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.

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

a. How are you addressing difference in terms of power and inequity in your course? [You are welcome to use relevant course learning goals.]

b. What are the principal theories, methods, and skills that your course will prepare students to apply in their analysis of difference, power, and inequity? [You are welcome to use a paragraph from your potential syllabus that explains to students why this is a DPI course.]

c. 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. [You are welcome to use assignment descriptions linked to question #2 above.]

d. 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 critically engage students to reflect on their own lived experience as it relates to the dynamics of power, privilege, and inequality. [You are welcome to use assignment descriptions linked to question #1 above.]

Exploring Social Differences (ESD)

The ESD requirement expires at the end of 2021-22. As a result, the CIC is no longer accepting proposals for ESD courses. Faculty are invited to consider proposing a course to meet the new DPI requirements, details above. Please contact Katie Byrnes with questions about DPI at kbyrnes@bowdoin.edu.

The main goal of the Exploring Social Differences requirement is to help students develop awareness and critical understanding of differences in human societies (such as class, environmental resources, ethnicity, gender, race, religion, and sexual orientation). ESD courses build the analytic skills to examine differences within a society and the ways they are reflected in and shaped by historical, cultural, social, political, economic, and other processes.

Bowdoin students must earn at least one full credit for a letter grade (unless the course is only graded Credit/D/Fail, i.e., some courses in theater and dance and music) in each of the distribution areas. Distributions may not be applied to first-year writing seminars, independent studies, or honors projects. Courses may have a maximum of two distributions.
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Please answer both of the following questions, using language and level of detail that will inform colleagues from outside of your discipline.

a. What social differences will students explore? 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 service experience, etc.).

b. How will the course focus on examining the formation, maintenance, implications of or challenges to group differences within a society? 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 service experience, etc.).

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.

a. 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., 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.

a. 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
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methodology will achieve particular goals, and use specific examples to elaborate (e.g., papers, critiques, debates, discussions, journal writing, community services experience, etc.).

b. 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.

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

b. 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.).

c. 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.).
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.

a. **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.).

b. **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.).

c. **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.).