Creative Experience

I. Description of Purpose and Content
In their emphasis on both theory and practice, courses in Creative Experience encourage students to invoke imagination and intuition as well as critical thinking and analysis. In these courses, students will give creative form to their ideas through an active, experiential engagement with the artistic process informed by critical analysis and self-reflection. The creative project should engage students in the creation of artifacts or performances that call for individual and/or collaborative expression that can be shared with others in coherent and meaningful ways.

II. Learning Outcomes
Students will:

• Be able to use imagination and informed intuition as part of the creative process.
• Demonstrate appropriate skills for the making of a creative work.
• Know and apply critical methodologies necessary to evaluate art and art making, including their own.
• Know the social, historical and cultural context as well as the role that artists play in shaping culture.
• Value the rigorous and often collaborative nature of creative work.
• Value the diversity of creative expression across and within cultures.

III. Defining Characteristics
To be considered for this category, a course must integrate creative expression and critical thinking. More specifically it will:

• Require students to express themselves creatively and critically.
• Provide students with the guidance and information necessary for the production of a creative artifact and/or performance.
• Provide students with the critical tools necessary for analyzing, evaluating and giving creative expression to ideas.
• Engage students in observation, focused concentration, and imaginative exploration as part of the creative process.
• Require practice and revision as part of the creative process.
• Emphasize skill development shaped by an understanding of artistic standards.
• Require students to share their work with others.
• Require students to comment critically and thoughtfully on their own work as well as the work of their classmates.

The creative component may include several smaller projects spread out across the semester or it may consist of a major final project. Creative projects may include but are not limited to photography, film, sculpture, drawing, painting, dance, musical composition, screenplays, creative/dramatic writing, theater or any combination of the above. The critical thinking component may include but is not limited to weekly critical reflections on the materials studied in class, critical reflections on the creative work presented in class, short essays, longer seminar papers, exams, quizzes or any combination of the above. The integration of the creative and the critical should evidence an understanding of the skills involved in art making as well as the standards used to evaluate similar artifacts and/or performances. The creative component should account for a minimum of 30% of the course work; the critical component should account for a minimum of 30% of the course work.
I. Description of Purpose and Content
Courses in this area will focus on theories and/or methodologies commonly used by social scientists to understand human behavior. Human behavior is broadly defined and can include the behavior of social, cultural, economic, or political institutions. Courses in this area will explore social science methods which are based on the assumption that human behavior is ultimately understood or explained through rigorous, systematic, and evidence-based inquiry. Drawing upon a variety of theoretical foundations, principles, and methodologies, these courses engage students in explorations and interpretations of how people organize, govern, understand, and explain individual and social phenomena.

II. Learning Outcomes
A course that fulfills the Understanding Human Behavior requirement must address the following. In this course, students will:

- Understand what defines a social science, including its methodologies, and how it differs from other fields such as humanities.
- Understand theories and methodologies developed from empirical observation.
- Be familiar with the results of selected research that systematically and empirically examines how individuals, groups, or institutions interact in different contexts.
- Value the need to support theories and hypotheses with empirical evidence in order to understand individual, group, or institutional behavior in society.
- Critically examine outcomes of social science research.

III. Defining Characteristics
A course that fulfills the Understanding Human Behavior requirement must:

- Explore theories and methodologies that have bearing on contemporary individual and social life.
- Examine theories and methodologies that are relevant to real world problems.
- Cover similarities and differences in individual, group, or institutional behavior.
Nature of Science, Technology and Mathematics

I. Description of Purpose and Content
Courses satisfying this requirement engage students in the methods of inquiry used in science, engineering, and/or mathematics. Through understanding the processes involved in the production of scientific, technical, and/or mathematical knowledge, students will acquire the scientific, technical, and/or mathematical literacy necessary for them to be more knowledgeable, effective, and responsible citizens of the modern world.

II. Learning Outcomes
Through successful completion of this core requirement, students will:
• Understand the methods of inquiry used in science, engineering, and/or mathematics, and important elements of the knowledge thereby obtained.
• Be able to apply scientific, engineering, and/or mathematical methods of inquiry and knowledge to the solution of significant problems.
• Recognize and appreciate scientific, engineering, and/or mathematical methods of inquiry and knowledge for addressing issues of social importance.

III. Defining Characteristics
Any course satisfying this requirement must include:
• A sustained thematic focus on the methods of inquiry used in, and knowledge acquired in science, engineering, and/or mathematics.
• Assignments that include careful exploration of one or more areas of scientific, engineering, and/or mathematical inquiry, including knowledge thereby produced.
• Activities that require reflective engagement in the methods of inquiry used in science, engineering, and/or mathematics by providing students with opportunities to collect, analyze, and/or evaluate data or arguments, and to develop appropriate conclusions.
• At least one assignment requiring the application of scientific, engineering, and/or mathematical approaches to one or more practical problems.
• At least one assignment that explicitly encourages appreciation of the significant interactions between society, the natural world, and science, engineering, and/or mathematics.
Historical Analysis and Perspectives

I. Description of Purpose and Content
Courses in “Historical Analysis and Perspectives” should provide students with a broad introduction to the study of human groups and individuals of the past through an examination of change over time, its causes and its consequences. While faculty are encouraged to offer courses that focus on a particular theme, society, time period, or body of source material, contributions to “Historical Analysis and Perspectives” should demonstrate a chronological range across multiple centuries and include a cross-cultural perspective that places specific regions in a transnational or global context. Courses in “Historical Analysis and Perspectives” should also expose students to different bodies of primary-source material, consisting of texts in various genres as well as visual and material evidence. Furthermore, while they should approach the study of the past through a variety of interrelated social and cultural phenomena seen in their unique context, courses in “Historical Analysis and Perspectives,” whether they deal with the distant or more recent past, should address the relationship of the past to the present world. Contributions to “Historical Analysis and Perspectives” should engage students in discussion of both primary sources appropriate to the subject matter of the course and the analytical framework and debated questions among scholars working in that field. Drawing on course materials and their own independent work, students will write projects crafting rigorous historical arguments that employ evidence to understand change over time.

II. Learning Outcomes
• Students will know the chronological sequence and geographical framework appropriate to the subject matter of the course.
• Students will be able to analyze primary sources of multiple varieties and distinguish them from scholarship (secondary sources).
• Students will understand that historical knowledge emerges from debates over the interpretation of evidence.
• Students will learn to construct arguments about the past based on evidence and utilizing critical language appropriate to the subject matter and discipline of history.
• Students will value the complex process by which the present emerged out of the past.

III. Defining Characteristics
• Coherent interpretive framework which articulates a clear set of historical questions to be examined.
• Sufficient chronological scope (that is, one reckoned in terms of centuries, not decades).
• Cross-cultural perspective.
• Variety of evidence (must include textual evidence; must also include non-textual evidence).
• Rigorous writing assignments based on primary sources obtained at least in part through independent work and integrated into the interpretive framework of the course.