

**WEINBERG COLLEGE OF ARTS & SCIENCES**  
**Foundational Disciplines Convention**  
**June 7<sup>th</sup>, 2018, 9:30 am – 4:30 pm**  
**The Great Room, 610 Haven St, Evanston, IL 60201**

- Goal: Articulation of clear learning outcomes for each of the six foundational disciplines
- Plan of activities: Area-specific sub-group meetings and consultations with colleagues leading up to the convention on June 7<sup>th</sup>, 2018.
- Delegates: 3 faculty members per area
- Ex officio: Ann Bradlow, Associate Dean for Academic Initiatives and Professor of Linguistics  
 Mary Finn, Associate Dean for Undergraduate Academic Affairs  
 Laura Panko, Assistant Dean for Curriculum and Assessment
- Staff support: Johanna Page
- Outcomes: Names, descriptions, and learning goals for each of the six foundational disciplines (final versions submitted June 15, 2018 shown below)

<b>Natural Sciences</b>	Catherine Woolley (Neurobiology) Bob Holmgren (Molecular Biosciences) Emily Weiss (Chemistry)
<p>The Natural Sciences use a combination of observation, experimentation, and modeling to understand features and mechanisms of the natural world at all levels, from the subatomic scale to the cosmos. Discoveries in the Natural Sciences inform invention and the development of new technologies to solve problems; conversely, new technologies advance discovery and the creation of new knowledge. Courses in the Natural Sciences convey our current understanding of the natural world and the methods by which this understanding is achieved through systematic hypothesis testing. Students learn to appreciate the evidence for our current understanding of nature; the scientific process; as well as the implications, utility, and limitations of scientific inquiry to solve problems and benefit society.</p> <p>Courses in the Natural Sciences are designed to achieve a combination of the following learning outcomes:</p> <ol style="list-style-type: none"> <li>1) Demonstrate knowledge related to features and mechanisms of the natural world, including the history, major ideas, and research approaches relevant to various scientific disciplines;</li> <li>2) Formulate hypotheses and utilize skills to acquire, analyze, and interpret scientific data to test and revise these hypotheses;</li> <li>3) Appreciate the implications, utility, and limitations of scientific inquiry, both within the context of a particular field and more broadly for society;</li> <li>4) Articulate the scientific process and the significance of scientific advances, in written and/or oral form.</li> </ol>	

<p style="text-align: center;"><b>Empirical and Deductive Reasoning</b></p>	<p>Jared Wunsch (Mathematics)  Raffaella Margutti (Physics &amp; Astronomy)  Steve Franconeri (Cognitive Science Program)</p>
<p>We learn about the world in two main ways: empirically, from observations, and by making logical deductions from what we already know or conjecture. Courses in this discipline teach students to use these two modes of inference.</p> <p>Empirical conclusions, derived from observations about the world, come with uncertainties or probabilities. Courses in empirical reasoning teach students to apply statistical reasoning to interpret evidence, to estimate the uncertainties inherent in their conclusions, and to build theoretical models based on data.</p> <p>We also reason by deduction from axioms we take as certain, or from conjectural models of the real world. Courses in this discipline teach students both the power and limitations of such formal reasoning. Students will learn to create and analyze chains of mathematical or logical deductions, or computational algorithms.</p> <p>Courses in Empirical and Deductive Reasoning are designed to achieve a combination of the following learning outcomes:</p> <ol style="list-style-type: none"> <li>1) Recognize empirical versus deductive modes of inference.</li> <li>2) Articulate the power and the limitations of statistical reasoning, including the quantification of uncertainties in data.</li> <li>3) Recognize the dangers of reasoning biases, including conclusions from anecdotal evidence, and the limits of when causal claims can be made from correlational data.</li> <li>4) Learn to create and analyze formal models of real world phenomena.</li> <li>5) Appreciate the power of abstraction in applying similar formal constructs to a range of different problems.</li> <li>6) Learn to clearly and persuasively communicate both empirical and logical arguments, via writing, presentation, and graphical formats.</li> </ol>	

<p style="text-align: center;"><b>Social and Behavioral Sciences</b></p>	<p>Traci Burch (Political Science) Ginger Pennington (Psychology) Cynthia Robin (Anthropology)</p>
<p>We all exist in a complex web of social relationships. Social phenomena, ranging from the most intimate interpersonal interactions to widespread global political conflicts, influence the quality of our lives in countless ways. Social scientists use qualitative and quantitative methodologies to help us understand how we influence, and are influenced by, societal forces. Courses in this area introduce students to theories, methodological approaches, and empirical research findings pertaining to a full range of the human experience, from the level of the individual to that of familial, cultural, political, and institutional structures. Through study of the social sciences, students develop a deeper understanding of their own behavior as well as the complex problems of modern society.</p> <p>Courses in the Social and Behavioral Sciences prepare students to meet three or more of the following objectives:</p> <ol style="list-style-type: none"> <li>1) Recognize and articulate reciprocal relationships between societal forces (e.g., norms, laws, organizational structures), psychological forces (e.g., traits, motives, attitudes), and the behaviors of individuals and groups.</li> <li>2) Demonstrate knowledge and understanding of social science theories related to the influence of culture and power on the behavior of individuals, interpersonal relationships, and/or group dynamics.</li> <li>3) Use appropriate quantitative or qualitative research methodologies to observe, describe, understand, and predict human behavior and/or institutional actions.</li> <li>4) Develop the ability to critique theories, claims, and policies in the social and behavioral sciences through careful evaluation of an argument's major assertions, assumptions, evidential basis, and explanatory utility.</li> <li>5) Reflect upon the way in which theories and research from the social and behavioral sciences help elucidate the factors underlying contemporary social issues, social problems, and/or ethical dilemmas in the US and/or abroad, as well as inform potential solutions to societal problems.</li> </ol>	

<b>Historical Studies</b>	Ben Frommer (History) Ann Gunter (Classics, Art History, The Humanities) Claudia Swan (Art History)
<p>Historical studies examine change over time in a wide variety of spheres, including beliefs, cultures, economics, intellectual thought, politics, and society. The scale and scope of offerings in this area range from the local or regional to the global and from the origins of human society to the present day. Students learn to assess, analyze, and interpret primary and secondary sources (for example, documents, testimonies, texts, artifacts, images) and use them to develop arguments in oral and written form. Courses in historical studies teach critical methods including: evaluation of evidence, understanding conditions under which historical actors operated, comprehension of cause and consequence, tracing patterns (continuities and ruptures), comparative analysis of sources, and modes of historical argumentation.</p> <p>Courses in Historical Studies are designed to achieve a combination of the following learning outcomes:</p> <ol style="list-style-type: none"> <li>1) Acquire knowledge of historical phenomena (cultural, economic, intellectual, political, and social practices and their interdependent development over time in their local, regional, and/or global contexts) and become familiar with relevant primary and secondary sources.</li> <li>2) Develop skills of historical analysis, including the means to evaluate sources; become acquainted with scholarly historical demonstration, discussion, and debate.</li> <li>3) Appreciate the impact of historical developments; acquire historical perspective on the present; consider agency and subjectivity in the context of the times; reflect on the varieties of memory and experience.</li> <li>4) Express the results of historical investigation effectively and persuasively in written, oral, and visual forms, and engage in debate with other narrators and interpreters of history, both past and present.</li> </ol>	

<p><b>Ethical and Evaluative Thinking</b></p>	<p>Kyla Ebels-Duggan (Philosophy)          Barry Wimpfheimer (Religion)          Zekeria Ahmed Salem (Political Science, Program in African Studies)</p>
<p>All human cultures have produced systems of thought and belief concerning ways of being in the world and relating to one another. Courses in this distribution area equip students to engage these systems and wrestle with central human questions. Courses explicitly consider questions concerning values or teach students to think within, appreciate the resources of, and critically reflect upon a particular tradition of thought. Completing this distribution area will help students recognize and reflect on ethical and evaluative questions, become aware of what standards they bring to bear in answering them, appreciate and respect their own and other cultural systems, and work through disagreements with others. Courses in Ethics and Values are designed to foster the intellectual autonomy students will need to thrive as thinkers and agents in an increasingly complex world.</p> <ol style="list-style-type: none"> <li>1) Attain the conceptual tools needed to recognize and understand prescriptive issues, questions and claims, and to distinguish them from descriptive issues, questions, and claims.</li> <li>2) Identify the values presupposed by an outlook or discourse.</li> <li>3) Recognize the complexity of many ethical issues and consider a variety of alternative resolutions and the reasons for holding them.</li> <li>4) Appreciate the insights available in one or more intellectual or cultural traditions.</li> <li>5) Reflect upon one’s own answers to evaluative questions, the presuppositions informing them, and the reasons supporting them.</li> <li>6) Engage in respectful, rigorous and constructive dialogue concerning evaluative issues and communicate thoughtfully and clearly about them.</li> </ol>	

<b>Literature and Arts</b>	Doris Garraway (French & Italian) Harris Feinsod (English) Clare Cavanagh (Slavic)
<p>By taking courses in literature and art, students come to understand and appreciate the achievements of the creative imagination in a range of artistic forms and media. These include printed and oral literature, theater, music, the visual arts, and film and digital media. Students learn to describe, value, and critique such works; to identify and query the ideas and perspectives they represent; and to consider them as an array of aesthetic practices through which human beings have attempted to explore and transform their worlds. As students encounter the power of literature and art to imagine the breadth of human experience, they come to grasp the role of the arts in the evolution of human ways of knowing, being, feeling, and expressing. At the same time, students examine the historical, cultural, and social contexts in which creative works are produced, which they at once reflect and contest. In recognizing the many ways in which texts and artistic works create meaning, and by paying attention to the factors that influence such processes, students gain exposure to the descriptive vocabularies, theoretical approaches, and reading practices common to criticism on literature and the arts. What is more, they develop essential skills in critical thinking and cultural analysis that will make them more conscientious readers of texts, images, and objects of all kinds.</p> <p>Courses in Literature and Arts are designed to achieve the following learning outcomes:</p> <ol style="list-style-type: none"> <li>1) Observe the forms, genres, and styles of literary and artistic expression through practices of close reading and analysis.</li> <li>2) Gain awareness of the social, political, cultural, and historical factors influencing artistic expression, the relations between the artist and the public, and the potential of creative art to challenge or to affirm social and cultural norms.</li> <li>3) Appreciate how literature and the arts reveal the differences and diversity, as well as the continuity and unity, of human cultures.</li> <li>4) Produce acts of persuasive interpretation, analysis, and commentary on literature and art, both spoken and written.</li> <li>5) --By emulating the subtleties of literature and art, students develop their writing skills and sharpen their powers of interpretation, critique, and aesthetic perception.</li> </ol>	