

Form E-1-A for Boston College Core Curriculum

Department/Program: EARTi01026 049 10gD7A8049g0122 02834 Tm02 243.171.BT/f#MCID 2>BDC q3

and a Complex Problems course (Ebel) 8.82ndomplex

Center, went over very well. She was impressed with the quality and level of engagement of the students, and found that the group bonded well. The final project was joint between the paired Enduring Questions course (EESC and Art History) and synthesized various aspects of papers/projects from s Building a Habitable Planet class (EESC1701) received excellent reviews. It contained a number of successful reflection sessions, including talks by Michael Himes, and leading environmental thinkers James Balog and Sylvia Earle, watching the movie Contact, and tracing geological time up the large staircase from Conte Forum to Devlin. Ethan noted that the final paper highlighted a surprising lack of knowledge from freshman on basic writing protocols (citations, plagiarism, research, etc), which he therefore plans to give more attention in future iterations of the course. John taught Powering America (EESC1507) for the first time. He found it to be a highly successful course, requiring considerable effort from instructors and students, but yielding excellent gains. C(arism)13(t)-4(i)5(on)3()-4(ses)13(si)5(on)3(s,-4()-4(i)5(ncl)6(ud)3(i)5(ng)3()4(id8)6()6(f)-4(r.04 Tf2cBT3

department strongly values our participation in the core renewal process because our science lends itself to rigorous, interdisciplinary inquiry. At the same time, we will be conscious of these trends as we plan our curriculum in the coming years, particularly with new faculty hires.

We are still in the process of fine-tuning our Core Learning Goals and designing ways to investigate