

MODEL #1

Knowledge Communities

A. Executive Summary: Model Mission and Structure

Model 1 proposes a Core Program defined by its multi-disciplinarity, open components and maximum flexibility. The Core Component courses in this model ask students to collaborate in answering questions that cannot be answered using a single approach, reflect on the nature of our knowledge and practices, live with contradictions, understand our differences and the structures that shape them, understand the power dynamics, hierarchies, inequalities, advantages and disadvantages of the communities we live in and close to, be curious and creative, and generate new knowledge.

There are two **variations** to Model 1: one in which there are four loosely connected components from which students take all four components, and another in which there are two interconnected components that are both required for students. In both variations, faculty from any division can and are encouraged to teach in any component. The interdisciplinarity of components in this model disrupts students' preconceived notions of scholarly and artistic boundaries. This model offers autonomy for faculty to create courses or reposition existing courses, and in pedagogical approaches. It creates a mechanism that facilitates team-teaching and linking classes. This model fulfills Colgate's liberal arts aim to produce responsible and engaged citizens, lifelong learners, critical thinkers, and accountable leaders.

B. Description of the Components and their Courses

The components within this model aim to engage students with multiple experiences in interdisciplinary thinking such that a student leaves the Core Program with the necessary tools to make connections across disciplines and a greater appreciation and understanding of others' perspectives. By opening the space to diverse intellectual traditions and to different perspectives and positions, this Core Program fosters a fundamentally inclusive community of faculty and students, and this curriculum is reflective of the multiple epistemological perspectives that animate our institution. It explores common themes and questions about the past, our present and future, the role of science in our lives, and our interactions.

Faculty in any division can teach within any component. We should aim for real cross-divisional mixing.

Variation A:

In this variation, there are *four* Core Components (Pasts, Futures, Contact Zones, and Fields). Each component must engage with the course material from different disciplinary perspectives. To emphasize the connection between courses, each of the components has a goal that overlaps with another component's goal.

1. **“Pasts”**: Courses in this component aim to teach students how to use historical thinking to enlighten their understanding about a given topic and makes explicit the institutional, social, historical, cultural, and political context in which this knowledge emerges.

Primary Component Goals:

- Engaging with different disciplinary perspectives.
- Critical engagement with the past through textual immersion, the study of art and artifacts, scientific inquiry, or other methods.
- Understanding the institutional, social, historical, cultural, and political context of knowledge production.

Example Courses:

- Legacies of the Ancient World
- Core Big Bang
- Core Fossils
- Core Painting
- Core Middle Ages
- Core Ships
- Core Epic Poetry
- Core Arc toward Justice

2. **“Futures”**: Courses within this component aim to teach students how to analyze present and future issues and questions in terms of power dynamics and interactions in order to understand themselves and their role in the contemporary and future world.

Primary Component Goals:

- Engaging with different disciplinary perspectives.
- Exploring the impact of present day and future events, productions, and issues among communities, the climate, and/or the natural world.
- Considering the commonality of human questions through global perspectives.

Example Courses

- Core Nanotechnology
- Core Anthropocene
- Core Science Fiction
- Core Social Media

3. **“Contact Zones”**: Courses focus on humans’ interactions and their respective transformations through those interactions and have students consider the commonality of human problems through a global perspective.

Primary Component Goals

- Engaging with different disciplinary perspectives
- Engaging with differences in background, identity, and viewpoints
- Considering the commonality of human questions through global perspectives.

Example Courses

- Core San Francisco
- Core China
- Core Oceans
- Core Diseases
- Core Human Rights
- Core Arctic
- Core Global Food
- Core Refugees

4. “Fields”: Courses address the relationship between modes of scholarly endeavor and their contexts and makes explicit the institutional, social, historical, cultural, and political contexts in which and through which knowledge emerges.

Primary Component Goals

- Engaging with different disciplinary perspectives
- Exploring the relationship between science and society
- Understanding the institutional, social, historical, cultural, and political context of scientific knowledge production

Example Courses

- Core Science of Music
- Core Sleep
- Core Color
- Core Paleontology
- Core Statistical Analysis
- Core Political Polling
- Core Meditation
- Core Social Theory
- Core Pharmaceuticals

Variation B:

There are two Core Components (Pasts and Futures) both of which are framed around human and non-human interactions and their respective transformations through those interactions. Each component must engage with the course material from different perspectives. The arts, humanities, natural sciences, social sciences, and interdisciplines are represented in both components.

1. “Pasts”: Courses place the study of interactions within a historical framework. The courses within this component aim to teach students to analyze the past in terms of power dynamics and interactions in order to understand themselves and their own contemporary circumstances in historical terms.

Primary Component Goals

- Engaging with different disciplinary perspectives.
- Critical engagement with the past through textual immersion, the study of art and artifacts, scientific inquiry, or other methods.
- Exploring human traditions in a broad perspective, and the creation of knowledge.
- Understanding current issues from a historical perspective.
- Addressing issues of diversity, equity, and inclusion

Example Courses:

- Core Scientific Revolutions
- Core Russia in War and Peace
- Core Novels
- Core Mesoamerica
- Core Middle Ages
- Core Genocide

2. “Futures”: Futures places the study of interactions within a framework of the now and future. The courses within this component aim to teach students how to analyze present and future issues and questions in terms of power dynamics and interactions in order to understand themselves and their role in the contemporary and future world.

Primary Component Goals

- Engaging with different disciplinary perspectives
- Engaging with and exploring the creation of knowledge
- Exploring the impact of present day and future events, productions, and issues among communities, the climate, and/or the natural world.
- Considering the commonality of human questions through global perspectives.
- Addressing issues of diversity, equity, and inclusion

Example Courses:

- Core Climate Change
- Core Anthropocene
- Core Arts of Change
- Core Utopias
- Core Future War
- Core Crispr
- Core Internet
- Core Imaginaries

C. Governance and Logistics

In Variation one, each component would have a University Professor; in Variation two, each component would have two UPs (because of the need for cross-divisional outreach and course-building).