

Core Revision Special Faculty Meeting

February 10, 2020

Three Core Models for Consideration

Agenda:

- Brief process introduction
- Key differences between models
- 5-8-minute explanation of each model
- Discussion and questions (of all models at once)
- Informal consideration of models via Likert poll for real-time measure.
 - This will help us measure enthusiasm.
 - These polls are not binding; they are a collective feedback mechanism.
 - We will provide index cards to gather written comments.

Crucial points about the current models:

- The Core Revision Committee’s old Model Four (“Thirteen Ways of Looking at X”) is “off the table” because of logistical concerns; we hold the possibility that it could be reincorporated as a capstone or in some other way at a later stage.
- What you are seeing here are **ONLY the Core Component** portions of our models. The appropriate, complementary “Competencies” (distributions) which we outlined in earlier presentations *will return once we have decided on a single base model* about which there is broad enthusiasm.
- At a later stage we will present a fleshed out model of **Core Scholars** (FSEM) with variations, based on your feedback.
- All titles (for the models and the components) are DRAFT titles, open to suggestions and improvements.

- All models for the future Core we are presenting are structured around three key elements that we have discerned are the most significant learning goals and frameworks to structure the next Core. We summarize these in three words: Diversity, Textuality, and Science. These are broad, overlapping, and (we know) vague, but we hope the models we present give you a sense of how we intend them.
- These models are plastic; they await your feedback and ideas. Elements from models can be merged, moved around, on the basis of all-faculty responses.
- We hope that soon we can move towards one model and devote the rest of our efforts to fleshing out that single model about which faculty are most enthused.
- Please be sure to read the more-detailed texts for these models, in the Agenda with this set of slides.

Model 1: “KNOWLEDGE COMMUNITIES”	Model 2 “WAYS OF KNOWING”	Model 3: “DIVERSE PERSPECTIVES, INCLUSIVE COMMUNITIES”
Two variations: one with four components; one with two components. Students take four or two.	Three components. Students take three.	Three components. Students take any two.
Variation A: “Pasts,” “Futures,” “Contact Zones,” “Fields.”	“Texts and Traditions,” “The Complex Human World,” “Scientific Explorations.”	“The Art of Science” (AHUM/NASC),
Variation B: “Pasts” and “Futures”	Variation A uses common texts for T&T; Variation B allows instructor choice for T&T.	“Science and its Agents” (NASC/SOSC), “Social Relations and Expressions” (SOSC/AHUM).

Model 1: “KNOWLEDGE COMMUNITIES” - VAR. A

Component 1: “Pasts”

Goals/Objectives:

- Engaging with different disciplinary perspectives.
- Critical engagement with the past through textual immersion, the study of art and artifacts, scientific inquiry, or other methods.
- Understanding the institutional, social, historical, cultural, and political context of knowledge production.

Component 2: “Futures”

Goals/Objectives:

- Engaging with different disciplinary perspectives.
- Exploring the impact of present day and future events, productions, and issues among communities, the climate, and/or the natural world.
- Considering the commonality of human questions through global perspectives.

Component 3: “Contact Zones”

Goals/Objectives:

- Engaging with different disciplinary perspectives
- Engaging with differences in background, identity, and viewpoints
- Considering the commonality of human questions through global perspectives.

Component 4: “Fields”

Goals/Objectives

- Engaging with different disciplinary perspectives
- Exploring the relationship between science and society
- Understanding the institutional, social, historical, cultural, and political context of scientific knowledge production

Model 1: “KNOWLEDGE COMMUNITIES” - VAR. B

Component 1: “Pasts”

- Goals/Objectives:
- Engaging with different disciplinary perspectives.
 - Critical engagement with the past through textual immersion, the study of art and artifacts, scientific inquiry, or other methods.
 - Exploring human traditions in a broad perspective, and the creation of knowledge.
 - Understanding current issues from a historical perspective.
 - Addressing issues of diversity, equity, and inclusion

Component 2: “Futures”

- Goals/Objectives:
- Engaging with different disciplinary perspectives
 - Engaging with and exploring the creation of knowledge
 - Exploring the impact of present day and future events, productions, and issues among communities, the climate, and/or the natural world.
 - Considering the commonality of human questions through global perspectives.
 - Addressing issues of diversity, equity, and inclusion

Model 2: “WAYS OF KNOWING”

Component 1: “Texts and Traditions”

Goals/Objectives:

- Focus on texts and other cultural productions (visual art, music, theater, etc.) drawn from non-contiguous geographic regions, and must include something from the ancient world and from the modern
- Explore texts in relation to the specific traditions from which they arise through both close reading of the texts themselves and careful attention to how these texts produce knowledge over time

Variations: A: Common texts in all sections B: Instructor-chosen texts

Component 2: “The Complex Human World”

Goals/Objectives:

- Encourage students to understand different ways of knowing and doing through the study of world-defining systems--such as empire and colonialism--and their contemporary cultural, economic, and political effects
- Engage critically with the dynamics of difference and power that shape human lives.

Component 3: “Scientific Explorations”

Goals/Objectives:

- Deepen students’ understanding of scientific methods
- Broaden students’ understanding of the relevance and applicability of science on a range of topics

Model 3: “Diverse Perspectives, Inclusive Communities”

Component 1: “The Art of Science” (NASC/AHUM)

Goals/Objectives:

- Explore the process and nature of science, in order to understand the role of science in contemporary society.
- Examine the myriad modes of human creative expression across time and place by grappling with challenging texts.
- Address issues of diversity and inclusion as they relate to the topic of the course

Component 2: “Science and its Agents” (SOSC/NASC)

Goals/Objectives:

- Investigate human behavior, social relations, and institutions in order to understand the complex relationship between self and society.
- Explore the process and nature of science, in order to understand the role of science in contemporary society.
- Address issues of diversity and inclusion as they relate to the topic of the course

Component 3: “Social Relations and Expressions” (AHUM/SOSC)

Goals/Objectives:

- Investigate human behavior, social relations, and institutions in order to understand the complex relationship between self and society.
- Examine the myriad modes of human creative expression across time and place by grappling with challenging texts.
- Address issues of diversity and inclusion as they relate to the topic of the course

“Informal Consideration” = Sense of the Faculty poll

We will take a series of polls using the clickers.

These are in accordance with Robert’s Rules of Order.

These will be polls, not binding votes.

It is unlikely that any of these polls will immediately take a model off the table or out of consideration, but the polls *will* help the CRC determine which Models have the most support from the faculty, and thus which should receive the most of our attention and time.

Poll 1: Model 1: KNOWLEDGE COMMUNITIES - VAR. A

How strongly do you support or oppose continued development of Model 1, Variation A (“Pasts,” “Futures,” “Contact Zones,” and “Fields”)?

A = Strongly Support

B = Support

C = Neither support nor oppose

D = Oppose

E = Strongly Oppose

Poll 2: Model 1: KNOWLEDGE COMMUNITIES - VAR. B

How strongly do you support or oppose continued development of Model 1, Variation B (“Pasts” and “Futures”)?

A = Strongly Support

B = Support

C = Neither support nor oppose

D = Oppose

E = Strongly Oppose

Poll 3: Model 2: WAYS OF KNOWING - VAR. A

How strongly do you support or oppose continued development of Model 2, Variation A (Use of common texts in Texts and Traditions)?

A = Strongly Support

B = Support

C = Neither support nor oppose

D = Oppose

E = Strongly Oppose

Poll 4: Model 2: WAYS OF KNOWING - VAR. B

How strongly do you support or oppose continued development of Model 2, Variation B (Use of instructor-chosen texts in Texts and Traditions)?

A = Strongly Support

B = Support

C = Neither support nor oppose

D = Oppose

E = Strongly Oppose

Poll 5: Model 3: DIVERSE PERSPECTIVES, INCLUSIVE COMMUNITIES

How strongly do you support or oppose continued development of Model 3?

A = Strongly Support

B = Support

C = Neither support nor oppose

D = Oppose

E = Strongly Oppose

Thanks to all for your strong support and engagement during the Core Revision process.