

Bowdoin College Course Distribution Options and Qualifying Questions

Difference, Power, and Inequity (DPI)

These courses examine difference in terms of power and inequity. Students learn theories, methods, and skills to analyze structures of privilege and inequality. Students confront how such structures intersect with their own experiences. While DPI courses introduce students to a variety of pedagogical approaches, methodologies and theoretical perspectives, all courses fulfilling the DPI requirement have three main components at their core:

- the centrality of DPI themes and ideas throughout the course
- a critical balance of DPI-related content and DPI-related theories, methods, and skills
- an analysis of how a student's own lived experience and subject positions intersect with structures of difference, power, and inequity

Please answer the following three questions, using language and level of detail that will inform colleagues from outside of your discipline.

DPI Question #1: Describe the **course learning goals** related to students' examination of difference, power, and inequity.

DPI Question #2a: What are the **principle theories, methods, and skills** that your course will prepare students to apply in their analysis of difference, power, and inequity?

DPI Question #2b: Provide one or two specific examples of the **types of assignments** (e.g., papers, critiques, debates, discussions, journal writing, community service experience, etc.) students in the course will complete, briefly describing how those assignments will assist in students' acquisition of the terminology, approaches, and skills identified above.

DPI Question #3: How will students arrive at or reflect on dynamics of difference, power, and inequity that intersect with their own experiences? Provide one or two specific examples of **learning activities and/or assignments** (e.g., papers, critiques, debates, discussions, journal writing, community service experience, etc.) with which students in the course will engage.

Inquiry in the Natural Sciences (INS)

The main goal of the **Inquiry in the Natural Sciences** requirement is to help students expand their understanding of the natural sciences through practices associated with questioning, measuring, modeling, and explaining the natural world.

INS Question #1: **Describe the exercises and experiences you will incorporate that help students understand the natural world and the ways in which scientists explore it** (e.g.,

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experiments, fieldwork, modeling, critical analysis of primary literature or existing data/observations).

International Perspectives (IP)

The main goal of the **International Perspectives** requirement is to assist students in developing a critical understanding of the world beyond the United States. IP courses provide students with the tools necessary to analyze non-U.S. cultures, societies, and states (including indigenous societies and sovereign nations within the United States and its territories), either modern or historical.

Please **answer both of the following questions**, using language and level of detail that will inform first-year students and advisors outside of your discipline.

IP Question #1: **Which non-U.S. perspective(s) will be developed in this course?** These perspectives may be cultural or social or focus on states or international institutions. Please focus on how course methodology will achieve particular goals, and use specific examples to elaborate (e.g., papers, critiques, debates, discussions, journal writing, community services experience, etc.).

IP Question #2: **How will students learn to analyze or engage critically with social, cultural, institutional, or political dimensions of societies beyond the U.S.?** Please focus on how course methodology will achieve particular goals, and use specific examples to elaborate (e.g., papers, critiques, debates, discussions, journal writing, community services experience, etc.).

Mathematical, Computational, or Statistical Reasoning (MCSR)

The main goal of the **Mathematical, Computational, or Statistical Reasoning** requirement is to enable students to use mathematics, statistics, or quantitative methods, models, and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area.

Please **answer two of the following three questions**, using language and level of detail that will inform first-year students and advisors outside of your discipline.

MCSR Question #1: **How will students interpret and draw appropriate inferences from mathematical, computational, or statistical constructs such as formulas, graphs, tables, and schematics?** Please focus on how course methodology will achieve particular goals, and use specific

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examples to elaborate (e.g., exercises, lab projects, problem-solving or modeling activities, community service experience, etc.).

MCSR Question #2: **How will students represent information, relationships, or data graphically, numerically, or symbolically?** Please focus on how course methodology will achieve particular goals, and use specific examples to elaborate (e.g., exercises, lab projects, problem-solving or modeling activities, community service experience, etc.).

MCSR Question #3: **How will students model and analyze real-world questions through the use of mathematical, algorithmic, or statistical methods? Please focus on how course methodology will achieve particular goals,** and use specific examples to elaborate (e.g., exercises, lab projects, problem-solving or modeling activities, community service experience, etc.).

Visual and Performing Arts (VPA)

The main goal of the **Visual and Performing Arts** requirement is to help students expand their understanding of artistic expression and judgment through creation, performance, and analysis of artistic work in the areas of dance, film, music, theater, and visual art.

Please **answer two of the following three questions**, using language and level of detail that will inform first-year students and advisors outside of your discipline.

VPA Question #1: **How will students be involved in the performance or creation of a work of art? Describe specific assignments, activities, or projects.** Please focus on how course methodology will achieve particular goals, and use specific examples to elaborate (e.g., critiques, performances, journal writing, art/object viewing, etc.).

VPA Question #2: **How will students be engaged in extended and detailed analysis of artistic work? Please provide an example.** Please focus on how course methodology will achieve particular goals, and use specific examples to elaborate (e.g., critiques, performances, journal writing, art/object viewing, etc.).

VPA Question #3: **How will students explore the cultural, social, historical, or economic context surrounding artistic expression? Please provide an example.** Please focus on how course methodology will achieve particular goals, and use specific examples to elaborate (e.g., critiques, performances, journal writing, art/object viewing, etc.).

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