

Appendix C Outline Presentation of Learning Environment Details

I. *First, reading the S&S connections—the First Year Experience:*

What: Each student will begin by reading an engaging work that presents the connections of science and sensibility in their social context. These readings and class or informal discussions of them will open student sensibilities to the issues raised. Further this work will go on simultaneously in many areas, in many classes, including the First Year Experience, First Read program, some sections of Freshman composition, and the Honors First Year Readings Conference. In addition, some other isolated entry level classes will use the works in question as part of their texts. All of this has already taken place and can be counted upon to continue as it embraces the IWG's concern with connections between science and sensibility across the disciplines. Discussions in these classes will involve all students and numerous faculty members and thus will bring to the fore a common consciousness and concern with these connections. In this way the first semester of the first year learning connections environment will lay the foundation for the cultural changes we seek.

When: Normally, first year students in their first semester.

Where: At this time we know the FYE class, multiple sections of Freshman Composition, the Honors Freshman Reading Conference, and other classes using the First read book will provide courses through which to enter this learning environment.

How: These classes are already in place so the added dimension of reading the S&S connections is no more than an organizational as a curricular change opportunity. Learning guides with additional readings, discussion questions, various learning activities, and faculty lectures or papers will be provided through web assistance to those interested. Not every year will feature a book devoted to exploring the organization of science considered in its historical context of social issues. But the inclusion of such a dimension of exploration will be a required feature of every First Read book from AY 2008-2009 onwards. And so the development of materials and activities appropriate to each and every book used will assist students and faculty alike in accessing the connections of interest. Finally, in the fall term, a Humanities Institute Faculty Forum will feature UT faculty members speaking on pertinent topics to support the reading explorations of the students.

Why—Learning Objectives:

Every student will:

- a) recognize the role of scholarship in solving human problems
- b) see the need of both science and sensibility in addressing problems
- c) appreciate the interdisciplinary nature of inquiry and creativity in science and sensibility
- d) begin to appreciate the interdependencies between systems of culture, technology, art, economics, and value.

II. *Second, Observing the S&S connections—the First Year Colloquium:*

What: The First Year Colloquium (FYC) will gather talks by on and off-campus scholars or others, art exhibits, recitals, concerts, films, service learning opportunities and conference call interviews of business leaders all tied to student discussions of S&S connections within the theme of the First Read Book. Students will choose four events from a menu of lectures and exhibits, and will take part in a conference call interview. Discussion leaders who represent the various disciplines in which students are majoring will assist follow through. These leaders can be first year teaching and graduate assistants, or others. It is they who will arrange the enterprise conference call interview of a local business or government leader who is concerned with issues within the yearly theme.

This experience would involve creating a one-hour course that extends the experience of the FYE in ways discussed. *This is the only proposal we are making that will involve an increase of student hours in required classes.*

When: Normally in the second semester of the first year.

Where: In discussion sections arranged and staffed by the department of the student's major, and in events organized and run by the S&S Connections working group.

How: Students can subscribe to any discussion group and even switch, capacities permitting, but must regularly participate in a discussion and take responsibility for part of the discussion covering each event the student attends. Discussion meetings will take place periodically over the term in association with course selected campus events. Attendance and participation will be an obligation of every student. Students will keep a journal of reflections on their experiences in the colloquium and will build these into a web-based portfolio that the discussion leaders will review for credit in the course. The discussion leader will help the group choose for an enterprise interview one business or government leader from a list gathered by the S&S Connections working group. The discussion leader will then arrange and oversee the call for the students.

Why—Learning Objectives:

Every student will:

- a) Observe the application of S&S connections to real problems of local interest.
- b) Discuss the impacts of alternative solutions at the local level to the problems covered in the events attended.
- c) Evaluate alternative solutions suggested in the terms of both science and sensibility, that is, from the standpoint of both particular STEM² perspectives and the conversations appropriate to relevant work in the traditions of Sensibility.

III. *Third, Learning to Learn the Connections*

What: Students will take two interdisciplinary courses designated as fulfilling an S&S Literacy requirement. In these, students will begin to analyze and work through S&S connections highlighted by the readings and class discussions of these courses. Instruction in the courses should be interdisciplinary in two ways: at least in discussing all topics from multiple interconnected perspectives falling

both into science and sensibility, and in having both science and sensibility instructors for at least some sessions. These appearances can be arranged on an exchange basis between participating faculty as part of achieving the S&S Literacy designation for their courses. These classes will explore the S&S connections and how they operate in some area of special interest. In these courses students can learn how to learn S&S connections salient for their major studies and their professional life, in addition to those at the core of their living..

When: Normally the first literacy course would be a course outside the major, and would be taken in the first semester of the second year. The second of the two S&S Literacy courses would be taken in the major and later in the student's career. In this way, and in being a faculty committee sanctioned requirement organizing the work of the student, not requiring additional hours, this part of learning the connection is like the Writing Across the Curriculum requirement.

Where: In many areas and in many existing courses this work already is taking place. For example, business ethics, environmental ethics, computers and society (PHIL), Framing Cultures, Building Communities (HUM), Gender Issues in Geography (GEPL), Chemistry and Society (CHEM), Psychobiology (PSY), Community Health (HEAL) are just some members of a very long list of existing courses that would seem to deserve the status of S&S Literacy courses. (See the partial list of such courses in Appendix B.) All that is added here is a thematic orientation for at least part of the course—derived from the yearly theme, and, support through the speakers in the FYC. Competitively awarded financial assistance will drive the adaptation of existing courses to qualify as S&S Literacy courses. And similarly, competitive awards can support the development of new courses as changes in science and sensibility call for these.

How: Students take the courses designated as S&S Lit courses, a designation the registrar's office can track for degree audit purposes as they now do WAC designated courses.

Why—Learning Objectives:

- a) Every student will engage currently important problems and issues requiring both science and sensibility, as these matters are presented and discussed in S&S Lit courses.
- b) Students will examine differing disciplinary approaches to these issues and will gain a good grounding in the theoretical and practical dimensions of some of these approaches.
- c) Students will gain entrance to the world of the informed critical appraisal and the creative applications of these approaches to problems.
- d) Students will learn how identify and amplify the complementarities, both helpful and problematic, of science and sensibility as applied to the problems considered.
- e) Students will be ready to extend their knowledge base gained in these courses to further investigate and think critically and creatively about issues such as the courses consider.

IV. *Practicing Participation in the connections:*

What, Where and How: This learning environment will provide students the opportunity to apply their growing understanding of science and sensibility as relevant to their major field of study. This will take place in learning communities established as integral to new or existing courses. Here, students will observe, discuss and actually take part in the research of their mentor. In many areas this already is taking place in independent studies, in capstone courses and in required methodology courses in various majors. Thus this project is a way to organize existing efforts thematically. As well, competitive awards will stimulate the development of new courses connecting undergraduate and faculty research. However the work of these courses is not just that. They also will prepare students to take part in interdisciplinary Round Table discussions on the various approaches a given field could take to relevant issues such as the adoption of alternative energy forms. Discussion of works written by outside speakers can prepare students both for attending the talk and taking part with the speaker in the Round Table discussions. This aspect of this learning environment will be constituted by the Humanities Institute Round Table discussions.

When: Normally in the third and fourth years of a student's studies. Some students might choose to take only one such entryway into this learning environment. Others might choose to learn here in both junior and senior years. Either way, every student will enjoy the impact of at least one such course expanding and reinforcing previous learning of the character and importance of the connections between science and sensibility.

Why—Learning Objectives:

Every student will:

- a) Take part in the research of their mentor (the instructor of the student's course in this learning environment).
- b) Study and consider the connections between science and sensibility found in the written work of the scheduled speaker for the Round Table discussions.
- c) Observe and take part in interdisciplinary discussions with the Round Table speaker and with students and faculty from a variety of disciplines as they all seek mutual understanding of their approaches to the issues at hand. These issues might include for example: the social impact of adopting various alternative energy sources, or, the social impact of adopting various forms of research, development and technology transfer to agricultural workers in other nations.
- d) Give a summary expression (report, thesis, performance, exhibition, and so on) of course experiences as is appropriate to the field and course in question.

