

SUBJECT: Integrations Curriculum

INTG 100 Foundations (4)

This 4-credit course will be taken in the student's first year. It is capped at 18 students. It functions as both an introduction to their general education experience at a Catholic, Benedictine college, and as a writing-intensive course. Students will demonstrate reflection on their learning through the use of an Integrated Portfolio. The topics of these courses are diverse and intended to be taught by faculty from across all divisions. Offered for A-F grading only.

INTG 102 Introduction to the Benedictine Tradition (1)

An introduction to the Benedictine history, thought, and practices at the lower-division level.

INTG 103 Topics: Benedictine Tradition (1-2)

An exploration of one or more specific elements of the Benedictine tradition in the context of Benedictine communities today; taught at the lower-division level. Offered on campus or abroad.

INTG 103A Seeing Through the Benedictine Lens (1-2)

Students will learn about the Benedictine perspective, including Benedictine values and the Rule of Saint Benedict, and how this perspective provides a way of seeing the world and a way of being in the world that is often contrary to how we typically live. Students will then practice seeing the world from a Benedictine perspective and reflect on how that may matter for their lives and for the betterment of the world.

INTG 103B Topics: Benedictine Living & Learning Community (0-1)

Benedictine Living and Learning Community course will provide intellectual support for the intentional Benedictine Living Community at either CSB or SJU. Students will read and discuss The Rule of Benedict as well as other texts and videos that expound on how the Rule applies to day-to-day life in a community. Students will also periodically engage in Benedictine practices such as lectio divina and monastic prayers of the hours. The emphasis of this course is on developing habits of a Benedictine way of seeing the world and applying that perspective to the community in which they live. In order to enroll in this course, students must apply for and be accepted into the intentional Benedictine Living Community on their respective campus. Students must be accepted into the intentional Benedictine Living Community at either CSB or SJU

INTG 105 College Success (1)

The purpose of INTG 105 is to help new students make a successful transition to CSB/SJU. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life, articulate expectations of students, and help students continue to clarify their purpose, meaning, and direction. Offered for A-F grading only.

INTG 105H College Success for Honors (1)

The purpose of INTG 105 is to help new students make a successful transition to CSB/SJU. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life, articulate expectations of students, and help students continue to clarify their purpose, meaning, and direction. Offered for A-F grading only.

INTG 105S College Success for STEM (1)

The purpose of INTG 105 is to help new students make a successful transition to CSB/SJU. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life, articulate expectations of students, and help students continue to clarify their purpose, meaning, and direction. Offered for A-F grading only.

INTG 105T College Success for Transfers (1)

The purpose of INTG 105 is to help new students make a successful transition to CSB/SJU. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life, articulate expectations of students, and help students continue to clarify their purpose, meaning, and direction. Offered for A-F grading only.

INTG 200 Learning Explorations (2)

This 2-credit course will be taken by students (first year or transfer) who have already completed a writing composition course and will be capped at 18 students. It functions as both an introduction to their general education experience at a Catholic, Benedictine college, and as a writing-intensive course. Students will demonstrate reflection on their learning through an introduction to the Integrated Portfolio. The topics of these courses are diverse and intended to be taught by faculty from across all divisions. Prerequisite: INTG 100

INTG 222 Dump the Funk: Creative Wellness (2)

Students will engage in a diverse range of mindful activities to broaden understanding of creative self to promote wellness. Activities will include music, informal group singing, yoga, meditation, communication, movement, and writing.

INTG 277A Minnesota Native Nations (4)

This course will focus on historical and/or contemporary social change, whether forms of oppression or advocacy for human dignity and inclusion. Courses might explore concepts of justice, or historical or contemporary calls for fair and equitable conditions, institutions and laws, or the fight for human rights and equality, or various policies and movements that have restricted the same.

INTG 278A Energy and the Environment (4)

An introduction to commercial energy production and consumption. The physical laws governing energy transformations, the effects of energy consumption on a finite resource base and the impact of energy use in a closed environment will be examined. The technology and impact of major energy sources: fossil fuels, nuclear, solar, as well as energy-efficient consumption will be investigated. An opportunity for experimentation is provided. Intended for non-science majors.

INTG 279A Think (4)

In this course, we will engage with texts written about music that make claims about what music is, how music works, how we understand music, and what music can mean. These are texts that were presented for a general audience. We will ask critical questions about the text and look at songs and pieces of music that support and challenge the claims we find in the texts, leading to deeper questions about the texts and the music. Students will gain insights into the concerns of practicing musicians, how thoughts about music can alter how music is received and perceived, and how music can be seen as an intellectual activity as well as an aesthetic and sensual one. Students do not need previous experience with music and do not need to read music to take this course.

INTG 300 LEARNING INTEGRATIONS (4)

NO COURSE DESCRIPTION