

## AD HOC GROUP #1

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### Q1. In what ways can I understand the world and my role in it?

#### Final report: Outline

1. Challenges
2. Intended Learning Outcomes
3. Points of advocacy
4. Complete grid with suggested classes to fulfill

### Q1. In what ways can I understand the world and my role in it?

#### 1. Challenges

These broad categories encompass “things to know” that we think can be articulated as challenges for students and faculty, and can be studied across many disciplines and in many approaches. These challenges could be rephrased as questions.

- a. structures of power
- b. belief systems/religion
- c. sustainability/ global citizenship
- d. ways of living on the earth/human development
- e. communicating ideas
- f. cultural production/expression

#### 2. Intended Learning Outcomes

Intended Learning Outcomes (ILOs) that aim to explain how various disciplines address the intersections created between challenges and ways of knowing (see 4. Challenges/Ways of knowing). These are not meant to be exhaustive, but instead to be examples of the kind of ILOs that disciplines collaborate to create.

- a. Students will gain an understanding of the process of science as an intellectual pursuit and of the ways in which scientific ideas evolve and come to be accepted.
- b. Students will gain the ability to understand, articulate, and evaluate various positions taken in current debates about social and political issues involving scientific knowledge.
- c. Students will gain knowledge, skills and experiences that present the opportunity for them to encounter and engage the world globally and domestically in ways that develop cultural competence and create positive change.

- d. Students will develop data literacy and be able to apply basic principles of probability and statistics to articulate and evaluate solutions to personal and societal challenges involving risk and uncertainty
- e. Students will gain an appreciation for the ways that different disciplines generate knowledge from varying combinations of observation, experience and assumption; why and how disciplines differ; and how to bridge disciplines to tackle important, multifaceted problems.
- f. Students will gain an understanding of human ecology and its positive and normative implications for sustainability
- g. As global citizens, students will gain knowledge and understanding of their “neighbors” -- how people differ with respect to beliefs, values, cultural production, political systems, and material standards of living across the globe.
- h. Students will demonstrate an understanding of how historical processes have resulted in the construction (and deconstruction) of hierarchies of power by exploring the bidirectional relationship between the past and the present.
- i. Students will gain the ability to comprehend and analyze a wide range of texts (written, spoken, and visual), taking account of factors such as text type, audience, purpose, genre, discourse conventions, rhetorical elements, and linguistic features, as well as historical, geographical, cultural, and intellectual contexts.

### **3. Points of advocacy: We advocate that ...**

- a. The new GE structure does not need to require all students to complete a course with a significant laboratory component.
- b. The “things to know” be expressed as applied/real world challenges that can be addressed through ways of knowing.
- c. Students are tasked with expressing the connections between challenges and ways of knowing, in other words, with filling out the grid below in an interconnected and personal way. This could be a capstone or eportfolio project.
- d. To greatest extent possible, we seek to craft an education that allows students to embrace a diversity of experience.

#### 4. Challenges / Ways of knowing

- **Blue** = challenges
- **Red** = ways of addressing/looking at challenges (ways of knowing)
- White = some examples of ways to fulfill these categories/intersections

We envisage dozens of ways to “fulfill” each intersection. Here, we have simply indicated some curricular and co-curricular ways that we can imagine students making these connections.

challenges → ways of knowing ↓	structures of power	belief systems/religion	sustainability/ global citizenship/ domestic citizenship	ways of living on the earth/human development	communicating ideas	cultural production/expres sion	change over time / antecedents / historical constructedness
<b>scientific approach</b>	Studying scientific understandings of the idea of ‘race’	Exploring evidence for biological/ evolutionary predisposition to religious belief		Carrying out a longitudinal analysis of changes in Minnesota climate	Exploring ideas of narrative in the medical fields: telling stories about scientific facts	Exploring use and allotment of resources in the production of culture	Analyzing conceptualization and treatment of “intersex” bodies in different cultures over time
<b>textual and discourse approach</b>	Analyzing legal codes and structures	Analyzing holy texts, canonical and non-canonical	Analyzing political speeches, platforms, and laws that address climate change	Analyzing archival documents: what historical materials are available to us, and how/by whom are they accessed?	Writing a thesis-based, argumentative paper	Considering language, theme, and audience in a series of novels & films from a specific city/region/language tradition	
<b>quantitative</b>	Exploring studies		Studying	Characterizing and		Characterizing the	Producing a digital

<b>approach</b>	about mass incarceration rates in America		approaches to estimate Earth's human-carrying capacity	exploring the determinants of comparative economic development		type and # of Broadway plays produced by year to understand economic and social influences on cultural production	history project on distribution of Norwegian immigrants across the upper Midwest
<b>embodied approach</b>	Wearing hijab on campus (World Hijab Day activity)	Attending or participating in religious/spiritual services/events			Speaking in public in a second language to an audience that understands that language	Writing/choreographing and performing in a play/dance	
<b>creative approach</b>					Producing original works of creative writing, podcasting, and filmmaking		
<b>ethical / theological approach</b>	Asking how theological doctrine and dogma influences the group participation in religious practice	Seeking out dialogue with or between religious traditions in a pluralistic world	Interrogating the ethics of travel and tourism as a study abroad prerequisite	Providing students with truly and broadly contrasting points of view	Studying approaches to and differences in the translation of holy texts		Comparing historical development and distribution of religious practices