

**Annotated Form E-1-A for Boston College Perspectives II, III, and IV (version of June 18, 2015)**

**Program: PERSPECTIVES III: Horizon of the Social Sciences**

**1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)**

This course aims at leading the student towards an understanding of the unity that underlies the diversity of the social sciences: It is in the shift of the answer to the enduring question how do we understand human nature that ultimately grounds the unity among the various social sciences.

The distinctive features of each of the contemporary social-scientific disciplines can be understood only by understanding the common ground from which they sprang - the transition from late medieval to modern times. The student is first led to see the genesis and installation of a new political order, cut loose from religious authority and tradition as sources of political power. Civil order having been thus established on a secular basis, a new material prosperity followed, and with it the new science of economics needed in order to understand that prosperity; the new science of law, which owes little or nothing to medieval conceptions; and, finally, the new science of sociology that proposes to understand social life in all its varied manifestations.

**THE STUDENTS WILL BE ABLE TO:**

- a. Demonstrate an understanding the tension between formal or procedural democracy (with the emphasis on freedom, consent, and due process) and substantive democracy (with emphasis on republican values and the conditions for the emergence of governors).
- b. Demonstrate an understanding of the successive shifts that eventually led legal interest away from persons and things, under theological authority, to regulation, in today's bureaucracy-riddled society.
- c. Demonstrate an understanding of the modern the tendency to view economics as the fundamental science.
- d. Demonstrate a knowledge of the split, in both science and policy, between facts and values; and the privatization of religion and its corollary, the split between an ethics of responsibility and an ethics of conviction.
- e. And as with the other Perspective Courses, demonstrate an ability to write critical and analytical papers, as well as continue to appropriate the philosophical underpinnings of the various disciplines.

**2) Where are these learning outcomes published? Be specific. (Where are the department's learning expectations accessible to potential majors: on the web or in the catalog or in your department's major handouts?)**

These learning outcomes will eventually be made available on the updated department web site, and in the course description.

**3) Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)**

At this point measurements need to be developed that are analogous to Perspectives on Western Culture. This will start this coming year. There will be both qualitative and quantitative instruments.

**4) Who interprets the evidence? What is the process? (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)**

As with Perspectives on Western Culture, the Director of the Perspectives Program will appoint a panel across departments who have background and experience in data analysis to review the findings of the quantitative surveys. This faculty panel will present its findings to the Perspectives faculty in a dedicated session of the program's annual May Workshop. Additionally, the Director will appoint a committee of faculty representatives to read and summarize the randomly selected sample of final essays. The panel will evaluate these reflections as they relate to learning outcomes and will report these findings to the Perspectives faculty at the annual May workshop.

**5) What changes have been made as a result of using the data/evidence? (Have there been any recent changes to your curriculum or program? Why were they made?)**

As we are in the stage of planning and implementation we will need to have the data before we have a clearer picture of what is working and what might need to be changed.

**6) What evidence do you have that the changes have resulted in improved learning outcomes?**

No data at this point to answer this.

**7) Date of the most recent program review. (Your latest comprehensive departmental self-study and external review.)**

The last program review took place in 2009-2010.