

Math/Stat Colloquium



Rochelle E. Tractenberg

Rehabilitation Medicine, Georgetown University

subvert the dominant paradigm: choose stewardship

A typical undergraduate math curriculum is "the dominant paradigm" - it isn't bad, but it doesn't necessarily or always make you feel like you are an important member of a community. A typical undergraduate program in any field can make you feel like a generic bucket getting filled up with - super valuable - knowledge. While this is a historically generally successful paradigm, it might be due for some tweaks. Swarthmore has many opportunities to *apply* math and stats to solve social and community based challenges. Since the steward of a discipline is an individual "to whom we can entrust the vigor, quality, and integrity of the field", it can create opportunities for solving issues within the field - ultimately strengthening it and its applications/applicability. This looks different depending on the stage of your career and also your job title/responsibilities. In this talk we will learn about stewardship of the discipline - for researchers - and of the profession - for those who use math or statistics at work but don't do research in these fields. As we explore how stewardship can be manifested at any career stage, we will also uncover ways that it can subvert the dominant paradigm: leveraging the important knowledge, skills, and abilities this program aims to develop for all students, while making your undergraduate experience more personally meaningful, documenting and strengthening your evidence of stewardly practice, and helping you to establish a professional identity you can carry forward after college.

Tuesday, November 15

Science Center 199

Refreshments: 4:15pm, Talk: 4:30pm