

Serendipitous Exploration of the Carleton Curriculum

Cathy Duan, Willow Gu, Markus Gunadi, Zoey La, Charlie Ney, and Kai Weiner

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What is serendipity?

The fact of finding interesting or valuable things by chance

Why serendipity?

At Carleton College, we believe wholeheartedly in the power of a liberal arts education to transform the lives of students and prepare them for a rapidly changing world.

Imagine it. Do it.

Carleton's liberal arts focus gives you the freedom to explore deeply and broadly, in and out of the classroom.

54 majors & minors	Just a few of our <u>1,000 courses</u> :		
	Theater 238 Costume Design for Theater	Mathematics 333 Combinatorial Theory	Biology 368 Developmental Neurobiology

What sets Carleton apart?

Unmatched teaching in a close-knit community where intellectual curiosity leads to a lifetime of exploration.



?

RESEARCH-ARTICLE



The bohemian bookshelf: supporting serendipitous book discoveries through information visualization

Authors:  [Alice Thudt](#),  [Uta Hinrichs](#),  [Sheelagh Carpendale](#) | [Authors Info & Claims](#)

Serendipity:

- I. an important but neglected factor in information seeking, research, and ideation
- II. can be promoted through visualization
- III. some people have more serendipitous qualities than others

RESEARCH-ARTICLE



The bohemian bookshelf: supporting serendipitous book discoveries through information visualization

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Design Principles:

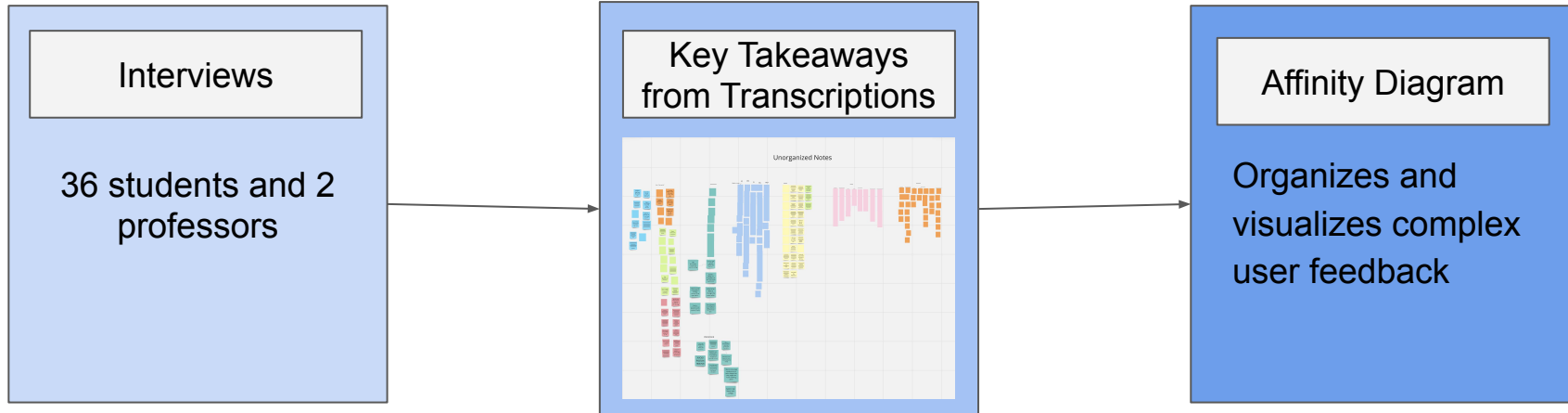
- I. multiple visual access points
- II. show adjacencies between documents
- III. provide flexible visual pathways for exploring
- IV. enticing curiosity through abstract, metaphorical, and visually distinct representations of documents
- V. enabling a playful approach to information exploration

Design

Gathering User Data - Stakeholder Interviews

Goals - What are the gaps?

- I. Understand what the liberal arts means to people and how they engage with it
- II. What their course exploration process looks like



SERENDIPITY

- explore curiosity (professor)
 - serendipitous discoveries are made by people who are curious about the world
 - curiosity is a natural human trait
 - curiosity is a key to innovation
 - curiosity is a key to learning
 - curiosity is a key to discovery
 - curiosity is a key to progress
 - curiosity is a key to success
 - curiosity is a key to happiness
 - curiosity is a key to life
 - curiosity is a key to everything
- AVOID PIGEON HOLES
 - serendipitous discoveries are made by people who are curious about the world
 - curiosity is a natural human trait
 - curiosity is a key to innovation
 - curiosity is a key to learning
 - curiosity is a key to discovery
 - curiosity is a key to progress
 - curiosity is a key to success
 - curiosity is a key to happiness
 - curiosity is a key to life
 - curiosity is a key to everything
- Explore for Interest Discover
 - serendipitous discoveries are made by people who are curious about the world
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 - curiosity is a key to discovery
 - curiosity is a key to progress
 - curiosity is a key to success
 - curiosity is a key to happiness
 - curiosity is a key to life
 - curiosity is a key to everything
- Explore for Fun
 - serendipitous discoveries are made by people who are curious about the world
 - curiosity is a natural human trait
 - curiosity is a key to innovation
 - curiosity is a key to learning
 - curiosity is a key to discovery
 - curiosity is a key to progress
 - curiosity is a key to success
 - curiosity is a key to happiness
 - curiosity is a key to life
 - curiosity is a key to everything
- Degree Req Happened Naturally
 - serendipitous discoveries are made by people who are curious about the world
 - curiosity is a natural human trait
 - curiosity is a key to innovation
 - curiosity is a key to learning
 - curiosity is a key to discovery
 - curiosity is a key to progress
 - curiosity is a key to success
 - curiosity is a key to happiness
 - curiosity is a key to life
 - curiosity is a key to everything

[illegible]

BY REQUIREMENTS

- Choose by Department Specific Interest**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- Choose by what sounds cool**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- Major reqs**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- in general**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- lib, art reqs**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- language reqs**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- Choose by skill improvement**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- Choose by future help**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- Choose by ability to get in**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- Course strategy changes**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- MISCILLEANEOUS**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- RATINGS**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
- PROFESSOR**
 - Should be a class that interests you
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking
 - Should be a class that you can see yourself taking

The image shows a whiteboard with several colorful sticky notes. The notes are arranged in two columns. The left column is titled 'Choose by Department Specific Interest' and contains four notes. The right column is titled 'Choose by what sounds cool' and contains five notes. The notes are in various colors: yellow, orange, green, blue, and pink.

Choose by Department Specific Interest

- Yellow note: "I like math & science. I want to be a scientist." "I like math & science. I want to be a scientist."
- Orange note: "I like math & science. I want to be a scientist." "I like math & science. I want to be a scientist."
- Green note: "I like math & science. I want to be a scientist." "I like math & science. I want to be a scientist."
- Blue note: "I like math & science. I want to be a scientist." "I like math & science. I want to be a scientist."

Choose by what sounds cool

- Orange note: "I like math & science. I want to be a scientist." "I like math & science. I want to be a scientist."
- Green note: "I like math & science. I want to be a scientist." "I like math & science. I want to be a scientist."
- Blue note: "I like math & science. I want to be a scientist." "I like math & science. I want to be a scientist."
- Pink note: "I like math & science. I want to be a scientist." "I like math & science. I want to be a scientist."
- Yellow note: "I like math & science. I want to be a scientist." "I like math & science. I want to be a scientist."

[illegible]

in general

- Students must demonstrate proficiency in English as a second language before enrolling in college-level coursework.
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lib. art req

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language reqs

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Other language of language requirements or special requirements

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- Students must demonstrate proficiency in English as a second language before enrolling in college-level coursework.

lib. art reqs

- 12 credits
- 100-level courses
- 200-level courses
- 300-level courses
- 400-level courses
- 12 credits

language reqs

- 4 credits
- 100-level courses
- 200-level courses
- 300-level courses
- 400-level courses
- 4 credits

language reqs

- Often because of language requirements or other requirements, students at few colleges
- Language requirements tend to be more difficult to complete

Sophomore Priority

RATINGS

2/5	3/5	3/5	4/5	4/5
-----	-----	-----	-----	-----

MISCELLANEOUS

- I rank courses that I want to take
- I find the experience is more about how to think than acquiring concrete skills
- I like mathematics classes but I balk at writing
- I'm pretty good at learning mechanics classes

PROFESSOR

- Students are considered to be learning the "right way" in a class.
- Students are the "center" of the classroom.
- Students are to learn a "body of knowledge" that is passed on from generation to generation.
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[illegible]

The diagram illustrates two hierarchical structures for data categorization:

- By Departments:** A tree structure starting with a yellow box "Look through all departments and find the most important relationships". This leads to two yellow boxes: "Research by departments" and "Research by departments". "Research by departments" further branches into a blue box "Research by departments" and an orange box "Research by departments".
- By Time slots:** A tree structure starting with a yellow box "The production and the release of the data in the market". This leads to a blue box "Use full market research to find the best time slot" and a yellow box "Look at the time slot of the data". "Look at the time slot of the data" further branches into a blue box "Look at the time slot of the data" and a yellow box "Look at the time slot of the data".

```

graph TD
    A[User finds a place to search by location] --> B[The preference is at the time of the time slot. That's it.]
    B --> C[I look at times of a business]
    C --> D[Understanding the time slot of the business]
  
```

REGRETS
not exploring

- Regret not using statistics, albeit I still know that I missed the best of knowledge
- Regret not taking PhD statistics classes than other carbon-based elements
- Regret repeating classes in some departments from your first time
- Regret not taking professor matters

professor matters

I don't teach a personal account of my students' lives. I don't even bring that into my classroom. I just teach. I don't share my life with my students. I just teach.

Carleton's course process

- 1st yr advertisement**
 - Course choices that are really good, useful, and relevant
- availability of courses**
 - Students can't get courses that are advertised in the first year
- liberal arts 3**
 - Students must take a certain number of liberal arts courses

Affinity Diagram Takeaways

“Looking through classes feels like looking through data rather than understanding the actual class”

People like calendars

“Regret not trying new things earlier”

Some students ‘stumbled into the liberal arts experience’

Our Vision

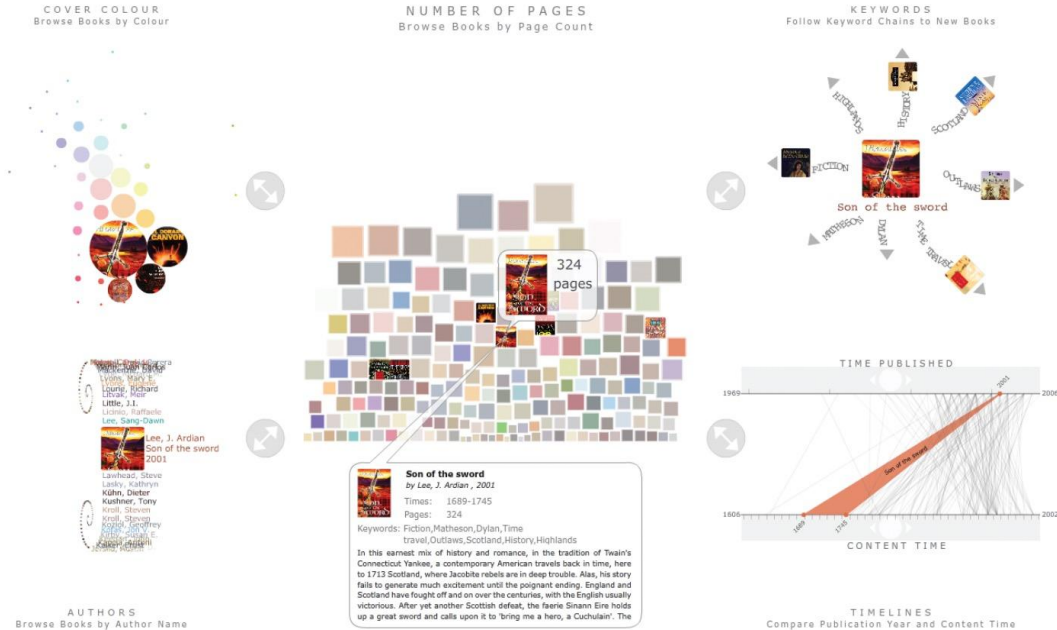
What we DO want: Engaging, playful, and interactive

- ✓ Help discover courses
- ✓ A 'discovery' tool
- ✓ Emphasizes the liberal arts experience

What we DON'T want:

- ✗ Registration
- ✗ Administrative

Bohemian bookshelf's design principle: **multiple** visual access points

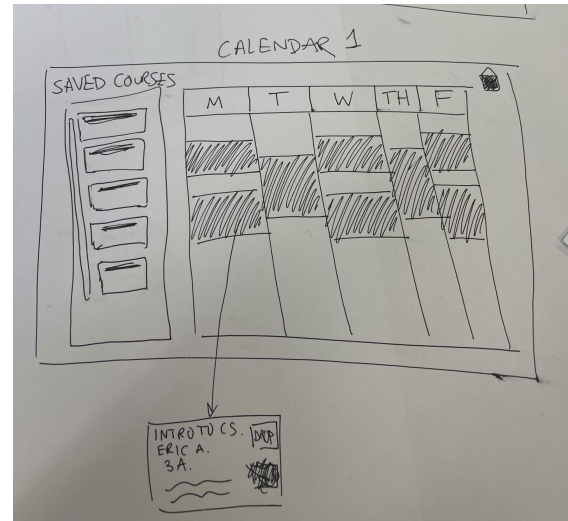
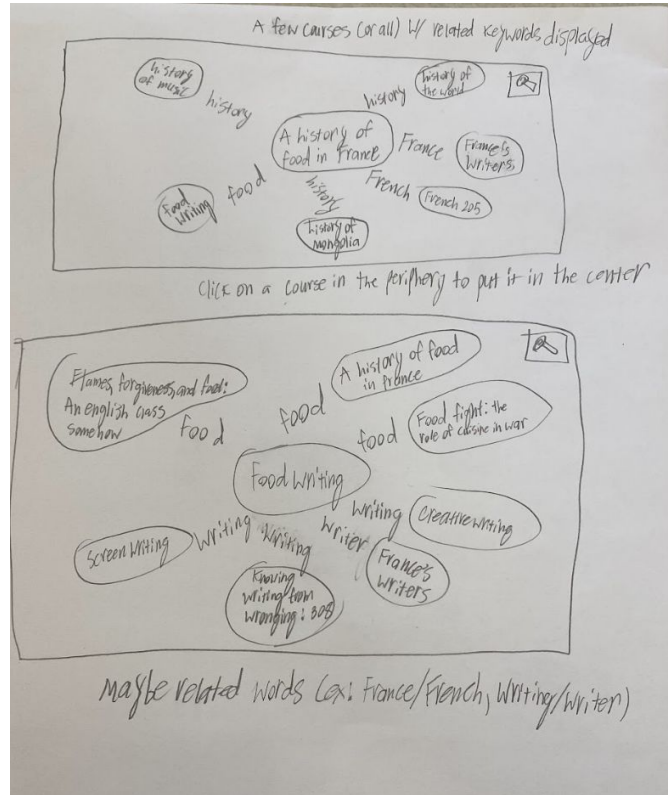


Thus multiple features:

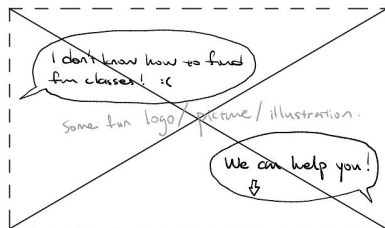
- **Interactive graph**
- **Calendar**
- **Slot machine**
- **Quiz**

Prototypes

Our earlier prototypes



.... a little later on



START!

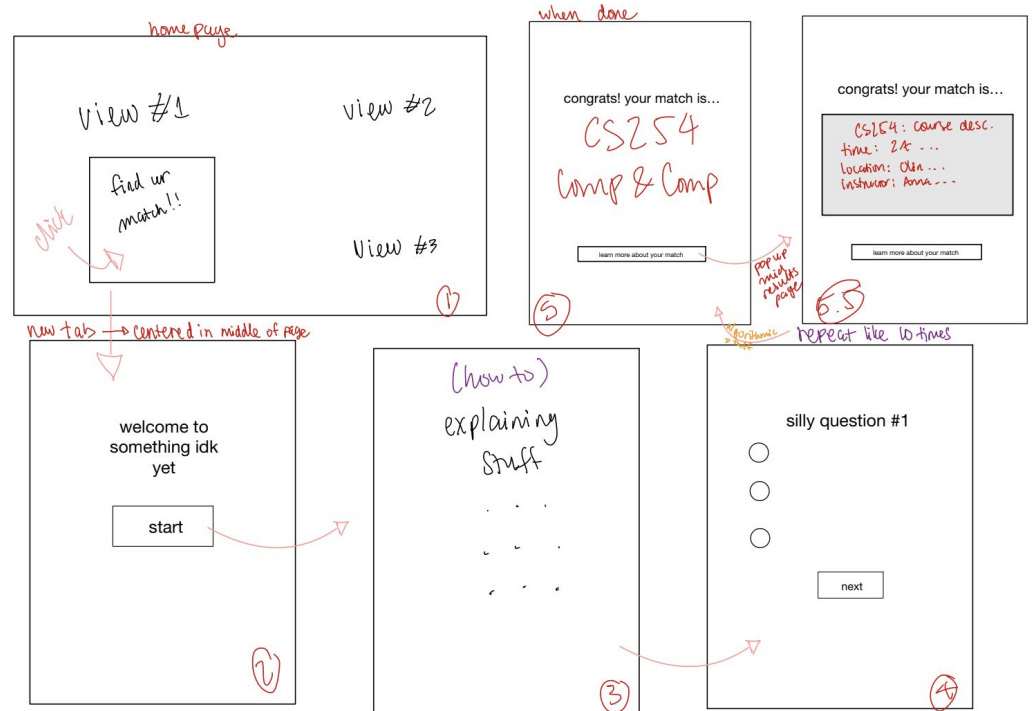
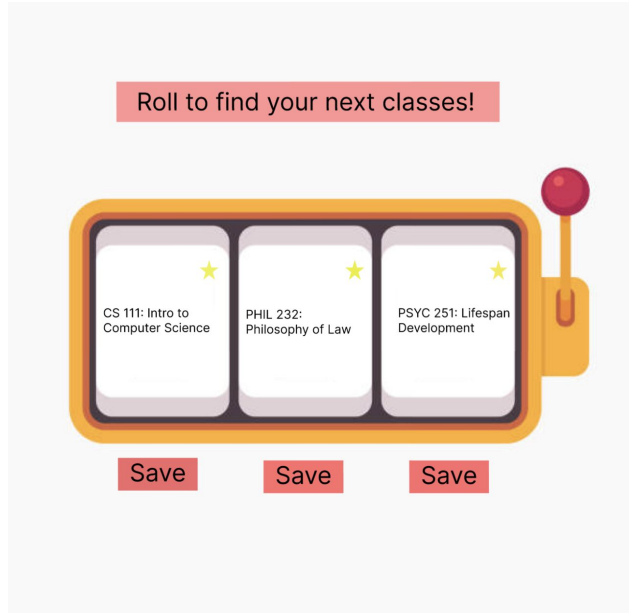
go to graph page

Learn more about this website

go to about page

[illegible]

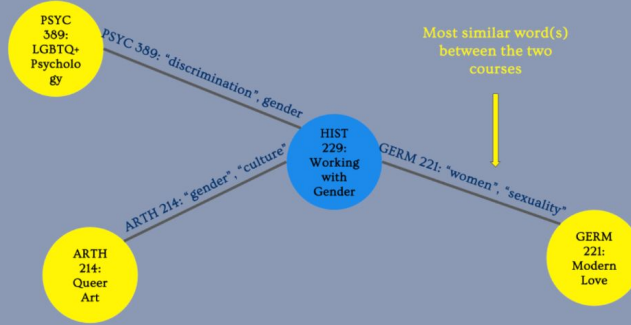
The Slot Machine & the Quiz



Final Product

Home Page

Serendipitous Curriculum Exploration



Explore Course Connections

Find Your Course Quest

What Is This Website?

Give Feedback

Graph

Serendipitous Exploration



Course name, description, or number

AFST 213: Race, Racism, and the Beloved Community in the US +

AFST 289: Global Blackness and Social Movements +

AFST 300: Race, Racism, and the Beloved Community in the US +

AMST 115: Intro to American Studies +

AMST 269: Woodstock Nation +

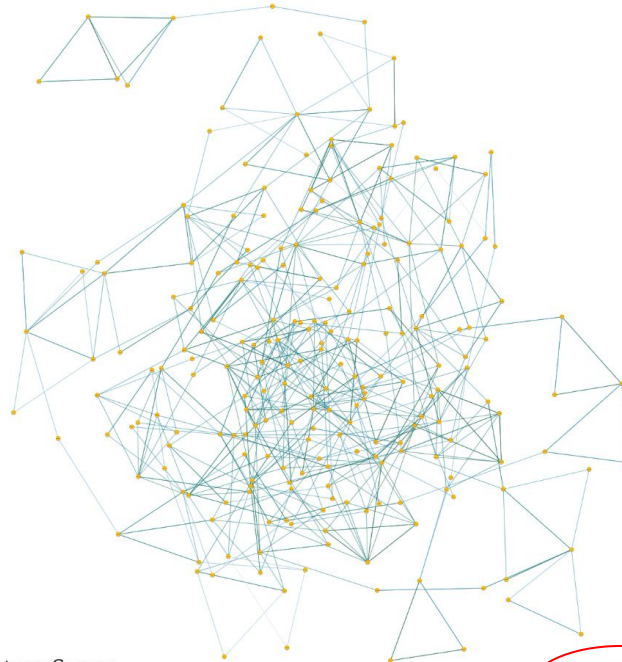
AMST 321: Indigenous Chicago: Indigenous Histories and Futures in Zhegagoynak +

AMST 396: Junior Research Seminar (Producing Latinidad) +

ARBC 103: Elementary Arabic +

ARBC 206: Arabic in Cultural Context +

ARBC 222: Music in the Middle East +



Select a node to view its info!

Similarity Between Courses

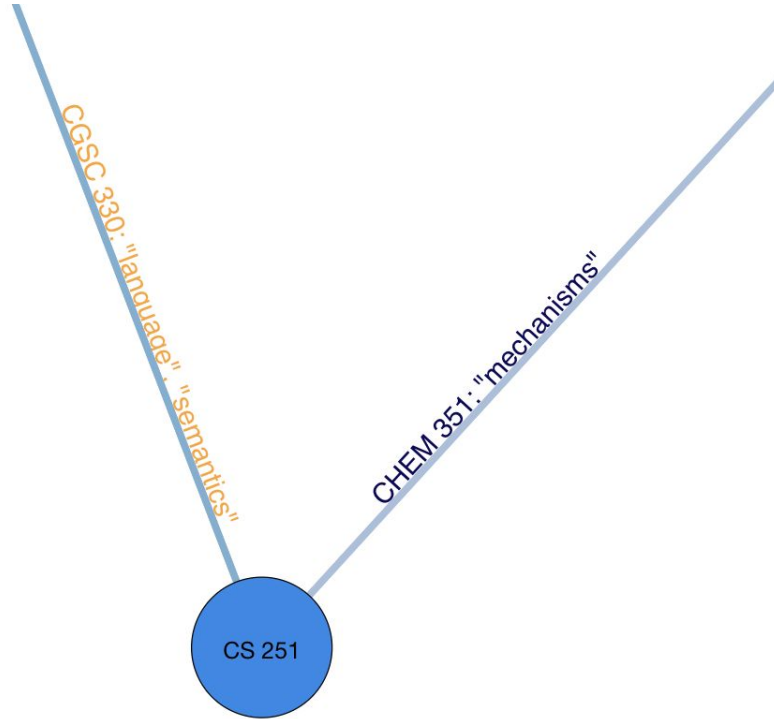
Low High

Random Course Finder

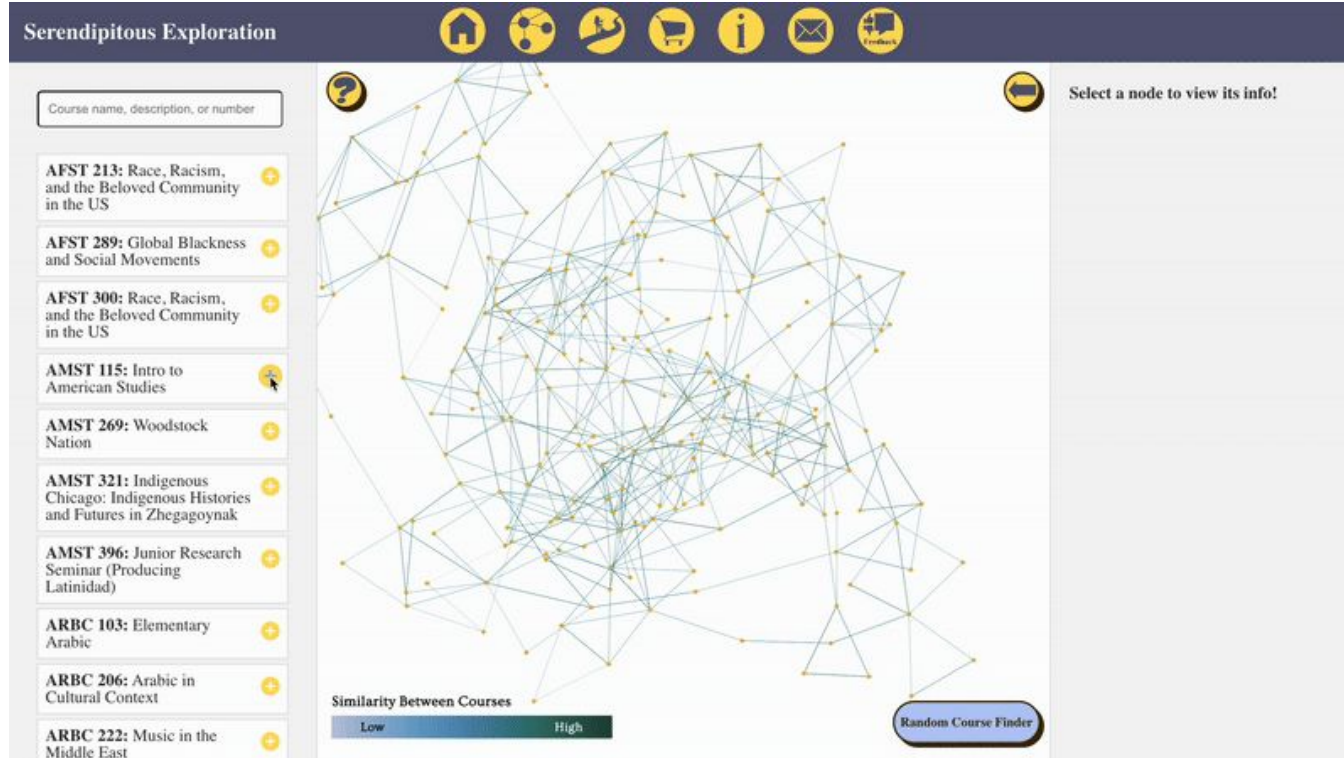
A closer look of our graph...



Nodes and lines!



Calendar



multiple ways to save courses:

- the search sidebar
- the information sidebar
- the quiz results page

Exporting Saved Courses to Email

Save your saved courses!

Done using our webapp for the day but don't want to remember the courses you've saved to your cart? No problem! You can send a code to your email corresponding to your saved courses. You can then enter this code to the encoding box to automatically add your saved courses to your cart!

Export saved courses code:

Name:

Email:

Import saved courses code

Encoding:

Saved Courses:

MATH 134-00 - Linear Algebra with Applications: 

CS 304-00 - Social Computing: 

	Monday	Tuesday	Wednesday	Thursday	Friday
8am					
9am					
10am					
11am	11:10 - 12:20 MATH 134-00 - Linear Algebra with Applications		11:10 - 12:20 MATH 134-00 - Linear Algebra with Applications		
12pm	12:30 - 1:40 CS 304-00 - Social Computing		12:30 - 1:40 CS 304-00 - Social Computing		12:00 - 1:00 MATH 134-00 - Linear Algebra with Applications
1pm					1:10 - 2:10 CS 304-00 - Social Computing
2pm					

New message from Inbox x



Serendipitous Exploration Team <serendipity.exploration.carleton@gmail.com>
to me ▾

Hello Zoey La,

Here is your data from the Serendipitous Exploration Tool:

Your saved courses were: MATH 134-00 - Linear Algebra with Applications, CS 304-00 - Social Computing, . Input this phrase to add them back to your cart: 142,66

Best wishes,
Serendipitous Exploration Team

Email sent via [EmailJS.com](#)

The Quiz

Serendipitous Exploration

Find Your Quest!

Obtain a Spring 2025 Carleton course based on your past experience and personal preferences

01 / 03

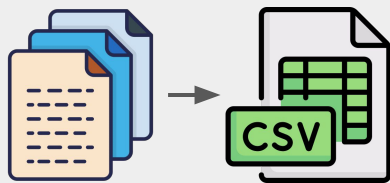
In which department do you already have experience? Choose one!

Select a department... ▾

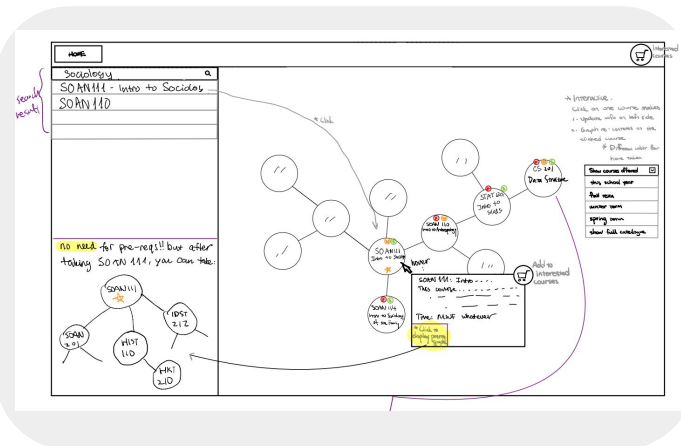
Next

Implementation

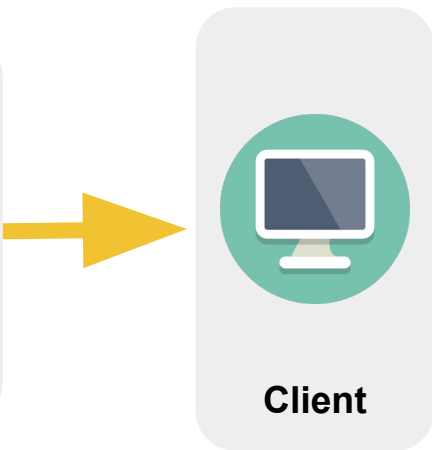
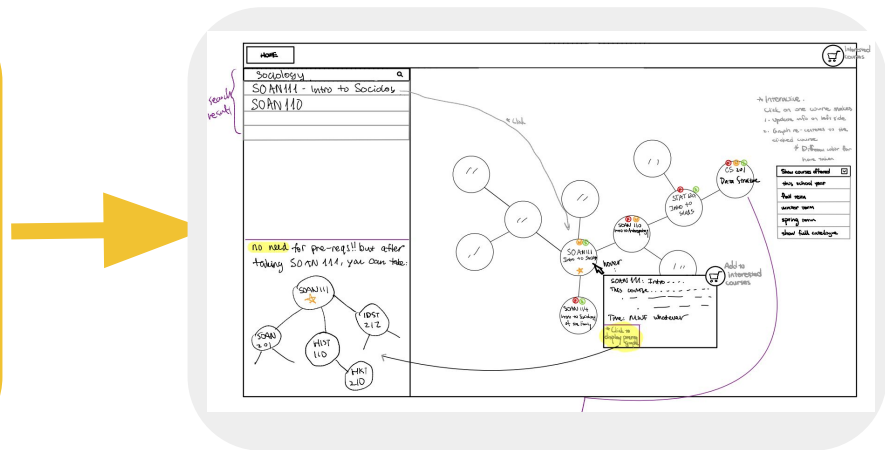
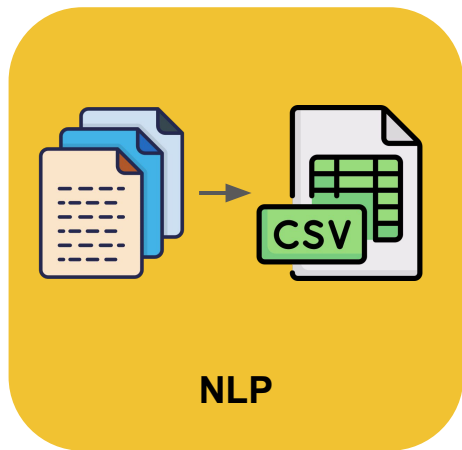
How Did We Get Here?



NLP



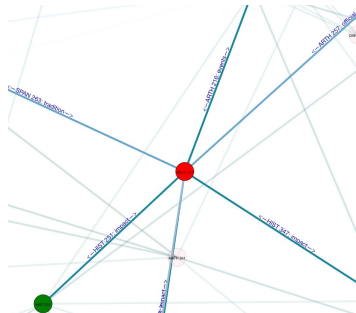
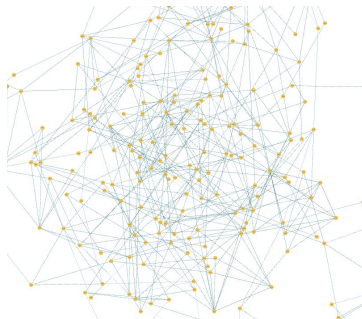
Client



What is NLP (Natural Language Processing)?



What tools can we use to understand our unique problem?



Spring 2025
Data



Doc2Vec



Word2Vec
+
Topic Modeling



Web App

CS 111 Introduction to Computer Science 6 credits

This course will introduce you to computer programming and the design of algorithms. By writing programs to solve problems in areas such as image processing, text processing, and simple games, you will learn about recursive and iterative algorithms, complexity analysis, graphics, data representation, software engineering, and object-oriented design. No previous programming experience is necessary.

Offered: Fall 2024, Winter 2025, Spring 2025

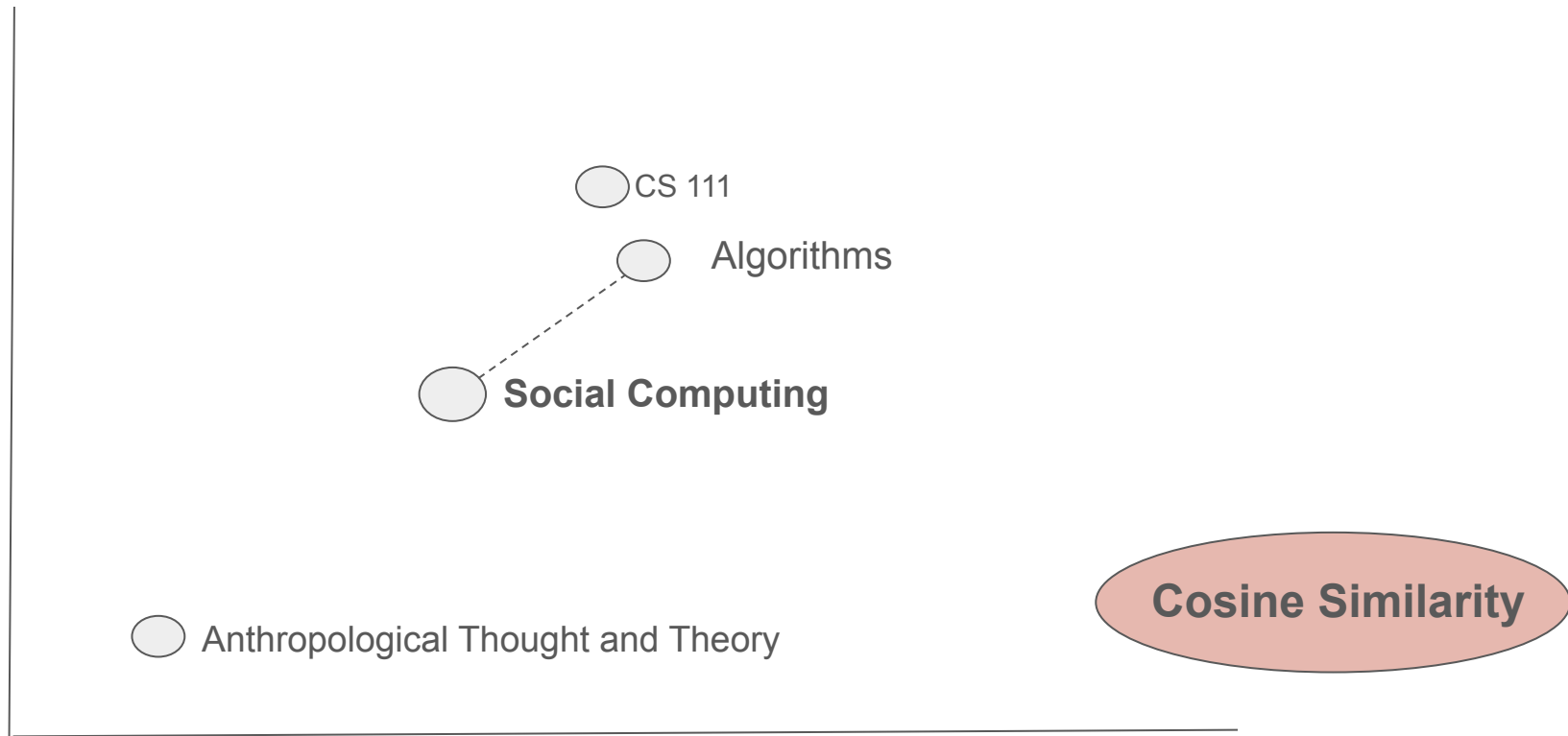
Liberal Arts Requirements: FSR, Formal or Statistical Reasoning GRE, Quantitative Reasoning
FSR, Formal or Statistical Reasoning GRE, Quantitative Reasoning
FSR, Formal or Statistical Reasoning GRE, Quantitative Reasoning
FSR, Formal or Statistical Reasoning GRE, Quantitative Reasoning

Prerequisite: NOT open to students who have completed any of the following course(s):
CS.20) or greater with a grade of C- or better.

Tags: ICSSC Core CS Required for Major DGAH Skill Building STAT Supporting
PHYS Adm Recommended CL/100 level No Prerequisites



Documents as **Vectors**

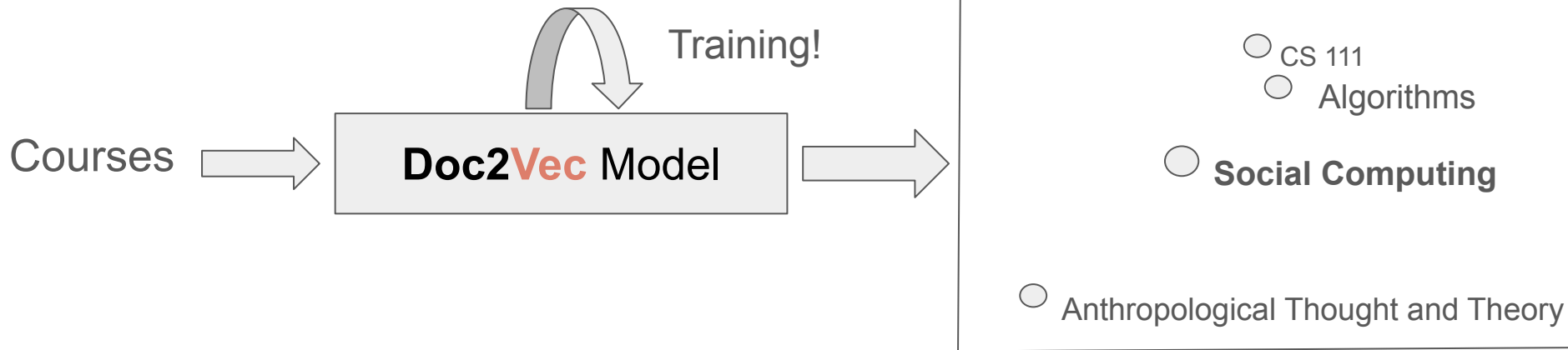




Doc2Vec

What Doc2Vec Captures

- Word order
- Document length
- Context





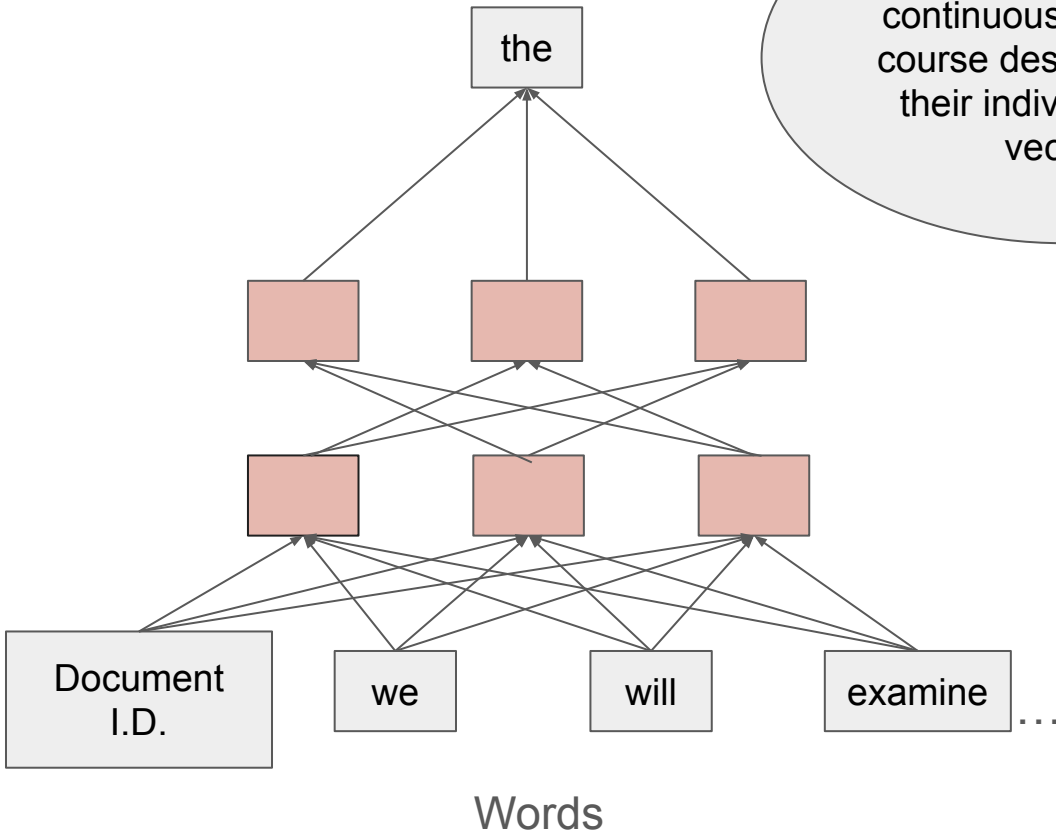
How?

Main Idea:
continuously tweaking
course description and
their individual word
vectors

Output Layer

Projection Layer

Input Layer



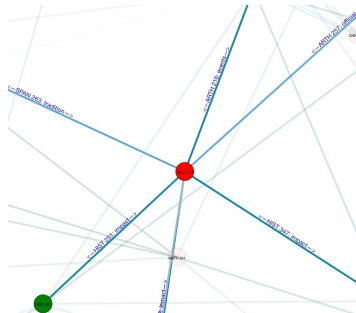


Evaluation

1. Benchmark Dataset
 - **200** human labeled courses

2. Evaluation Script
 - Compared model to human labels

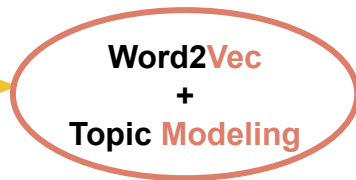
3. Iterate!
 - Training time
 - Dimensions



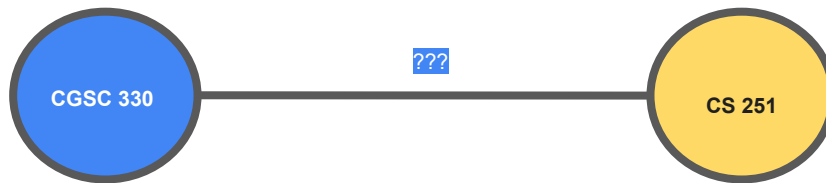
Spring 2025
Data



Doc2Vec



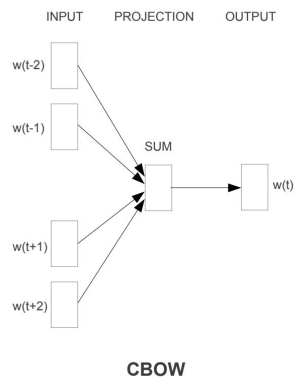
Web App



2

The [wide road shimmered in the] hot sun.

shimmered, wide
shimmered, road
shimmered, in
shimmered, the



Word2Vec
Model



CGSC 330: Embodied Cognition



Description:

~~This~~ seminar will consider recent work in philosophy, cognitive science and linguistics critical of views of human cognition as "disembodied" and Cartesian. Philosophical sources of the early critiques of symbolic AI and "cartesianism" will be considered (Merleau-Ponty, Dewey), as will the enactive (Cuffari, Di Paolo, and De Jaegher) and ecological (Chemero, Cowley, Steffensen) critiques of language, and current work on embodied cognition by Eleanor Rosch, Hubert Dreyfus, John Haugeland, Andy Clark and Evan Thompson. The seminar will include materials relevant to ~~students~~ in philosophy, linguistics, psychology and cognitive science.

Liberal Arts Requirements:
Humanistic Inquiry (HI)

Meeting Day: TTH

Time: TTH: 1:15 PM - 3:00 PM

Preprocess text

**Model.similarity
(AI, CS word)**

**Find Highest Similarity
Score Word**

CS 251: Programming Languages: Design and Implementation



Description:

What makes a programming language like Python or like Java? This course will look past superficial properties (like indentation) and into the soul of programming languages. We will explore a variety of topics in programming language construction and design: syntax and semantics, mechanisms for parameter passing, typing, scoping, and control structures. Students will expand their programming experience to include other programming paradigms, including functional languages like Scheme and ML.

Liberal Arts Requirements:
Formal or Statistical Reasoning (FSR)

Meeting Day: MW, F

Time: MW: 9:50 AM - 11:00 AM &
F: 9:40 AM - 10:40 AM



calc

ARTS 230: Ceramics: Throwing



BIOL 352: Population Ecology



MATH 111: Introduction to Calculus



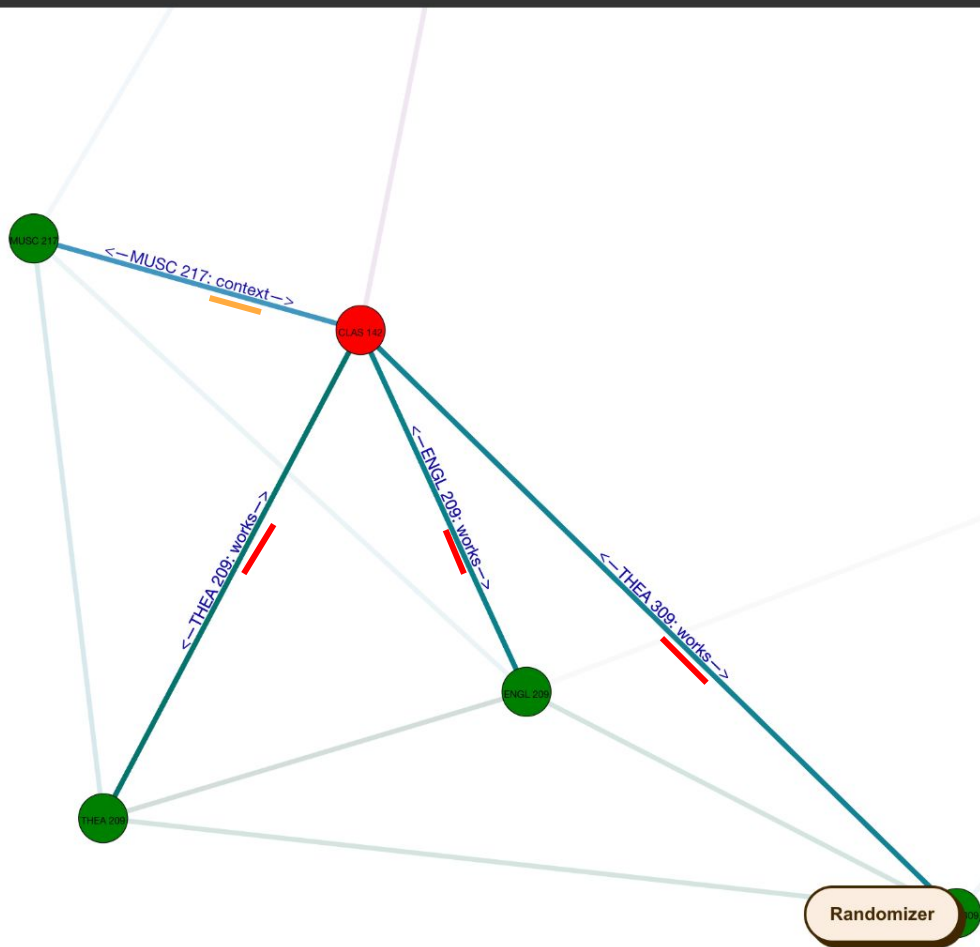
MATH 120: Calculus 2



MATH 210: Calculus 3



MATH 232: Linear Algebra



CLAS 142: Being an Heir



Description: The bond between fathers and sons is prominent in cinematic sagas, from Star Wars to The Lion King. But is it only a modern concern? What can Greek literature teach us about this relationship in today's societies? This course explores the literary representations of ancient heroic families and traces their portrayals through the works of Homer, Aeschylus, Sophocles, Euripides, and Aristophanes. We will discuss the context and aims of Greek epic, tragedies and comedies, and investigate the representation of familial legacy, examining how sons can shape their own identity and emerge from their parents' shadows, both then and now.

Liberal Arts Requirements:

Literary/Artistic Analysis (LA)



Spring 2025
Data



Topic
Modeling



Topic 1

Galaxies (0.85)
Physical (0.71)
Phenomena (0.62)
Structure (0.43)
Dynamics (0.25)

Topic 2

Language (0.85)
Poetry (0.71)
Word (0.62)
Poetic (0.43)
Prose (0.25)



CGSC 330: Embodied Cognition



Description:

This seminar will consider recent work in philosophy, cognitive science and linguistics critical of views of human cognition as "disembodied" and Cartesian. Philosophical sources of the early critiques of symbolic AI and "cartesianism" will be considered (Merleau-Ponty, Dewey), as will the enactive (Cuffari, Di Paolo, and De Jaegher) and ecological (Chemero, Cowley, Steffensen) critiques of language, and current work on embodied cognition by Eleanor Rosch, Hubert Dreyfus, John Haugeland, Andy Clark and Evan Thompson. The seminar will include materials relevant to students in philosophy, linguistics, psychology and cognitive science.

Liberal Arts Requirements:
Humanistic Inquiry (HI)

Meeting Day: TTH

Time: TTH: 1:15 PM - 3:00 PM

Preprocess text

**model.similarity
(AI, CS word)**

**model.similarity
(AI, CS Topic Keyword)**

**Find Highest Similarity
Score Word**

CS 251: Programming Languages: Design and Implementation



Description:

What makes a programming language like Python or like Java? This course will look past superficial properties (like indentation) and into the soul of programming languages. We will explore a variety of topics in programming language construction and design: syntax and semantics, mechanisms for parameter passing, typing, scoping, and control structures. Students will expand their programming experience to include other programming paradigms, including functional languages like Scheme and ML.

**Computer Education Machine
Algorithm Programming"**

Meeting Day: MW, F

Time: MW: 9:50 AM - 11:00 AM &
F: 9:40 AM - 10:40 AM



CGSC 330: Embodied Cognition



Description:

This seminar will consider recent work in philosophy, cognitive science and linguistics critical of views of human cognition as "disembodied" and Cartesian. Philosophical sources of the early critiques of symbolic AI and "cartesianism" will be considered (Merleau-Ponty, Dewey), as will the enactive (Cuffari, Di Paolo, and De Jaegher) and ecological (Chemero, Cowley, Steffensen) critiques of language, and current work on embodied cognition by Eleanor Rosch, Hubert Dreyfus, John Haugeland, Andy Clark and Evan Thompson. The seminar will include materials relevant to students in philosophy, linguistics, psychology and cognitive science.

Field, Current, Science,
Charge, Logic

Meeting Day: TTH

Time: TTH: 1:15 PM - 3:00 PM

Preprocess text

model.similarity
(AI, CS word)

model.similarity
(AI, CS Topic Keyword)

Find Highest Similarity
Score Word

CS 251: Programming Languages: Design and Implementation



Description:

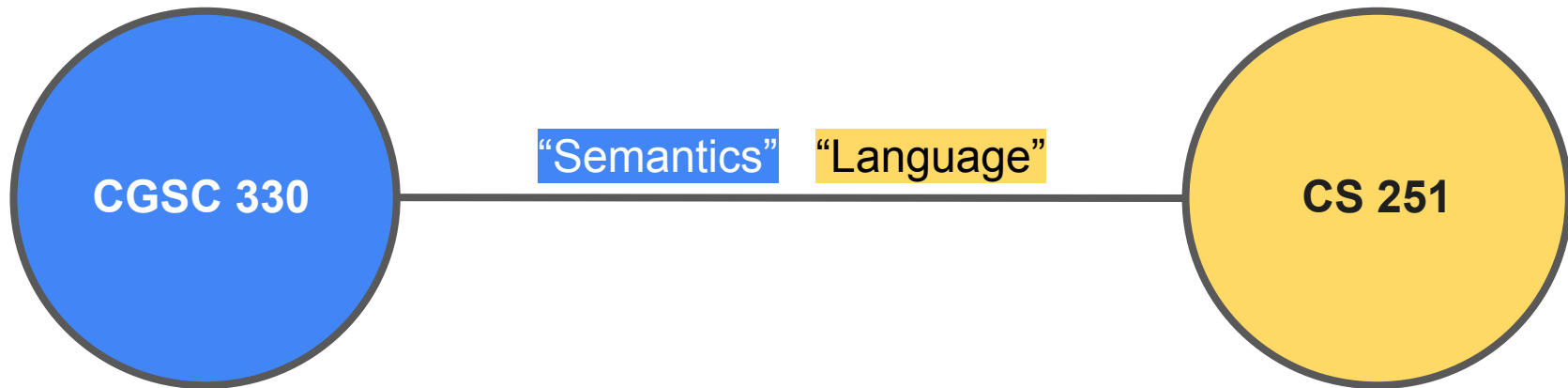
What makes a programming language like "Python" or like "Java"? This course will look past superficial properties (like indentation) and into the soul of programming languages. We will explore a variety of topics in programming language construction and design: syntax and semantics, mechanisms for parameter passing, typing, scoping, and control structures. Students will expand their programming experience to include other programming paradigms, including functional languages like Scheme and ML.

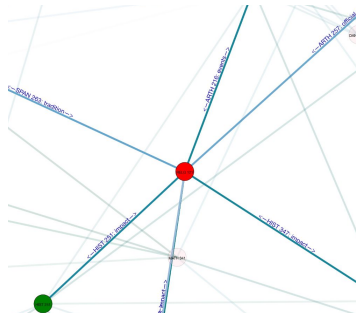
Liberal Arts Requirements:

Formal or Statistical Reasoning (FSR)

Meeting Day: MW, F

Time: MW: 9:50 AM - 11:00 AM &
F: 9:40 AM - 10:40 AM





Spring 2025
Data



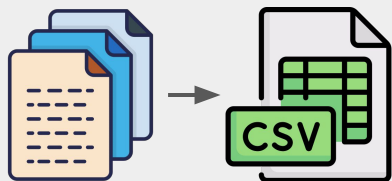
Doc2Vec



Word2Vec
+
Topic Modeling

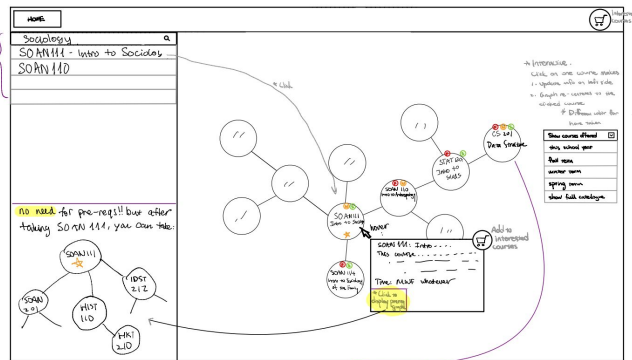


Web App



NLP

Send to website
to create

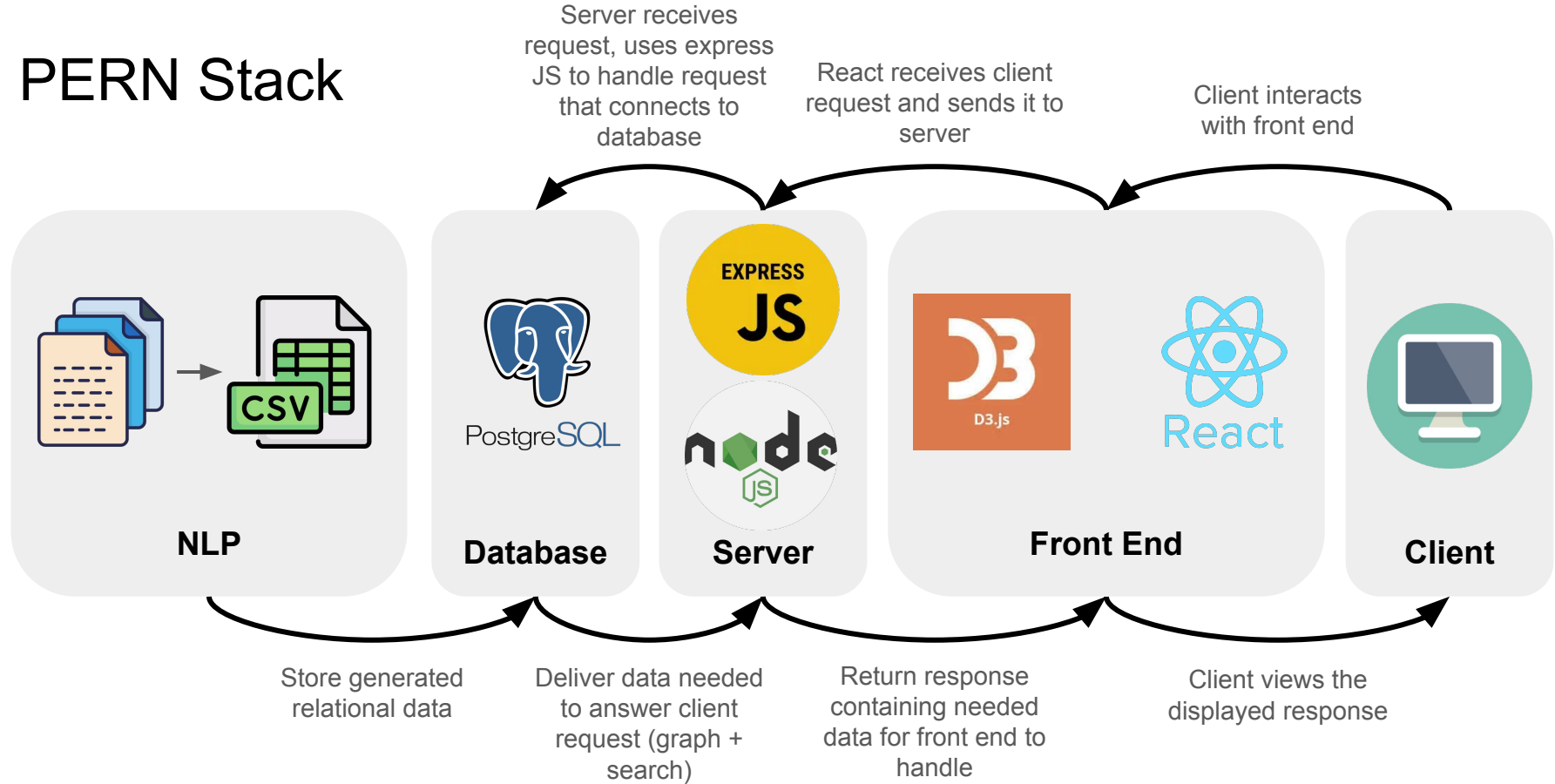


Interact with
website as client

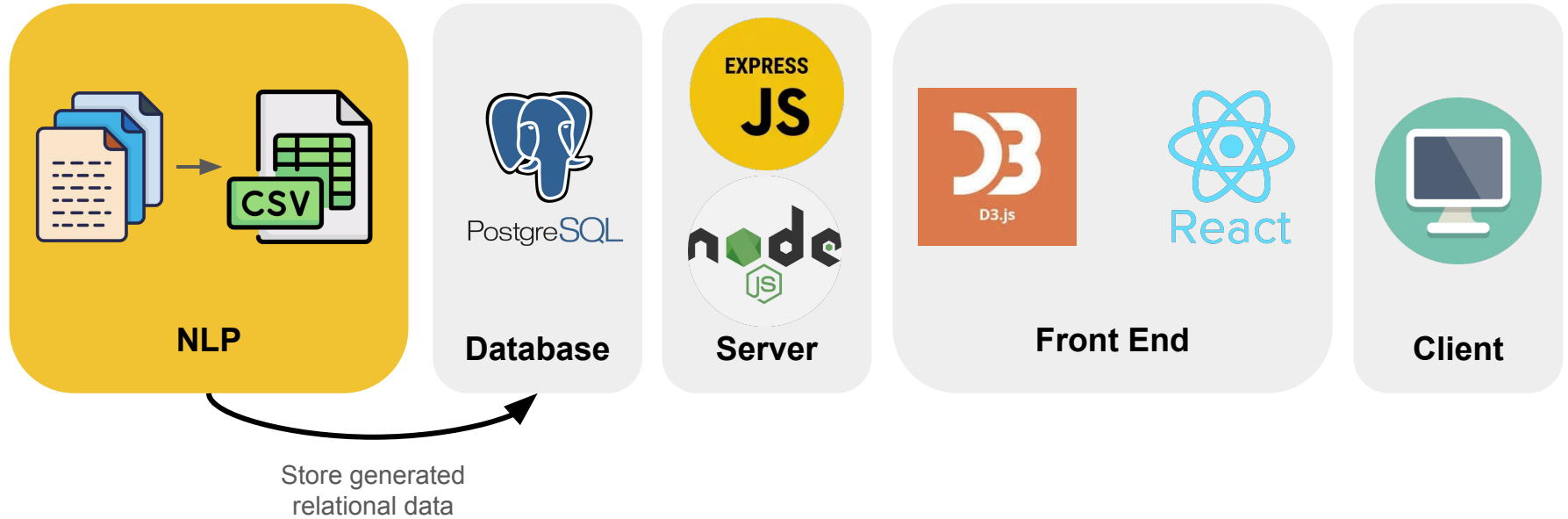


Client

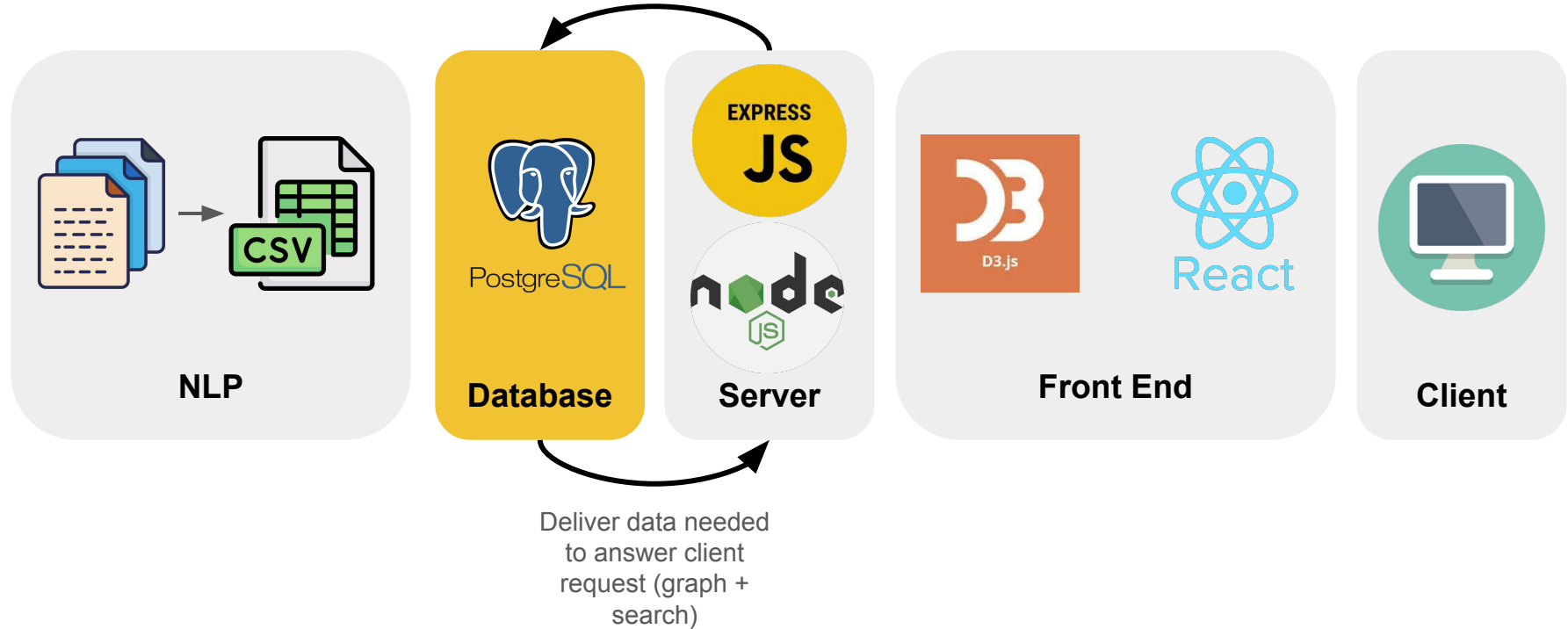
PERN Stack



PERN Stack



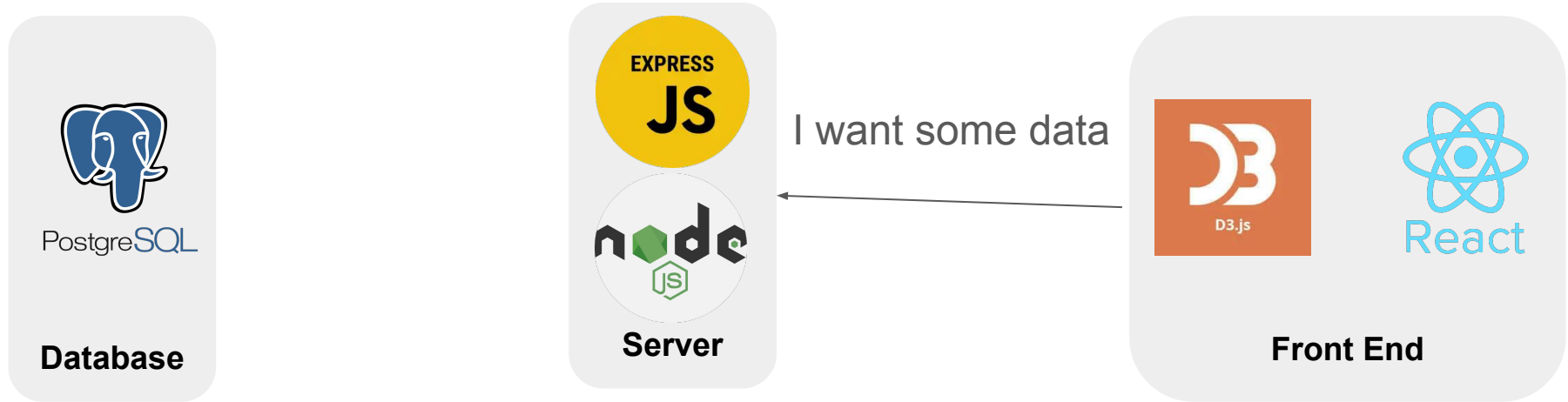
PERN Stack



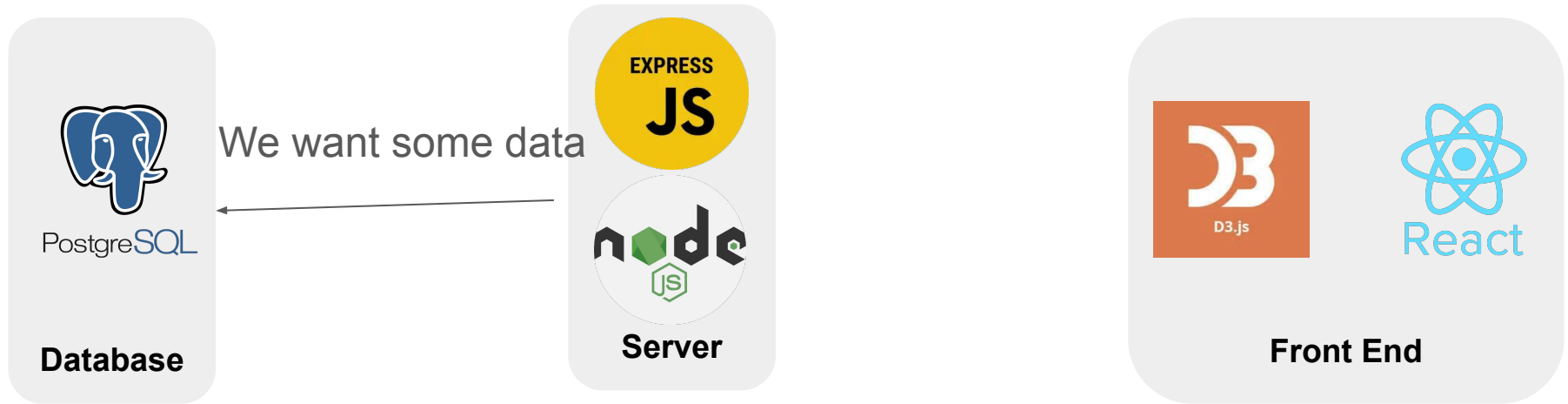
PERN Stack



Ok! Let me translate that request



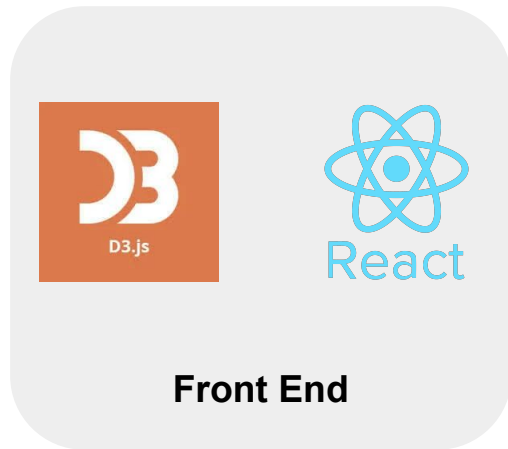
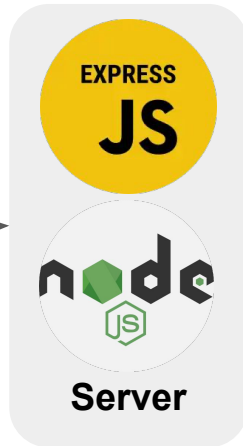
Ok!

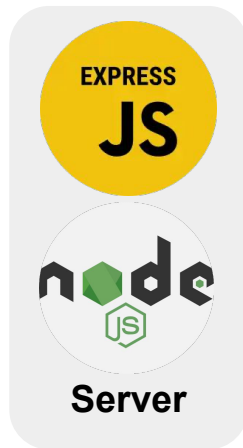


Nice! Let me
convert that

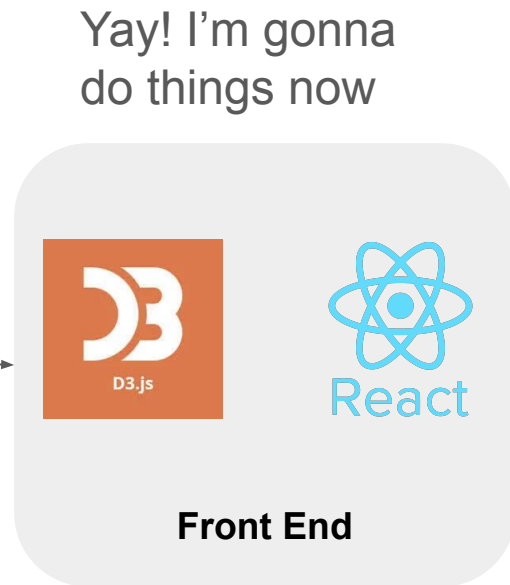


Here's your data

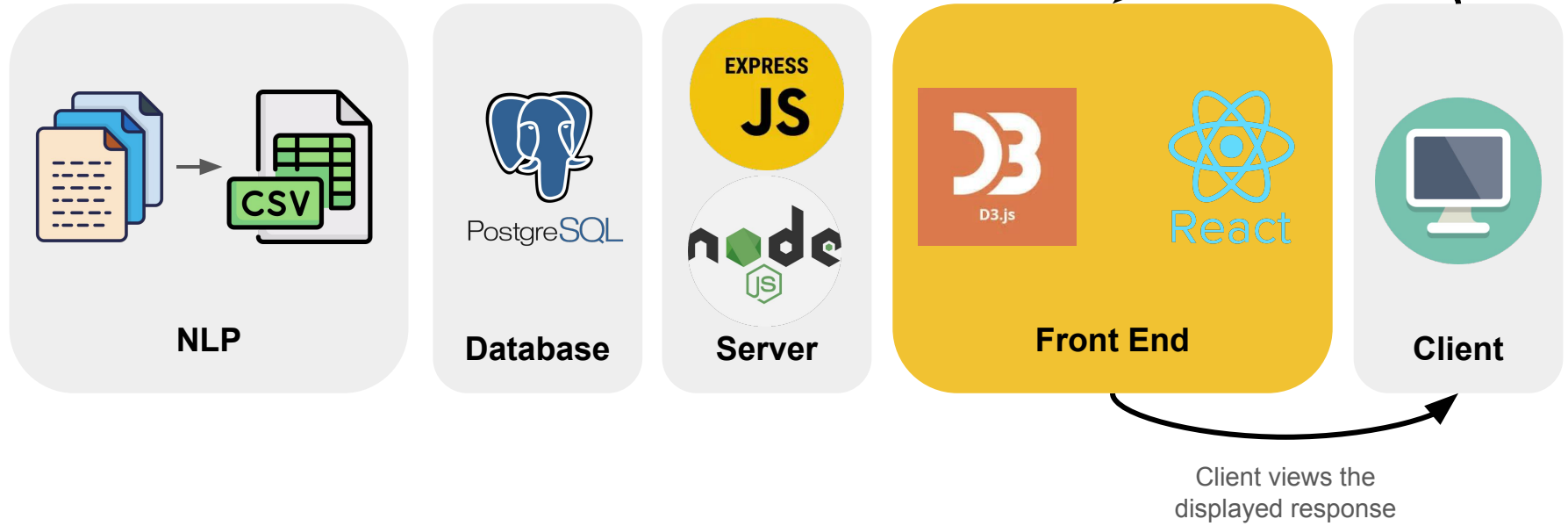




Here's your data

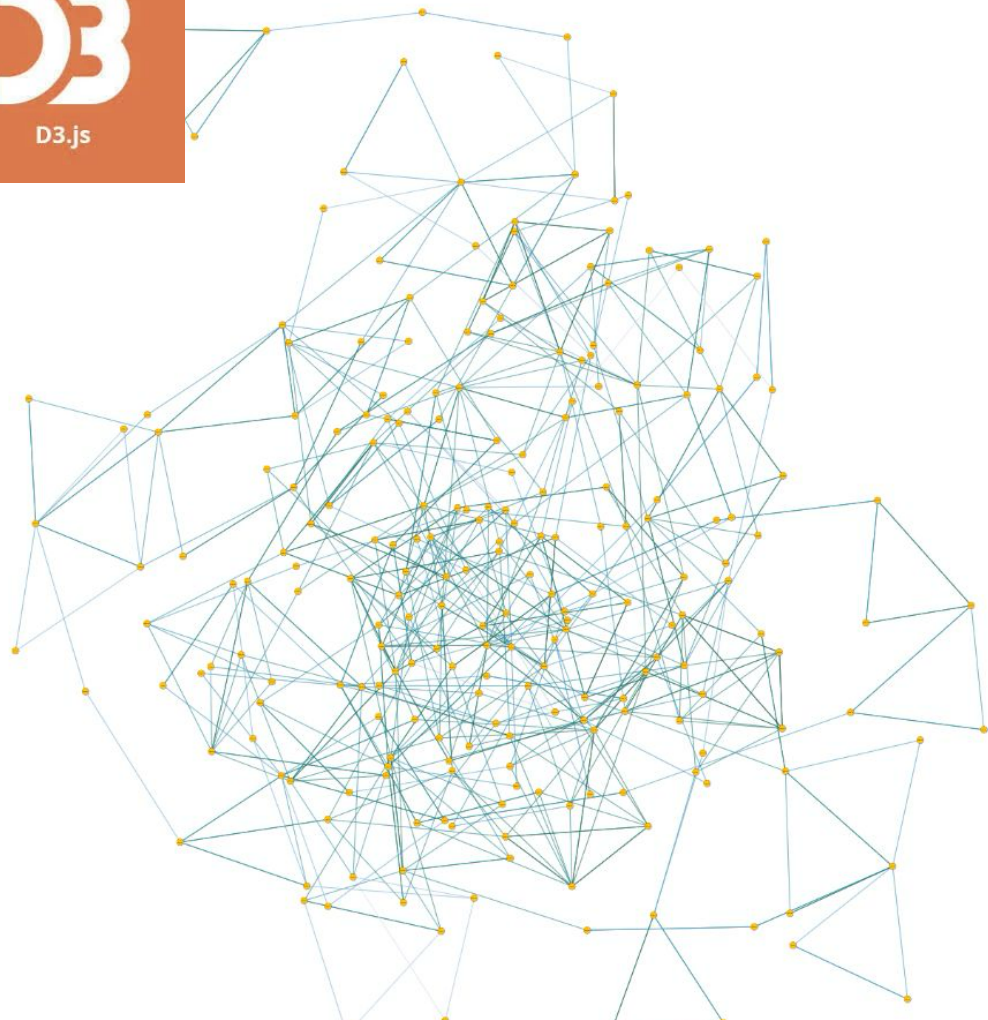


PERN Stack

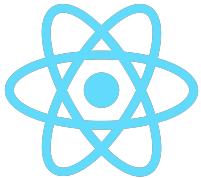




D3.js



- Existing Elements
- Link Data to Elements
- Position
- Color
- Opacity
- Size
- Etc.



React

Exploration

on, or number

AFST 213: Race, Racism, and the Beloved Community in the US



AFST 289: Global Blackness and Social Movements



AFST 300: Race, Racism, and the Beloved Community in the US



AMST 115: Intro to American Studies



AMST 269: Woodstock Nation



AMST 321: Indigenous Chicago: Indigenous Histories and Futures in Zhegagoynak



AMST 396: Junior Research Seminar (Producing Latinidad)



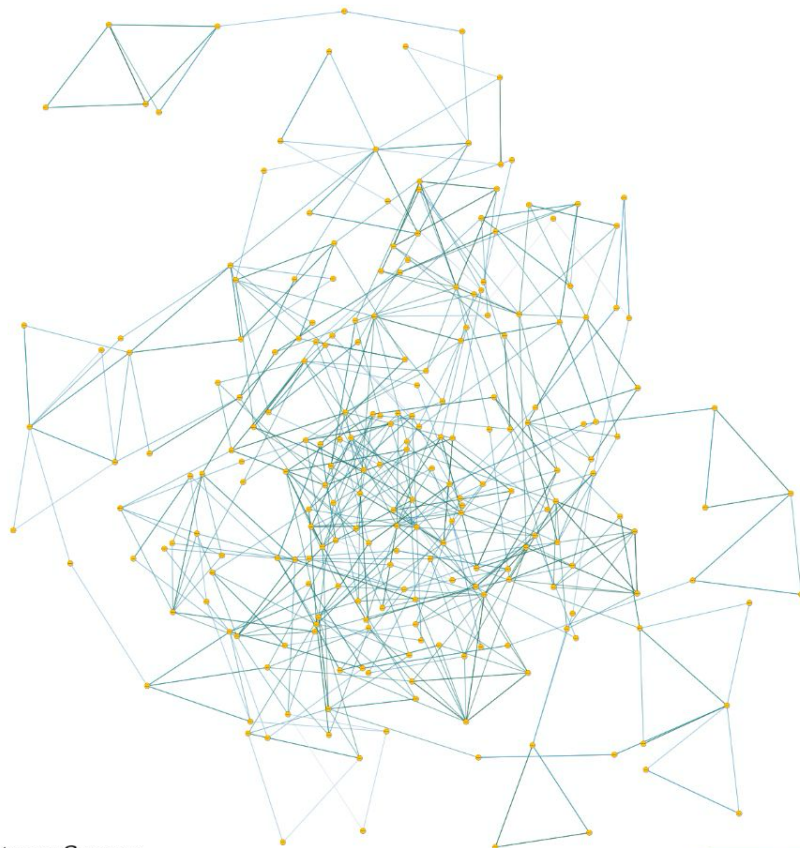
ARBC 103: Elementary Arabic



ARBC 206: Arabic in Cultural Context



ARBC 222: Music in the Middle East



Similarity Between Courses

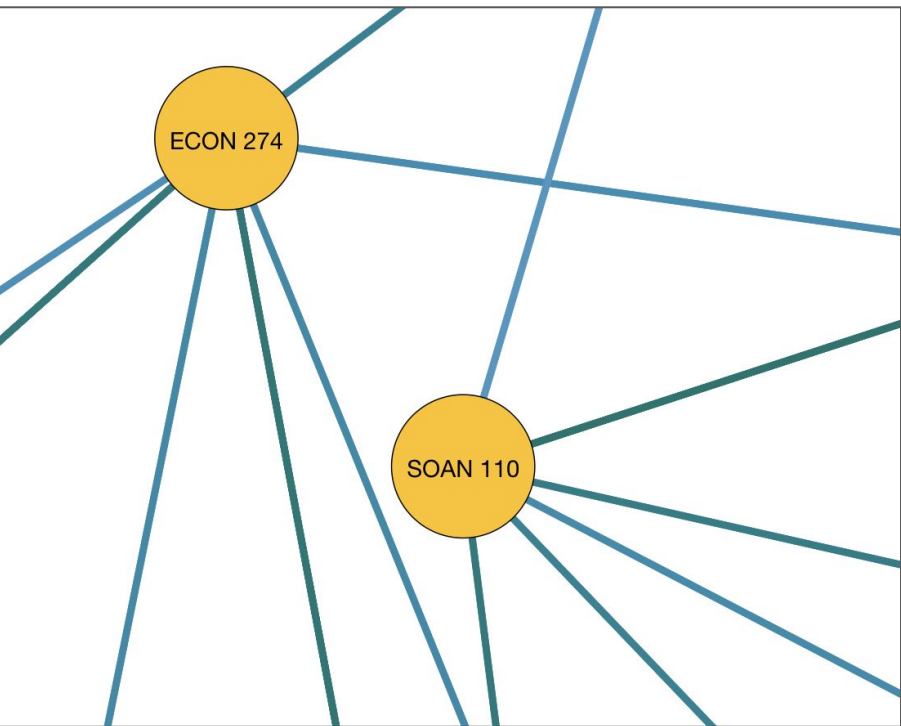
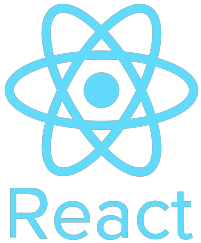
Low

High

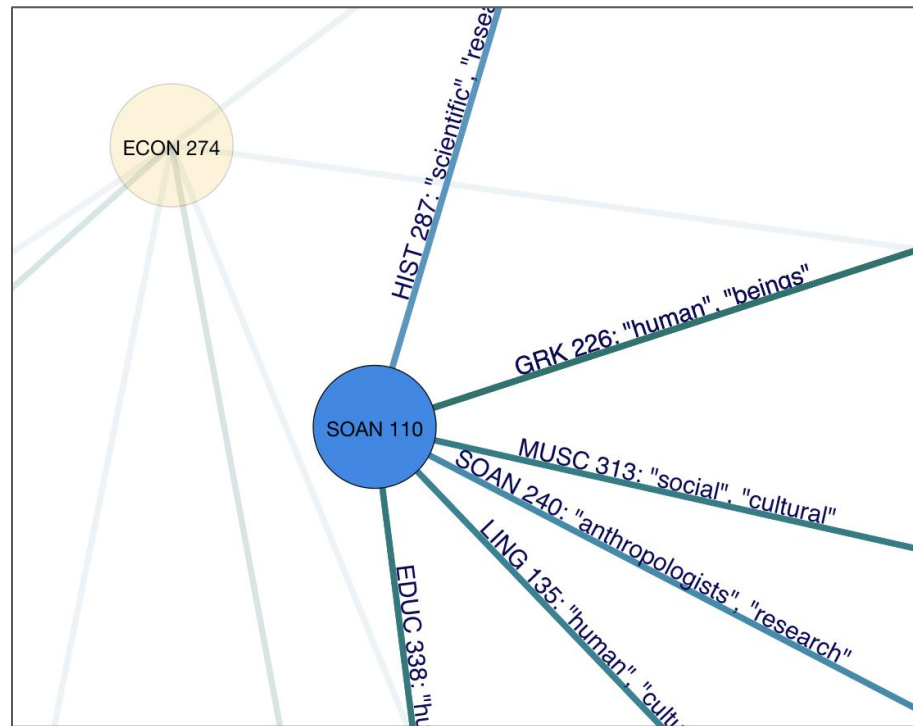


Select a node to view its info!

Random Course Finder



State: Nothing selected



State: SOAN 110 selected

User Testing

Installation in Gould Library



COMPS Installation Evaluation

Please submit feedback based on our prototype website:
<http://cs400w25ea2.mathcs.carleton.edu:3000/>

* Indicates required question

Some Positive Feedback 🎉

“Super interactive.”

“Super cool visualization.”

“It was clean, fluid, fun to use on an exploratory level.”

“I liked all the info that came up about each class.”

“The team did a great job at making finding classes easier”

But Also...

Graph

- “How are the connections between courses generated?”
- “What are the words on the line?”

But Also...

Graph

- “How are the connections between courses generated?”
- “What are the words on the line?”

Quiz

- “What was the quiz man.”
- “How does the quiz work?”

Choose your adventurer

Quiz 1 description

01⁰³

DEPARTMENT CHOICE MARKUS EDIT?

✓ AFST

AMST

ARBC

ARCN

ARTH

Next

But Also...

Graph

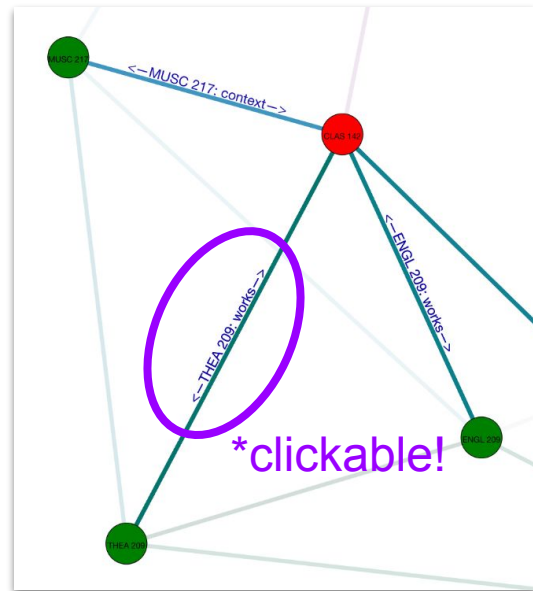
- “How are the connections between courses generated?”
- “What are the words on the line?”

Quiz

- “What was the quiz man.”
- “How does the quiz work?”

Website navigation

- Not everyone explored/discovered all of our features
- Interactions: what are the things I can do here?
- Overwhelmed



Theme

Graph

Us?.....► Users

- “How are the connections between courses generated?”
- “What are the words on the line?”

Quiz

- “What was the quiz man.”
- “How does the quiz work?”

Website navigation

- Not everyone explored/discovered all of our features
- Interactions: what are the things I can do here?
- Overwhelmed

Us



?

Users

What we are doing
How

Us



Users

What we are doing
How

What users can do here

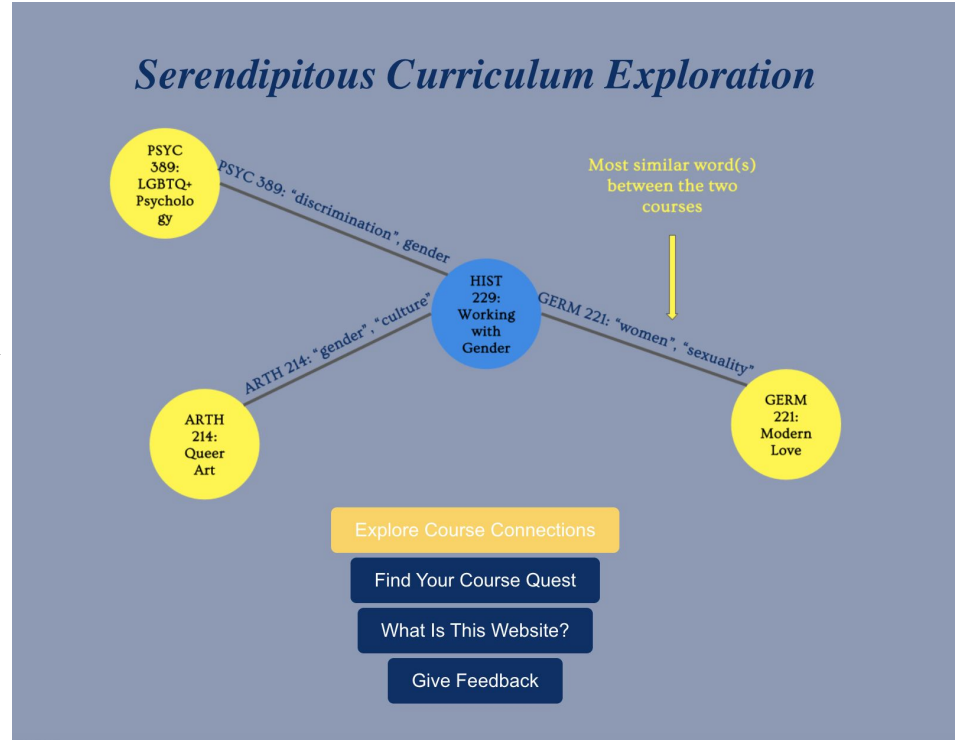
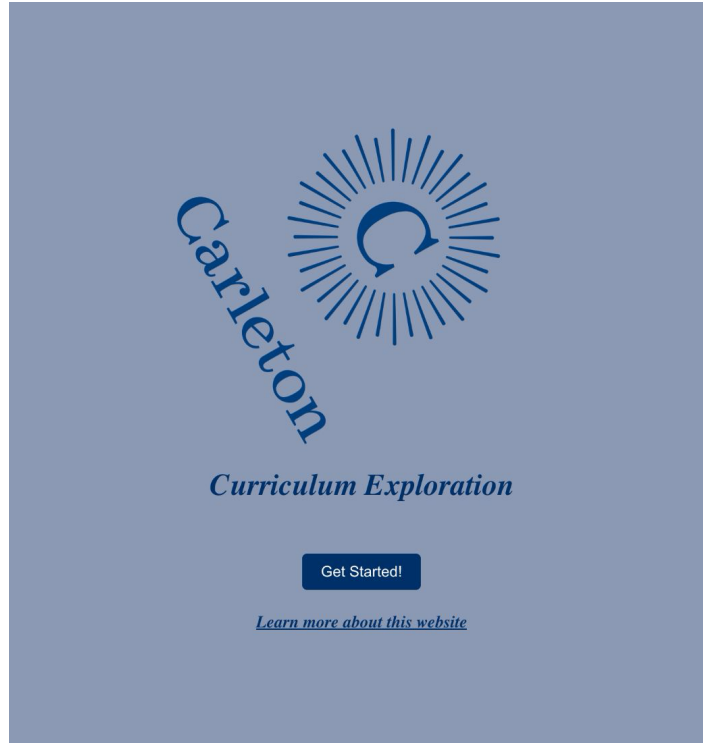
Us?.....> Users

What we are doing
How

What users can do here

Web App 2.0
Intuitive!!!

Homepage



Serendipitous Exploration

Course name, description, or numt

AFST 213: Race, Racism, and the Beloved Community in the US



AFST 289: Global Blackness and Social Movements



AFST 300: Race, Racism, and the Beloved Community in the US



AMST 115: Intro to American Studies



AMST 269: Woodstock Nation



AMST 321: Indigenous Chicago: Indigenous Histories and Futures in Zhegagoynak



AMST 396: Junior Research Seminar (Producing Latinidad)



cs400w25ea2.mathcs.carleton.edu:3000 says

Welcome!

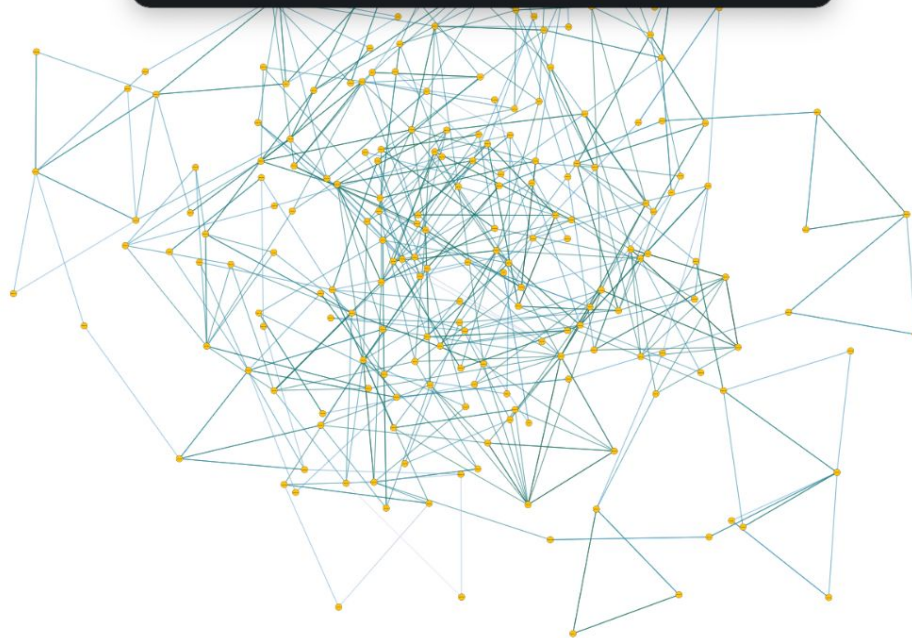
To get started, either:

- Look up a course using the search bar; or
- Click on a node

OK



Select a node to view its info!



Similarity Between Courses

Low

High

Random Course Finder

Serendipitous Exploration

Course name, description, or numt



What can you search for?

This website currently only shows Spring 2025 courses that are:

- 6-credits
- Lab courses

*Only one section is displayed for courses with multiple sections (e.g., 100.01, 100.02)

What's not included:

- PE
- Private music lessons

OK

AMST 115: Intro to American Studies



AMST 269: Woodstock Nation



AMST 321: Indigenous Chicago: Indigenous Histories and Futures in Zhegagoynak



AMST 396: Junior Research Seminar (Producing Latinidad)



cs400w25ea2.mathcs.carleton.edu:3000 says

Welcome!

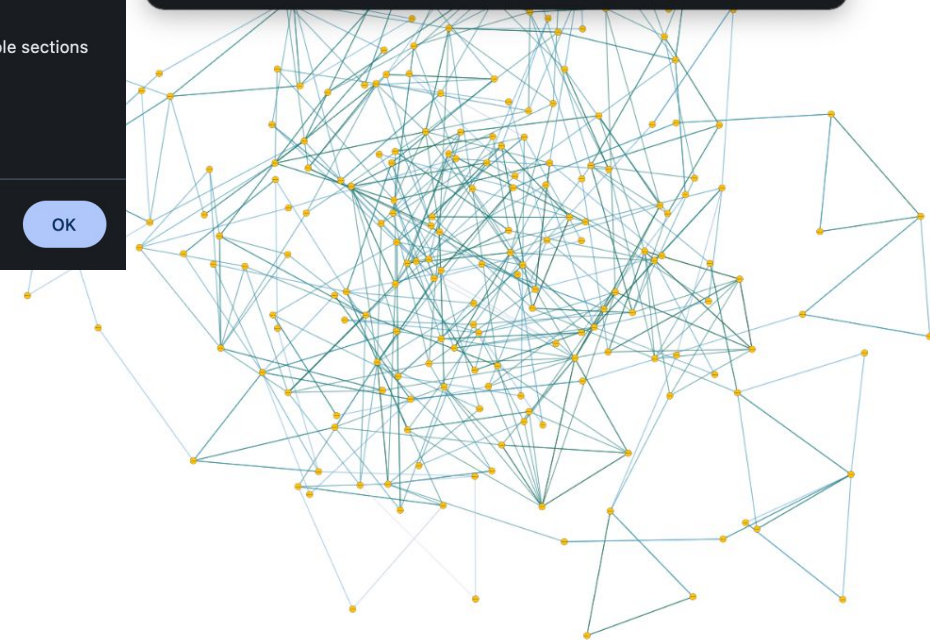
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Random Course Finder



Course name, description, or num



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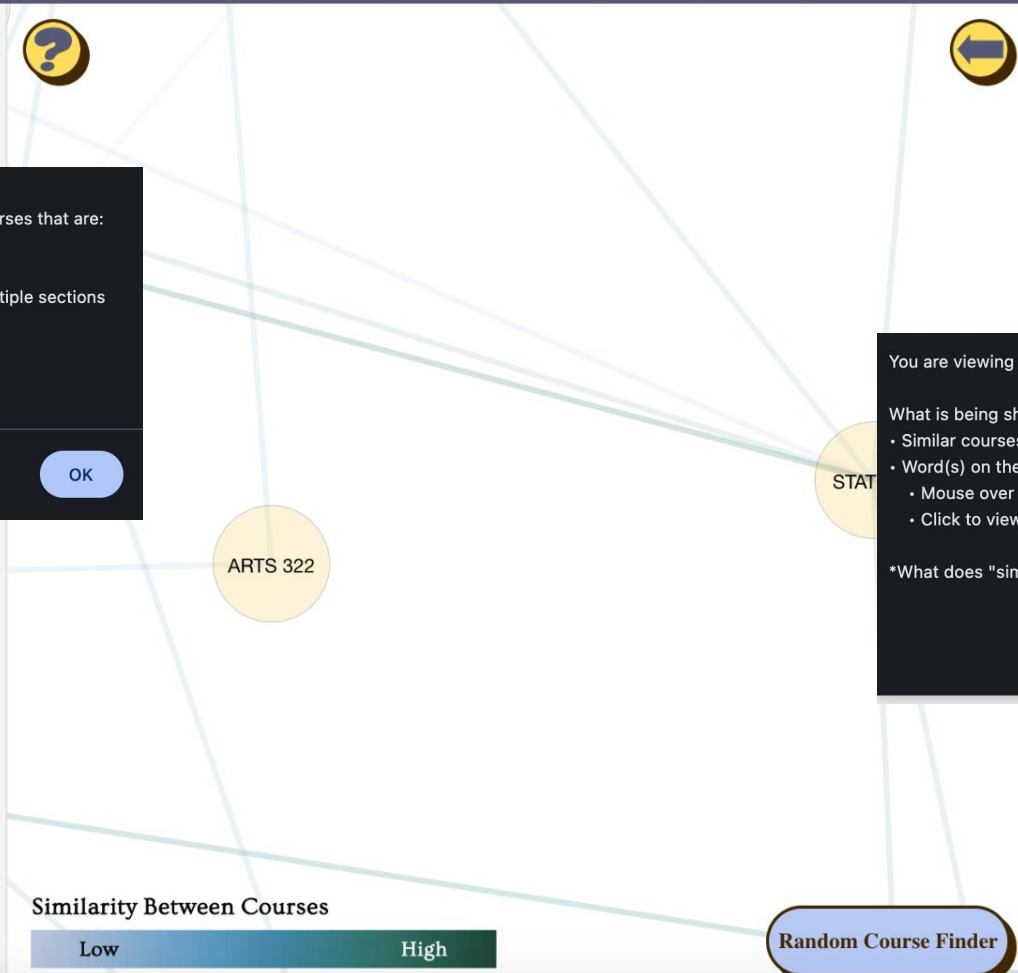
+
- AMST 269: Woodstock Nation

+
- AMST 321: Indigenous Chicago: Indigenous Histories and Futures in Zhegagoynak

+
- AMST 396: Junior Research Seminar (Producing Latinidad)

+
- ARBC 103: Elementary

+



AFST 213: Race, Racism, and the Beloved Community in the US

+

Description:

Race and racism played a significant role in the construction of the United States of America. But so did the quest for a more perfect

You are viewing details about a course!

What is being shown here?

- Similar courses are connected by a line.
- Word(s) on the line explain why they are similar.
 - Mouse over to see the word(s) highlighted in the description.
 - Click to view the course on the other end of the line.

*What does "similar" mean? Read our info page to learn more!

OK

Similarity Between Courses

Low

High

Random Course Finder



Course name, description, or num



AFST 213: Race, Racism, and the Beloved Community in the US

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What's not included:

- PE
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OK

AMST 115: Intro to American Studies

AMST 269: Woodstock Nation

You just saved a course!

See all your saved courses in your shopping cart.

OK

AMST 396: Junior Research Seminar (Producing Latinidad)

ARBC 103: Elementary

ARTS 322

STAT

Similarity Between Courses



Random Course Finder

You are viewing details about a course!

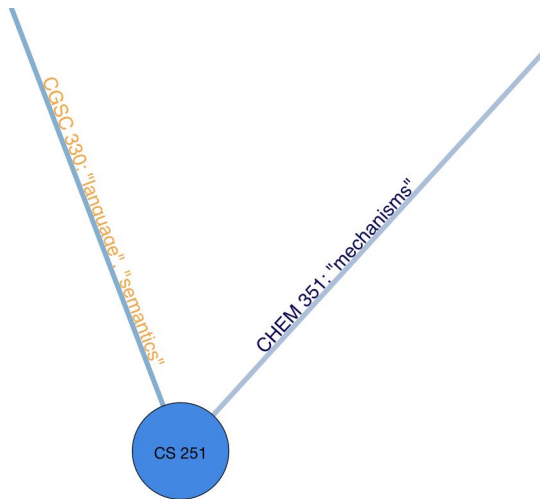
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OK

...most importantly, we shall analyze how their quest for liberation brought America closer to its foundational ideal that all humans are created equal and are endowed with unalienable rights. Offered at both the 200 and 300 levels; coursework will be adjusted accordingly. Students who have previously taken any



Description:

What makes a programming **language** like "Python" or like "Java"? This course will look past superficial properties (like indentation) and into the soul of programming languages. We will explore a variety of topics in programming **language** construction and design: syntax and **semantics**, mechanisms for parameter passing, typing, scoping, and control structures. Students will expand their programming experience to include other programming paradigms, including functional languages like Scheme and ML.



Course name, description, or num

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AFST 289: Global Blackness and Social Movements

AFST 300: Race, Racism, and the Beloved Community in the US

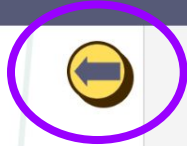
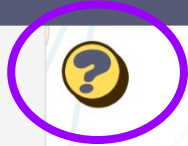
AMST 115: Intro to American Studies

AMST 269: Woodstock Nation

AMST 321: Indigenous Chicago: Indigenous Histories and Futures in Zhegagoynak

AMST 396: Junior Research Seminar (Producing Latinidad)

ARBC 103: Elementary



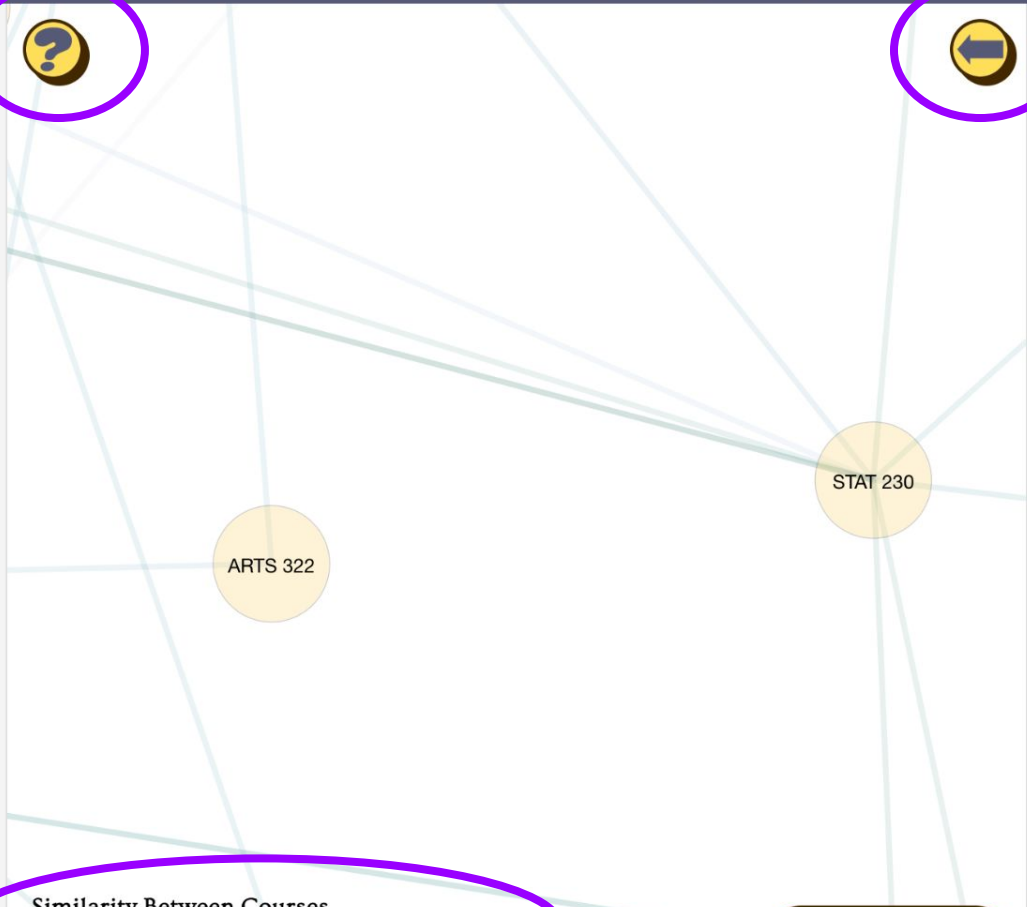
AFST 213: Race, Racism, and the Beloved Community in the US

Description:

Race and racism played a significant role in the construction of the United States of America. But so did the quest for a more perfect union and the beloved community. This course introduces students to the complexity of racial ideology and the ways it privileges one group of people while placing others at a disadvantage. We shall examine the experiences of all racialized groups (Blacks, Asians, American Indians, Latinos) and how they resisted the injustice against them. Most importantly, we shall analyze how their quest for liberation brought America closer to its foundational ideal that all humans are created equal and are endowed with unalienable rights. Offered at both the 200 and 300 levels; coursework will be adjusted accordingly. Students who have previously taken any



Random Course Finder



Quiz

Choose your adventurer

Quiz 1 description

01/03

DEPARTMENT CHOICE MARKUS EDIT?

- ✓ AFST
- AMST
- ARBC
- ARCN
- ARTH

Next

Find Your Quest!

Obtain a Spring 2025 Carleton course based on your past experience and personal preferences

01/03

In which department do you already have experience? Choose one!

Select a department... ▾

Next

* More descriptions +
better visuals
Quiz

Choose your adventurer

Quiz 1 description

01/03

DEPARTMENT CHOICE MARKUS EDIT?

✓ AFST
AMST
ARBC
ARCN
ARTH

Next

Find Your Quest!

Obtain a Spring 2025 Carleton course based on your past experience and personal preferences

01/03

In which department do you already have experience? Choose one!

Select a department... ▼

Next

Where We Are Now + Next Steps

- Collecting feedback on 2.0
 - *Please go to our website and leave feedback!
- Make improvements accordingly after code thaw

Acknowledgements

Special thanks to our Comps adviser, Eric Alexander

And thank you to:

Mike Tie and Lazuli, *for helping us with the server*

The Library staff, *for helping us with the installation*

The Registrar Office staff, *for helping us getting data for the project*

Everybody we interviewed and those who gave feedback on our website

The CS Department, *for setting up the CS Gala*

All of you who joined us today!

Any Questions?

Check out our Website!

<http://cs400w25ea2.mathcs.carleton.edu:3000/>

(Chrome, computer, eduroam)