

Distribution Learning Goals

Cultural Pluralism – Learning Outcomes

Students will be able to do one or more of the following:

- Engage with ideas and people that expand one's cultural perspectives.
- Articulate how different cultural backgrounds affect interactions or relationships with others.
- Articulate complex relationships arising from the intersection of various aspects of culture, such as language, gender, history, values, politics, religious practices, and unequal distributions of power and resources.
- Navigate differences by drawing on relevant cultural frames of reference and adapting perspectives accordingly.
- Apply different methodological and theoretical approaches to interpret cultural difference.

Fine Arts – Learning Outcomes

Students will be able to do one or more of the following:

- Solve problems in creative ways
- Recognize the techniques used in at least one art form
- Understand different theoretical approaches to artistic production
- Develop their ability to express themselves artistically
- Critically analyze their own and others' artistic work.

Humanities – Learning Outcomes

Students will be able to do one or more of the following:

- Read texts, be they literary, philosophical, artistic, religious, or material in nature, with precision and generosity
- Analyze and interpret texts with precision, assessing their form and content both on the texts' own terms and through critical lenses informed by other texts
- Understand how language, genre, cultural and historical context can shape a text and our interpretation of it
- Effectively communicate, through written and spoken words, insights drawn from the works they are reading and interpreting
- Recognize and appreciate the aesthetic, moral, and linguistic dimensions of complex problems

Quantitative Analysis – Learning Outcomes

Students will be able to do one or more of the following:

- Perform computations associated with a model and make conclusions based on the results
- Represent, communicate, and analyze ideas and data using symbols, graphs, or tables
- Analyze and interpret data using statistical methods

Sciences – Learning Outcomes

Students will be able to do one or more of the following:

- Demonstrate familiarity with one or more scientific methods of inquiry
- Articulate fundamental theories in a science using precise terminology of the field

- Formulate a hypothesis, given a problem or questions, and design a valid experiment to test it.
- Collect, interpret, and analyze scientific data
- Apply the principles of scientific inquiry to civic and personal issues.

Social Sciences - Learning Outcomes

Students will be able to do one or more of the following:

- Compare and contrast social institutions, structures, and processes across a range of historical periods, cultures, and societies around the globe.
- Analyze complex behavior and relationships within and across individuals and social contexts.
- Demonstrate familiarity with social science methods in the context of explaining or predicting individual and collective behavior and decision-making.
- Apply social science principles to personal, social, and/or organizational issues.

Majors Learning Goals

Anthropology

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Understand how anthropological theory has developed over time and how this changes perception of human social and cultural diversity.
 - Have a familiarity with all four sub-disciplines of anthropology and how each specialization contributes to an understanding of human social and cultural variability.
- **Critical Thinking**
 - Critically assess issues involving human physical and cultural evolution and appreciate how these contributed to the development of contemporary diversity across the globe.
 - Analyze central aspects universal to culture such as kinship, gender, ritual and religion, exchange, and language, and how such aspects vary across time and space.
- **Research**
 - Organize in-depth research on anthropological issues based on collected field data or literature searches, and creatively, expressively, clearly, and soundly write reports.
- **After College**
 - Develop a strong foundation for acceptance into graduate schools to continue towards a career in the field of anthropology.
- **Citizenship**
 - Bring broad perspectives to discussions outside of Whitman that deal with the state of the human condition, whether within the local community, the nation, or in global affairs.

Art

Learning Goals: Upon graduation, a student will have:

- **Major-Specific Areas of Knowledge**

Demonstrated technical skills and processes associated with a wide variety of visual media. Generated images/objects. Interpreted the visual language and meanings of art works. Pursued courses of study in both traditional materials/visually based art practices, and conceptually and technologically driven modes of art production.

- **Accessing Academic Community/Resources**

Informed by the critical and formal discourses of the discipline(s). Learned to research in libraries, archives, galleries, and museums.

- **Communication**

○ Interpreted and expressed ideas in a wide range of sensorial, visual and verbal forms.

- **Critical Thinking**

○ Acquired creative problem solving skills, and non-linear and abstract-thinking skills.
Understood and positioned their endeavors within a cultural and historic framework.

- **Research Experience**

Ed to New York City for a research trip and attended exhibitions in the numerous venues on campus.

Art History and Visual Culture Studies

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Demonstrate an ability to critically situate artists, movements, artworks, artifacts, exhibitions and other visual practices within larger historical frameworks.
 - Demonstrate a familiarity with the historiography of the study of visual texts and artifacts.
 - Demonstrate a facility with contemporary cross and interdisciplinary approaches to the study of visual texts and artifacts.
 - Understand the interconnectedness of cultural production across different geographic and historical contexts.
- **Accessing Academic Community/Resources**

- Retrieve and evaluate relevant resources from libraries, databases, archives and collections.
- **Communication**
 - Express ideas cogently through forms of oral and written communication, including visual analyses, in-class presentations, reviews, curatorial texts, research papers and examinations.
- **Critical Thinking**
 - Synthesize, assess and apply existing scholarship to the study of visual texts and artifacts.
 - Analyze visual texts and artifacts through their socio-political roles, cultural and market values, materiality, iconology, aesthetics and ethics.
- **Research Experience**
 - Generate original analyses of artists, movements, artworks, artifacts, exhibitions and other visual practices based on primary and secondary sources.

Asian and Middle Eastern Studies

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Identify and interpret important ideas, assumptions, and debates that are central to the study of Asia and the Middle East.
 - Develop an interdisciplinary approach to understanding and engaging in discussions about issues in the field of Asian and Middle Eastern Studies.
- **Accessing Academic Community/Resources**
 - Comprehend, digest, and analyze scholarly works with attention to the author's thesis, methodology, structure of argument and use of evidence.
- **Critical Thinking**
 - Develop skills of critical analysis that are broadly transferable.
 - Analyze issues with a variety of tools and approaches from a range of disciplines.
- **Research Experience**
 - Conduct a substantial academic inquiry about a focused research question, demonstrating a depth of understanding of a research area, the mastery of relevant methods, and a capacity to generate substantive results in the form of a senior thesis.

Astronomy

Learning goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Accurately articulate in qualitative terms how the laws of physics explain observations of the universe and its constituents. Better understand how scientists ask questions about the universe and its constituents.
- **Accessing Academic Community/Resources**
 - Read and comprehend astronomical literature, progressing from popular level work as beginning students to technical articles as senior majors.
- **Communication**
 - Clearly describe orally the properties of the universe and its constituents. Clearly describe in writing the properties of the universe and its constituents.
- **Quantitative Skills**
 - Using mathematics and statistics through at least second-year calculus, accurately express in quantitative terms how the laws of physics explain observations of the universe and its constituents.
- **Research Experience**
 - Better understand how scientists take data, develop and evaluate models to explain the data, and present those models for scrutiny by others.
- **After College**
 - Intellectually capable students with combined or double majors in Physics-Astronomy or Astronomy-Geology who are interested in further study will be well prepared for graduate work in Astrophysics or Planetary Science.

Biochemistry, Biophysics, and Molecular Biology

Learning Goals: Upon graduation, a student will be able to:

- Integrate concepts from biology, chemistry, and physics to understand the structure and function of biological molecules and the interactions of these molecules in cells and organisms.
- Demonstrate the ability to read and critique the molecular life science literature.
- Effectively communicate science orally and in writing.
- Perform experiments to address research questions in the molecular life sciences.

Biology

Learning Goals: Upon graduation,

- **Students will understand core biological concepts including:**
 - evolution (the process creating the diversity of life-forms and the phylogenetic relationships among major groups)
 - structure and function (the basic units of biological structures that control the functions of living things)
 - information flow, exchange and storage (the influence of genetics on the control of the development of phenotypes)
 - pathways and transformations of energy and matter (the ways in which chemical transformation pathways and the laws of thermodynamics govern biological systems)
 - the nature of complex systems.
- **Students will be capable of understanding, interpreting, and critically evaluating scientific information presented in multiple forms (e.g., numeric, graphical, written)**
- **Students will be capable of conducting a structured scientific inquiry and thoroughly communicating scientific biological knowledge**

Chemistry

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Meet nationally set standards in analytical, organic, inorganic, and physical chemistry. Visualize three-dimensional molecular structure and thus derive an understanding of function in chemical systems.
- **Accessing Academic Community/Resources**
 - Navigate the current scientific literature to develop foundational knowledge in areas of interest.
- **Communication**
 - Communicate scientific findings and information in graphical, written and oral format.
- **Critical Thinking**
 - Apply critical thinking and scientific logic to classify and interpret data. Use creative approaches to devise novel solutions to complex chemical problems. Apply theoretical understandings to real-world problems.
- **Quantitative Skills**
 - Use appropriate mathematical, computational, and analytical techniques to solve chemical problems.
- **Research Experience**
 - Safely manipulate the standard tools and equipment in a chemistry laboratory. Work effectively both as an individual learner and as a member of a group. Work in a safe and appropriate manner.

Chinese

Classics

Learning Goals of Classics major: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Graduating Classics majors will be able to use original language materials in both Latin and Greek in their development of arguments and analyses.
 - Though a student may have greater familiarity with either the Greek or the Roman culture, all graduating Classics majors will be able to use materials from the other of the two cultures in developing an argument about the classical world.
- **Communication**
 - Graduating Classics majors will be able to develop a sustained written argument.
 - Graduating Classics majors will be able to compose mechanically acceptable English prose and to use a formal academic writing style.
- **Critical Thinking**

Graduating Classics majors will be able to draw upon a breadth of knowledge of the classical world in formulating responses to individual texts.

Classical Studies

Learning Goals of Classical Studies major: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Graduating Classical Studies majors will be able to use original language materials from one of the ancient languages in their development of arguments and analyses.
 - Graduating Classical Studies majors will be able to place their arguments and analyses of specific questions into the broad historical context of both ancient cultures.
- **Communication**
 - Graduating Classical Studies majors will be able to compose mechanically acceptable English prose and to use a formal academic writing style.
- **Critical Thinking**
 - Graduating Classical Studies majors will be able to draw upon a breadth of knowledge of the classical world in formulating responses to individual texts.
 - Graduating Classical Studies majors will be able to address the relations between Greek culture and Roman culture.

Computer Science

Learning Goals: Upon graduation, a student majoring in Computer Science will be able to:

- Understand and apply fundamental algorithms and data structures.
- Understand the abstractions supporting modern software systems, and how the construction of those mechanisms affects the supported systems
- Apply mathematical techniques to justify computational solutions and explore the limitations of computers
- Communicate computational ideas through speech, writing, diagrams, and programs
- Work with a team to design and implement a substantial, integrative project
- Propose and compare multiple solutions to computational challenges, with consideration for the context and impact of each solution on the creators, maintainers, and users of that solution

Economics

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Students should have an understanding of how economics can be used to explain and interpret a) the behavior of agents (for example, firms and households) and the markets or settings in which they interact, and b) the structure and performance of national and global economies. Students should also be able to evaluate the structure, internal consistency and logic of economic models and the role of assumptions in economic arguments.

- **Communication**
 - Students should be able to communicate effectively in written, spoken, graphical, and quantitative form about specific economic issues.
- **Critical Reasoning**
 - Students should be able to apply economic analysis to evaluate everyday problems and policy proposals and to assess the assumptions, reasoning and evidence contained in an economic argument.
- **Quantitative Analysis**
 - Students should grasp the mathematical logic of standard macroeconomic and microeconomic models.
 - Students should know how to use empirical evidence to evaluate an economic argument (including the collection of relevant data for empirical analysis, statistical analysis, and interpretation of the results of the analysis) and how to understand empirical analyses of others.
- **Citizenship**
 - Students should include an economic way of thinking in their understanding of current events.
 - Students should know how to acquire information from databases of news and periodicals and from primary and secondary data sources.

English

Learning Goals – English Major

- **Major-Specific Areas of Knowledge**
 - Upon graduating, English majors will be able to perform sophisticated close readings of literary texts, applying genre-specific literary terminology in demonstrating their understanding of the relationship between form and content. They will be able to demonstrate their familiarity with various approaches to literary studies, to identify the effects of literary allusions, and to investigate the relationship between a text and the culture in which it was written.
- **Accessing Academic Community/Resources**
 - They will be able to make good use of library resources and to read and explore literary texts independently.
- **Critical Thinking**
 - They will have developed sensitivity to literary aesthetics and style and will be able to analyze texts and discourses in a variety of media--written, performed, visual, and oral; they will be able to synthesize a broad range of information bearing upon the interpretation of these discourses.
- **Communication**
 - They will be able to think, speak, and write intelligently about what texts do in their various functions. They will speak and write clearly, confidently, persuasively, and with nuance.
- **Quantitative Skills**
 - They will understand the principles of poetic meter and be capable of scanning metrical verse.
- **Research Experience**
 - They will be capable of writing an extended literary analysis paper supported by primary and secondary research. They will be capable of identifying literary questions, posing an hypothesis about how the question might be answered, and researching the question through the analysis of primary sources and synthesis of secondary sources.

Environmental Studies

Learning Outcomes

Students will be able to:

- Articulate an understanding of relevant concepts that underlie environmental processes, thought and governance in the natural sciences, social sciences and humanities.
- Integrate and apply sophisticated perspectives from multiple disciplinary approaches that address complex environmental problems.
- Design and conduct research on environmental topics. Research could include a variety of methods (quantitative, qualitative, artistic, rhetorical, spatial, etc.) as well as in a variety of contexts (senior thesis, summer research, course assignments, study abroad, etc.).
- Communicate effectively in both written and oral formats to academic and non-academic audiences.

Film and Media Studies

Learning Goals: Students completing a major in FMS will demonstrate an understanding of the histories, technologies, and social and cultural contexts of a range of media. Specifically, FMS pursues a broader, liberal arts approach to film and media studies so that students will:

- Be exposed to a broad range of media across historical eras and international borders so they will be familiar with major trends in media within specific historical and national contexts.
- Learn research skills and methods, disciplinary vocabulary, and an array of theoretical perspectives and be able to apply them so as to convincingly write and speak about media from a range of academic approaches.
- Understand the relationship between varying media and its creators, audiences, representations, and industrial and cultural contexts and be able to write essays or participate in discussions connecting media texts to these concepts.
- Acquire the skills necessary to take part in creative, effective, technically competent, and insightful media production.
- Have the knowledge to write intellectually grounded essays or engage in informed discussions about the role of media in contemporary global culture.

French

Learning Goals: Courses in French develop critical skills and cultural and linguistic proficiency through the interpretation of French-language literatures and medias. The successful French major will be an engaged, self-aware reader, able to analyze a broad range of cultural production, from literary text to historical document to popular media. They will be able to formulate their ideas clearly, orally or in written form, displaying awareness of and respect for cultural specificity. They will be able to articulate some of the ways in which French-language cultures create knowledge and express ideas, displaying an awareness of how language itself and different social and cultural contexts influence their own perspectives on the world. In order to become just such a reader, the French major will develop of a set of interrelated literary, linguistic and cultural competencies, articulated below.

- **Literary Analysis**
 - Study in French allows students to develop specialized skills in literary analysis critical to effective engagement with a range of aesthetic and social questions. Upon graduation, a student will be able to:
 - Analyze the structure of literary texts across genres, media (written, aural, visual), and Francophone cultures;

- Distinguish between unreflective aesthetic impressions and evidence-based interpretations and judgments of cultural products;
 - Situate texts in relation to intellectual and historical contexts by identifying, assessing, and arguing from appropriate primary and secondary sources.
- **Advanced Language Competency**
 - Language study is the foundation of the French major. A keen grasp of language itself is essential to understanding both the content and the significant formal dimension of a broad range of cultural products. Through the study and analysis of literature, advanced coursework in French seeks to develop a C1 level of competence according to the Common European Frame of Reference, as summarized in the following list of goals:
 - Attain a level of linguistic proficiency that permit him/her to function independently and in a broad range of contexts, both familiar and unfamiliar.
 - Articulate complex, clearly organized arguments, including effective transitions and appropriate use of supporting evidence.
 - Function appropriately in both a formal and informal register, detecting and interpreting nuances in tone and style.
- **Cross-Cultural Competency**
 - Graduates of the French program bring critically-informed perspectives to their participation in global networks of knowledge, commerce, technology, environment, and culture. Specifically, majors will be able to:
 - Engage effectively in dialogue by speaking and writing with precision, nuance, and attention to ambiguity and difference;
 - Recognize and analyze socio-aesthetic norms and judgments across national, historical, cultural and linguistic boundaries;
 - Demonstrate familiarity with common cultural references and socio-political structures in Francophone communities of pertinence to personal and professional actions, as well as a capacity to build further knowledge in these areas.

Gender Studies

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Demonstrate knowledge of gender studies methods and content in history, humanities, social sciences, theory, and global context. Understand and apply feminist theory, queer theory, and men's and masculinity studies. Demonstrate knowledge and appreciation of human diversity. Demonstrate knowledge of different approaches to a single issue within gender studies. Understand the role of intersectionality in the gendered realities of human life.
- **Communication**
 - Demonstrate ability to write clearly, expressively, and creatively. Demonstrate ability to discuss and verbally defend academic ideas.
- **Critical Thinking**
 - Demonstrate ability to apply gender studies theories to new problems. Apply critical perspectives on gender and sexuality to situations beyond the context of Whitman College.
- **After College**
 - Demonstrate adequate preparation for graduate-level work.

Geology

Learning Goals: Upon graduation, a student will be able to:

- Apply geologic concepts to the interpretation of geologic materials and landscapes
- Apply quantitative techniques to geological questions
- Read and interpret geological information, including graphical data, geologic and topographic maps, and scientific literature
- Effectively communicate geologic concepts, including by written communication, oral communication, and mapmaking

German Studies

Learning Goals:

The primary goal of the German Studies major at Whitman College is to enable students to understand, interpret and critique the language and culture of the German-speaking world. In order to achieve this goal, students' learning will target the following competencies:

- **Communication:** Through explicit language instruction as well as the study of German-language cultural products, students will gain the linguistic skills needed to read, write, and converse in German in a variety of contexts, attaining at least an "Advanced Mid Level" on the ACTFL proficiency scale. In addition, students will improve their communication, research, and writing skills in English.
- **Culture:** German Studies courses introduce students to the fundamentals of German-speaking cultures through the study of their literature, history, and other cultural contexts. Successful German Studies majors will be open-minded, critical readers, adept at analyzing, synthesizing, and responding to a variety of cultural products.
- **Connections and Comparisons:** Students will gain the conceptual skills necessary to navigate German-speaking cultures, to synthesize and analyze a variety of media, and engage in advanced research with both English and German-language materials. Participating in high-level research will foster connections and comparisons between the student's home culture and those of German-speaking communities. Ultimately, these skills will allow students to analyze, synthesize, and communicate their understanding of the culture, relying on sound evidence, critical thinking, and clear communication skills in both German and English.

History

Learning Goals: Upon graduation, a student will be able to:

- **Major Specific Areas of Knowledge**
 - Demonstrate depth of understanding and mastery of subject matter in a chosen (regionally and temporally limited) field of study.
- **Access Academic Community/Resources**
 - Understand, digest, and analyze scholarly historical monographs, with attention to the author's thesis, structure of argument, and use of evidence.
- **Critical Thinking**
 - Deploy research skills and develop analytical understanding in a sophisticated thematic project in comparative history.
- **Research Experience**
 - Conduct substantial research in both primary and secondary sources in an extended scholarly essay. Construct and document a historical argument with attention both to the existing literature and to the use of historical evidence and its interpretation.

Mathematics and Statistics

Learning Goals: Upon completing the degree, a student majoring in Mathematics and Statistics will:

- Be familiar with examples of the application of mathematics and/or statistics to other fields.
- Be prepared for advanced undergraduate study in mathematics and statistics. In particular:
 - Be able to write correct and coherent mathematical arguments.
 - Understand foundational mathematical ideas related to formal logic, number theory, sets, functions and relations.

- Understand core ideas of advanced undergraduate mathematics, including:
 - Fundamental concepts from abstract algebra (e.g., groups, rings and fields).
 - Fundamental concepts from real analysis (e.g., continuity, differentiation, and integration).
- Be able to independently investigate an advanced topic in mathematics or statistics and to report the results of that investigation in a clear and organized manner, both orally and in writing.

Music

Learning Goals: Upon graduation, a student will be able to:

- demonstrate thorough foundation in theoretical constructs and analysis of music.
- identify central stylistic hallmarks and societal contexts of a history of Western music.
- demonstrate technical proficiency and artistry with primary instrument or voice, as appropriate for the declared track.
- demonstrate piano proficiency.
- speak and write critically about an aesthetic and analytic understanding of music in a way that responds to diverse perspectives and viewpoints.

Philosophy

Learning Goals: Upon graduation, a student will be able to:

- develop individual insights, pursue them with depth, and present them clearly in writing.
- develop individual insights and present these insights clearly and rigorously orally.
- understand the history of philosophy and be able to reconsider questions and problems as they are raised and transformed by a succession of thinkers.
- use philosophical tools for close reading, investigation, analysis, and argument.
- discover and question hidden assumptions in their own work and the work of others.

Physics

Learning Goals: Upon graduation, a student will be able to:

- Solve problems using discipline specific knowledge and techniques.
- Design and conduct an experimental investigation, analyze the data, and assess theoretical models of the system being studied.
- Communicate their results through written and/or oral expression.

Politics

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Demonstrate knowledge of the interconnections of political institutions, movements, concepts, and events from multiple intersecting vantage points.
- **Critical Thinking**
 - Identify contested assumptions, ideas, and intellectual debates in politics scholarship. Pose critical questions about power relations as key political questions in a globalizing world are investigated.
- **Research Experience**

- Conduct a focused academic inquiry that demonstrates a critical awareness of competing arguments in response to a key question; formulate a systematic path of analysis; generate creative findings based on original research.

Psychology

Learning Goals: Upon graduation, students will demonstrate:

- **Knowledge of psychology**
 - Show familiarity with important psychological discoveries. Use psychological theories to explain or predict behavior and mental processes. Use scientific evidence to evaluate theoretical claims. Describe ways to apply psychological concepts to pressing social issues or in individual, relational, educational, occupational, or clinical contexts. Analyze complex, enduring, or controversial “big ideas” in psychology.
- **Scientific reasoning**
 - Find, read, and understand credible sources of psychological scholarship. Use skeptical inquiry and creative thinking to critique psychological theories and research findings. Propose meaningful research questions. Use statistical and research design concepts to test hypotheses. Analyze and interpret psychological data. Use knowledge about the scientific method to evaluate the quality of research evidence. Evaluate how well research findings apply to the world at large.
- **Ethical and social responsibility in a diverse world**
 - Apply the principles of research ethics, including in research with diverse or vulnerable persons or nonhuman animals. Discuss how societal or cultural developments may relate to the way psychologists theorize about behavior and mental processes. Recognize ways in which sociocultural, theoretical, or personal biases may influence the design and interpretation of research. Show sensitivity to issues of power, privilege, and discrimination, including when interacting with people of diverse abilities, backgrounds, and cultural perspectives. Recognize, understand, and respect the complexity of sociocultural, international, and other forms of human diversity.
- **Communication**
 - Communicate effectively about psychological science in oral and written formats in ways that are consistent with established standards, including with the use of information technology as appropriate. Present clear and coherent arguments, including with the display of data.
- **Professional development**
 - Seek and respond appropriately to feedback from educators, mentors, supervisors, or experts to improve performance. Collaborate on group projects productively. Describe how psychological science or scientific problem-solving may be helpful in the workplace. Propose self-management and self-improvement strategies based on psychological knowledge. Discuss the meaning of one’s identity as a student of psychology in terms of the field’s history and contemporary issues.

Race and Ethnic Studies

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Identify and interpret important ideas, assumptions, and debates that are central to the study of race and ethnicity.
 - Explore the intersection of broad theoretical claims with different socio-historic contexts, as well as with other categories of difference such as nation, class, religion, and gender.
 - Develop an interdisciplinary approach to the study of race and ethnicity and a critical ability to analyze the historical and contemporary issues arising from the institutionalization of racial and ethnic differences.
- **Critical Thinking**
 - Analyze issues with a variety of tools and approaches in a range of disciplines.
- **Research Experience**

- Conduct a substantial academic inquiry about a focused research question, demonstrating a critical awareness of competing arguments, the mastery of relevant methods, and a capacity to generate substantive results from original research.

Religion

Learning Goals:

- **Field-Specific Areas of Knowledge**
 - Upon graduation, students will be able to analyze and understand religious phenomena based upon substantive knowledge of a broad range of religious ideas and practices as well as in-depth study in a single area of concentration.
 - More generally, students will be familiar with different dimensions of religion as a phenomenon and different academic methods by means of which religion is studied and understood.
- **Communication**
 - Students will be able to present answers to a research question in writing that meets the highest standards of conceptual clarity and correct and readable prose. They will be able to discuss orally the subject matter and method of their research, and locate both within the wider horizon of the phenomenon of religion and the academic study of religion in a substantive, articulate, conceptually clear, and precise manner.
- **Critical Thinking**
 - Students will be able to distinguish confessional from academic approaches to religion, and to bracket the former in interpretations of religious phenomena. They will have cultivated skills of critically analyzing and interpreting different genres of texts: sacred scriptures, philosophical and theological arguments, historical studies, and social-scientific and gender studies analyses of religious phenomena.
- **Research Experience**
 - Students who graduate will be able to carry out independent research on a religious phenomenon by formulating a sophisticated religious studies research question, conducting appropriate research, and defining their own methodological perspective. Students will be able to articulate the contributions and limitations of their chosen method.

Rhetoric, Writing and Public Discourse

Learning Goals: Upon graduation, RWPD students will be able to:

- Describe and engage central questions and concerns that have shaped the field of rhetoric, and effectively engage core rhetorical concepts and theories.
- Critically analyze public discourse as it is shaped by composition, audience, genre, rhetorical situation, and systemic power dynamics.
- Create messages which are shaped by communicative goals and responsive to audience, context, and ethical engagement with difference.
- Understand and practice written and oral communication as recursive processes.
- Create written and oral arguments that use clear evidence to support specific claims.

Sociology

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Understand the discipline of sociology, describe how it differs from and is similar to other social sciences, describe how it contributes to a liberal arts understanding of social reality, define and apply the sociological imagination, sociological principles, and concepts to life. Understand the role of theory in sociology, define, compare, and contrast theoretical orientations, apply theory to

social reality, show how theories reflect the historical context of the times and cultures in which they were developed. Define, give examples of, and demonstrate the relevance of culture, social change, socialization, stratification, social structure, institutions, and differences by race/ethnicity, gender, age, and class. Describe significance of variations by race, class, gender, and age, and know how to appropriately generalize or resist generalization across groups.

- **Accessing Academic Community/Resources**
 - Possess technical skills involved in retrieving information and data from the library and internet. Critically assess articles and books used in defining a body of knowledge.
- **Communication**
 - Critically and effectively communicate verbally and in written form.
- **Critical Thinking**
 - Think critically, move easily from recall analysis and application to synthesis and evaluation, identify underlying assumptions in theoretical and methodological orientations, show how patterns of thought and knowledge are directly influenced by political-economic social structures, present opposing viewpoints and alternative hypotheses on various issues.
- **Quantitative Skills**
 - Understand quantitative methods in sociology.
- **Research Experience**
 - Understand the role of evidence and qualitative and quantitative methods in sociology. Design a research study in an area of choice and explain why various decisions were made. Show an understanding and application of principles of ethical practice as a sociologist. Do social scientific writing that accurately conveys data findings.
- **Citizenship**
 - Develop attitudes and predispositions which contribute to effective and responsible leadership, citizenship, and self-growth.

Spanish

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**
 - Obtain fluency in the Spanish language (in reading, writing, speaking, and listening). Acquire an intellectually sophisticated understanding of important themes, styles, genres, periods, and issues in Peninsular Spanish, Latin American, and U.S. Latina and Latino literary, poetic, dramatic, cinematic, visual and performative cultural production. Acquire a critical and nuanced understanding of Spanish, Latin American, and U.S. Latina and Latino cultures, traditions, and peoples.
- **Communication**
 - Develop analytical, writing, and creative skills. Present individual and critical perspectives, concepts, readings, theories, and analyses academically.
- **Critical Thinking**
 - Develop individual and original critical perspectives, concepts, theories, and analyses.
- **After College**
 - Pursue intellectual curiosity and original research related to the discipline after graduating from Whitman.
 -

Theatre and Dance

Theatre

Learning Goals: Upon graduation, a student will be able to:

- **Major-Specific Areas of Knowledge**

- Demonstrate a fundamental understanding of theatre as a form of artistic expression that demands intelligence, imagination, intuition, collaboration, rigorous aesthetic standards, and a broad base of knowledge.
- Demonstrate knowledge of history and established repertory of the theatre, its contemporary contexts, and the ability to ask questions that will set a path to developing unique voice and vision, in personal and collaborative contribution to the theatre.
- Demonstrate proficiencies in both the planning and performance of a theatrical event.
- **Communication**
 - Demonstrate the practical and intellectual skills necessary to articulate oneself in a theatrical context.

Dance

Learning Goals: Upon graduation, a student will be able to:

- Demonstrate a fundamental understanding of dance as a form of artistic expression and practice that demands intelligence, imagination, intuition, collaboration, rigorous aesthetic standards, and a broad base of knowledge;
- Ask critical questions of the ways in which meaning is constructed in dance;
- Demonstrate knowledge of ways in which dance histories, contexts, and canons are relevant and manifest in contemporary works of performance through the analysis, interpretation, and critical reflection on histories and primary sources of dance;
- Demonstrate skill and innovation in the communication of concepts and choreographic ideas through the creation of original works of performance and/or choreography;
- Locate connections between technical studio practices, creative process, and theory;
- Synthesize movement practices and make choices to activate different modes within creative processes and as performers in collaborative environments.
- Participate in a community of learners who are excited by exploration and discovery.

Anticipated frequency of a regularly offered course

- Every Fall semester
- Every Spring semester
- Every other Fall semester
- Every other Spring semester
- Every third Fall semester
- Every third Spring semester
- Other _____

This information will be used to plan future course offerings and assist with student planning future course schedule.