Sample Learning Goals from Brandeis Syllabi

AAAS 156a (Williams)

Learning goals:
- Situate the current #BlackLivesMatter movement within the broader historical context of black struggles for freedom, civil rights and racial justice.
- Understand the role of racial violence and terrorism, both vigilante and state-sanctioned, in the lives of peoples of African descent in the United States.
- Center the experiences, activism and leadership of black women in the #BlackLivesMatter movement and earlier movements for freedom, civil rights and racial justice.

Bio 43b (Morris)

The learning goals of the course are to:
- develop an understanding of the organization of vertebrates, from cells, tissues, organs, organ systems, and the whole organism
- be able to relate structures, both gross and microscopic, to function;
- acquire a working knowledge of anatomical nomenclature; and
- be able to think critically about human health and disease

Business 10a (Bayone)

There are five primary learning outcomes for students:
(1) to understand the fundamental concepts and functions in business management
(2) to recognize the interrelationships among these functions
(3) to learn how to apply the language and tools of the course to analyze a variety of business issues in the US and abroad
(4) to learn how to read, analyze, and discuss business school case studies
(5) to develop writing, EXCEL and oral presentation skills for business

Chemistry 29b (Mascall)

Learning goals and objectives:
- Understand organic chemistry in context of scientific literature
- Connect textbook reactions with practical laboratory techniques
- Read, follow and adapt literature procedures for a reaction goal
- Complete reaction sequence to a target molecule with research applications
- Develop scientific writing skills through lab report

Clas 170a (Christensen)

By the end of the course students will be able to identify the major characters and events of Classical myth, to apply and evaluate the effectiveness of differing approaches to myth; to display knowledge of the resources needed to investigate mythology more deeply; and to communicate the continuing relevance of the study of myth.
Computer Science 12b (Papaemmanouil)

The objective of the course is to:
■ Cover issues related to the definition, creation and usage of classes, objects and methods.
■ Discuss the principles of inheritance and polymorphism and demonstrate through problem analysis assignments how they relate to the design of methods, abstract classes and interfaces.
■ Provide the foundation of good programming skills by discussing keys issues in the design of object-oriented software, including programming design patterns and programming testing.
■ Cover the basics of creating APIs as well as allow students to explore the Java Abstract Programming Interface (API) and Java Collection Framework through programming assignments.

Econ 171a (Pettenuzzo)

LEARNING GOALS:
• Understand the fundamental principles of investment in financial markets
  how investors make investment decisions
  what determines returns and asset valuations
• Gain a quantitative understanding of
  capital allocation decisions
  equity valuation, bond markets, and option pricing
• Increase understanding of current events in financial markets

English 1a (Skorczewski)

The learning goals for this course are:
• to develop close reading skills and the ability to make compelling interpretive claims on the basis of your close reading
• to learn how to identify and analyze the rules that shape literary styles, modes, and genres
• to consider, and be able to describe, the complex relations between literary practices and other expressive cultural practices
• to be able to research and summarize a contemporary literary critical debate
• to engage significant texts in the history of literary criticism and theory in your own literary criticism
• to write essays in an effective voice with complex arguments about how a literary text works, what it means, and how it came to be

Fine Arts 30b (Unglaub)

• Visual literacy: be able to analyze works of art based on their formal elements such as space, line, color, light/ dark, and composition.
• Visual rhetoric: understand how works of art were conceived and designed to tell stories and convey messages, through expression, dramatic action, allegory, and/or symbolism.
• Understand the historical progression of painting, sculpture and architecture; and the conventions and innovations that mark different genres such as devotional imagery, historical narrative, portraiture and landscape.
• Understand the social, religious, and political contexts that give rise to major works of art in the Western tradition.
• Be able to write compellingly about works of art, analyzing their formal and rhetorical properties.

**Hist 145a (Jankowski)**

Upon completion of this course, students should be familiar with the principal periods of warfare in European history since the fall of the Roman Empire and the main differences between them. They should acquire the ability to regard any armed conflict as a window onto the society or societies in which it takes place: to recognize the social determinants of military organization, the links between armed conflict and state formation, and the cultural dimensions of war. They should as well learn to analyze military conflicts not only in terms of outcomes but in terms of the mentalities of those waging them. They should, finally, learn to criticize primary texts narrating distant military events and treat them not only as sources but as objects of study in themselves.

**Music 81b (Duff)**

1. To demonstrate an understanding of ensemble skills and music interpretations and instill a sense of musical flexibility in diverse musical situations
2. To display an understanding of fine details regarding various styles, historical performance practices, voicing and languages
3. To demonstrate an ability to operate at an accelerated pace in rehearsals and concert preparation
4. To practice professional standards and technique that promotes individual responsibility for vocal health.

**Phil 117a (Sherman)**

Learning Goals:
1. Introduce students to current findings about the prevalence and effects of unconscious psychological biases
2. Enable students to understand how biases influence ethical decision-making and reasoning in general
3. Equip students with strategies and conceptual analyses offered by contemporary philosophers for understanding and managing biases
4. Develop student skills at thinking analytically about the connections between thought and behavior
The major objective of this course is to give students a detailed understanding of the nature and dynamics of human personality. Upon successful completion of this course, students should be able to:

- Think analytically and critically about personality.
- Define the basic units of personality and understand the basic processes associated with these.
- Evaluate and understand research pertaining to personality and personality processes.
- Understand the role of personality in thinking and behavior.
- Understand their own personality and other people's personalities.
- Understand the relative effects of "nature" (innate or inborn influences) and "nurture" (socialization, learning, and cultural influences) on personality.