CC100 Workshop

March 4, 2020

● ● ●

Aaron Stoller, Ph.D.

Goals

Review critical inquiry as a curricular goal and pedagogical process

Identifying potential course clusters

Critical inquiry as concept:

Aim: to change the way students *relate to* knowledge in the disciplines

Process: a framework for teaching incoming students through critical interrogation of disciplinary contexts

Why do contexts matter?

Disciplinary contexts shape *what* is taught, *how* it is taught

Disciplinary "skills" (e.g. reading, writing, analysis) are context-dependent

Disciplines empower students when they understand disciplines *as frameworks for inquiry*

CC Student Views on the Nature of Disciplines

CC Student Views on the Nature of Disciplines

- No understanding of the humanities disciplines as scholarly enterprises.

- Social sciences are derivations of natural sciences.

- Mechanical understanding of natural scientific practices.

- Natural sciences, social sciences, and humanities as situated on a spectrum from objective (NS) to subjective (HUM). The social sciences serve as a "gateway" between the natural sciences and humanities.

CC100 "is **an inquiry- or problem-driven seminar**, grounded in the specific disciplinary practices of the faculty teaching the course"

Central question, problem, or topic

Critical reflection

Examples of course topics:

- Engage a current scholarly project undertaken by the instructor;

- Explore of the origins of a discipline or disciplinary sub-field;

- Trace a central idea or debate throughout its disciplinary lifespan;

- Survey emerging questions on the horizon of a field;

- Analyze contested spaces between disciplines;

- Examine the evolution of a particular figure in relationship to his or her field.

CC100 is also "intended to **engage students in broader conversations** about the nature of scholarly inquiry in the liberal arts"

CC100 learning outcomes

- Provide examples of ways in which disciplines are rooted in discourses, communities, and/or histories that shape the production of knowledge;

- Articulate how phenomena may be evaluated by several disciplinary perspectives, each with its own paradigms, methods, and vocabularies;

- Describe the ways in which particular identity groups have benefited from or been marginalized by disciplinary practices.

Questions?

•••

CC100 clusters and convergences

"To facilitate thinking about knowledge production in a comparative framework, [CC100] courses will be paired with each other via a shared topic, question, or theme, etc. These clustered courses will offer convergence experiences for their students to discuss and compare the different approaches to knowledge creation taking place in their respective courses. Faculty will coordinate with the Director of Academic Programs to develop these clusters and convergences."