprehensive foundation for learning from data, designed to help students investigate their passions and answer real-world questions. Students will learn to formulate questions, collect and analyze data, and effectively communicate their findings. Topics include data collection, statistical inference, probability, and the use of statistical software (R programming language). Emphasizing critical thinking and communication, the course welcomes students from all disciplines with no prerequisites. It covers both simulation-based and classical methods, providing a well-rounded approach to data analysis.

### Mathematical Thinking

This course, Introduction to Mathematical Thinking, engages students with a variety of mathematical puzzles and problems to explore techniques of mathematical reasoning. Instead of traditional lectures, students will actively solve problems such as determining winning strategies for games, understanding number properties, and dividing geometric shapes. Topics include logic, graph theory, and the pigeonhole principle, with discussions on the social aspects of mathematics, including myths and stereotypes. The course requires minimal high school algebra and, most importantly, a curiosity for exploring mathematical puzzles.



# TECHNE COURSES

## STATE CORE - NATURAL SCIENCES

### Foundations of Biology

This Foundations of Biology course explores the intricate interactions between species, inspired by Charles Darwin's concept of a "tangled bank" from *Origin of Species*. Students will investigate how variable populations adapt to their environments over time, examining the underlying biological principles and their applications to human health and environmental issues. The course emphasizes critical thinking, hypothesis construction, and data interpretation, with students working collaboratively to analyze data and communicate their findings. Utilizing the open-access textbook *Biology 2e* by Clark, Douglas, and Choi, this course develops foundational skills in biological inquiry, quantitative literacy, and teamwork.

### General Chemistry I

This General Chemistry I course, the first in a two-semester sequence, introduces foundational chemistry concepts such as atomic structure, stoichiometry, bonding, and the properties of gases and liquids. Designed for first-year students in chemistry-related fields, the course lays the groundwork for further study in General Chemistry II and Organic Chemistry. Topics covered include atomic theory, molecular geometry, and chemical reactions, using the *Chemistry: Atoms First 2e* textbook by OpenStax. No prerequisites are required, and students will engage with both theoretical content and problem-solving activities to develop a comprehensive understanding of general chemistry principles.

### Physics I

This course, Physics I (Algebra-based), is the first semester of an introductory physics sequence designed for students in the life sciences, environmental sciences, and computer science, though all interested are welcome. It covers fundamental topics such as motion, Newton's laws, circular motion, gravity, rotational dynamics, equilibrium, work and energy, thermal properties, and fluids. The course emphasizes an algebra-based approach, with weekly online homework, exams, and class participation as criteria for evaluation. Students seeking a more mathematically rigorous course should consider the calculus-based section.

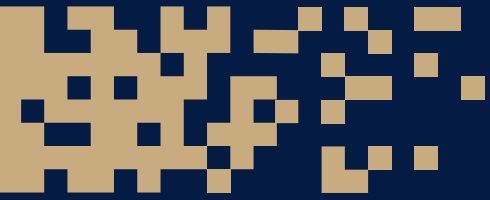
### Oceanography

This Introduction to Oceanography course explores the science of the oceans, covering the biology, physics, chemistry, and geology of marine environments while integrating human interactions with coastal and open ocean ecosystems. Topics include the Earth-Ocean system, plate tectonics, marine provinces, seawater properties, ocean circulation, waves, tides, and marine life, including biological productivity and biota. The course also addresses human impacts such as exploitation and pollution, and introduces students to standard methods and modern technologies used in oceanography.

### Intro to Environmental Studies

This Introduction to Environmental Science course explores key scientific concepts and principles through reasoning, quantitative analysis, and the study of scientific literature. Students will begin by learning the fundamentals of environmental science—geology, chemistry, and biology—before examining environmental problems and solutions, with an emphasis on solution-focused discussions. The course is inquiry-based, with a student-centered approach involving group work. Topics include critical thinking, quantitative methods, and evaluating scientific literature. Required readings include *Environment: The Science Behind the Stories* by Withgott and Laposata, along with other readings posted on the course website.

Logos + Techne



New College of Florida  
*The Honors College*

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# NEW GEN ED CURRICULUM



<b>Communication Core</b>	ENC 1101	English Composition I
	ENC 2107	Advanced College Writing: Rhetoric and the American Way of Life
<b>Humanities Core</b>	HUM 1020	Homer's Odyssey - Introduction to Humanities
<b>Math Core</b>	MGF 2130	Mathematical Thinking: Patterns, Puzzles, and Explorations
	MAC 2105	College Algebra
	STA 2023	Statistical Methods
	MAC 2311	Calculus 1
<b>Science Core</b>	BSC 2010	Foundations of Biology
	CHEM 2045	General Chemistry I
	OCE 1001	Intro to Oceanogra[hy
	EVR 2001	Introduction to Environmental Science
	PHY 2053	Physics I with Algebra
<b>Social Science Core</b>	AMH 2010	US History Precolonial to 1877
	AMH 2020	US History Since 1877
	POS 2041	American Government and Civics
<b>Techne</b>	ISC XXXX	Intro to Techne
<b>EQH Humanities</b>	LIT 2004	Introduction to Literature: What We Talk About When We Talk About Love
	LIT 2030	Reading Poetry
	LIT 2040	Twentieth-Century British & American Drama
	ENL 2323	Introduction to Shakespeare
	REL 2210	Jewish Scriptures
	REL 2300	Introduction to World Religions
	PHH 2101	Classical Philosophy: Know Thyself!
	PHP 2971	Existentialist Themes
	CLA 2123	Roman Civilization
	CLT 2373	Classical Mythology
	CLA 2103	Greek Civilization
<b>EQH Social Science</b>	EUH 2030	Modern European History I
	EUH 2031	Modern European History II
	POT 2002	Introduction to Political Theory
	EUH 2030	Western Civilization - Lessons in Leadership

# Highlights of the New College of Florida new Gen Ed Program:

## Here are four highlights of our new Gen Ed program

### 1. A Dual Foundation: Logos and Techne

- **Logos:** Courses that immerse students in the humanities, engaging with seminal texts that explore critical questions about human life, such as "What does it mean to be human?" "What constitutes a just society?" "What is the good life?" This foundation develops critical thinking, ethical reflection, and communication skills.
- **Techne:** Courses that emphasize practical knowledge and scientific exploration, including mathematics, natural sciences, and technology. Students will engage with the latest developments in AI, data visualization, and other modern tools, ensuring they gain relevant and employable skills.
- Together, these two pillars—Logos and Techne—provide a holistic education that fosters intellectual growth, cultural literacy, and practical capability, preparing students for both academic success and life beyond graduation.

### 2. First-Year Journey: A Common Intellectual Experience

- The program begins with two foundational courses for all first-year students: *Homer's Odyssey* and *Introduction to Techne*. This shared experience helps students develop a sense of community and interdisciplinary learning while grounding them in foundational texts and scientific exploration. It brings all students, regardless of major (AOC), into a collective dialogue—something that differentiates New College from larger institutions where students may not have a shared starting point.

### 3. Engagement with the Enduring Human Questions

- The *Enduring Human Questions* courses invite students to grapple with life's profound mysteries, such as "What is the good life?" and "What is truth?" These courses go beyond academics; they promote self-reflection, thoughtful inquiry, and personal transformation, offering students a chance to engage deeply with the greatest ideas in human history. By focusing on these central questions, we help our students not only become professionals but also well-rounded individuals capable of thoughtful citizenship and leadership.

### 4. Great Books and Transformative Learning

- Our curriculum includes a *Great Books* foundation, exposing students to works of imagination, ingenuity, and enduring value. Unlike other institutions where students may only encounter these texts through elective courses, we ensure that every New College student engages with the cornerstone texts of our civilization. This commitment sets us apart by promoting a level of cultural literacy and analytical depth that is often overlooked in modern curricula.

5. **Meeting State Requirements while offering a distinctive and differentiated program:**

- Our *Logos + Techne* curriculum has been thoughtfully designed to fulfill the Board of Governors (BOG) requirements and comply with Florida Statute 1007.25, which mandates at least 36 credit hours across essential disciplines. However, **we have gone beyond mere compliance; we have woven these state-mandated areas into a broader educational vision that establishes a distinctive identity for New College. Our approach to general education combines statutory obligations with an innovative, interdisciplinary structure that enriches the educational experience—setting us apart from other institutions within the Florida state system.** We create a space where required learning evolves into an intellectual journey, uniquely tailored to foster critical inquiry, ethical reflection, and applied skills in a cohesive way.

**Here are five reasons that explain what makes the new Gen Ed program unique**

1. **A Unique Combination of Depth and Breadth:**

- While other colleges and universities may focus on either a broad liberal arts education or technical competencies (mostly STEM), *Logos + Techne* **uniquely blends these approaches**, allowing students to engage deeply in philosophical inquiry while also acquiring practical and technical skills relevant to today's job market. This dual approach makes our graduates distinctive, able to think critically and communicate effectively while navigating the complexities of the modern workforce.

2. **Commitment to a Cohesive Intellectual Community:**

- The structured *First-Year Journey*, where all students engage with foundational courses together, fosters a tight-knit intellectual community. This stands in stark contrast to larger institutions where general education can feel disjointed and impersonal. Our program ensures that students are not just meeting requirements but are participating in a meaningful, shared experience that builds strong academic relationships with peers and faculty.

### 3. **Emphasis on Big Questions and Great Books:**

- New College stands out with its commitment to addressing the "big questions" through its *Enduring Human Questions* courses and engagement with *Great Books*. **While some universities might offer similar courses as electives, we make this foundational, ensuring that all students develop an understanding of essential cultural, ethical, and philosophical issues.** This kind of transformative education produces graduates who are not only career-ready but also equipped for thoughtful, reflective living.

### 4. **Preparation for an Uncertain Future:**

- With the *Techne* component, we go beyond traditional STEM education. Courses such as *Introduction to AI and Data Visualization* prepare our students for future careers and emerging fields. This modern, adaptable approach ensures that New College graduates are equipped with the skills needed for innovation, making them highly attractive to employers and well-prepared for the future of work.

### 5. **The Honors College Distinction:**

- As the designated honors college of the Florida state university system, New College must offer something exceptional. The *Logos + Techne* curriculum reflects our honors commitment: rigorous, engaging, interdisciplinary, and transformative. It will attract motivated students who seek an environment where inquiry and application are equally valued and celebrated.

### **Conclusion:**

*Logos + Techne* is not just a new General Education program—it is a transformative educational experience designed to shape curious, capable, and conscientious citizens. By integrating the best of the humanities and sciences, fostering community through shared learning, and preparing students for both intellectual inquiry and practical application, this program positions New College as a leader in innovative, meaningful education.