

End-of-Program Review 2007-08

Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice Society, Politics, Behavior and Change Programs

Program name		Faculty	For purposes of helping reflect on the range of teaching practices and experiences at the college, please identify the most compelling intellectual experience(s) in your program or the most successful or innovative pedagogical practice in your program.
Political Economy and Social Movements		Larry Mosqueda	Student presentations that connected to the 2008 elections, political economy studied in the major current political social issues, such as the Iraq War, taxes, tax policy, economic inequality.
The Arts of the Sailor		John Filmer	Combining critical reasoning with the teaching of economics.
Colonialism and Decolonization		Zahid Shariff, Anita Lenges, Chico Herbison, Zoltan Grossman	An outstanding spirit of enthusiasm, cooperation, and mutual respect that the faculty team brought to the program. While that may not be viewed by some as an innovative pedagogical practice, I believe it is essential for it. Next, I would mention the weekly Conclusion and Response papers that we required the students to write. That was asking for a great deal of work, but it deepens understanding of the texts and improves the quality of seminar participation. Finally, the final project, for which we allowed students a lot of freedom, provided and outlet for students' creativity in not only writing but also (sometimes) elaborate presentations.
Fairness in International Trade and Entrepreneurship		Larry Geri, Janet Luft Mobus, Nelson Pizarro	(1) Learning about Fair Trade business models. (2) Learning about Triple Bottom Line accounting and the Global Reporting Initiative. (3) We used a business simulation game that was very effective at helping students learn about the systemic nature of business.

Growing Up American: Class, Race, Gender, Sexuality, Love and Family	Stephanie Coontz	Seminars and final exam study groups were, my students report, the most compelling intellectual experiences for them. I had two especially effective pedagogical practices. One was an addition to the usual practice of having students revise papers. First they turned in a thesis statement and a list of 5 pieces of evidence they would use. Then they turned in their best (not first) draft, to which I replied with a 1-2 page written critique. I then had them write me a response letter, explaining how they would handle my criticisms and suggestions. Only then did they revise. The addition of the letter really helped with their revisions. I am a confirmed believe in giving three-hour, closed book final exams. They are not evaluated on a curve, so I encourage students to form study groups to strategize about the best answers to the 15 sample essay questions and 20 ids I hand out. They tell me that, to their surprise, this is one of the best parts of the class because they realize how much they have learned and are able to synthesize it in ways that seminars don't allow.
Business, Culture and the State in the U.S. and Latin America	Larry Geri, Bill Bruner, Nelson Pizarro	Students were challenged by several assignments in an economic forecast; preparation of a feasibility plan for a business idea; a policy analysis of a critical issue in Latin American development; plus several (4) management case studies.
Finance: Personal to Global	Janet Luft Mobus, Tom Womeldorff	The most compelling intellectual experience, in my opinion, resulted from student teams selecting an outside seminar text that had some connection to the program theme. Each team made a class presentation giving and abstract of their outside text and comparing/integrating that text with the program and the seminar texts we had read up to that point. After these presentations, 2-3 teams were matched up for an open-ended fishbowl discussion in front of the rest of the class. Some of these discussions were extraordinary.
Foundations of Economics	Tom Womeldorff	This was a very intensive one quarter examination of economic theory, and its role as religion and ideology. The Evergreen fulltime program format allowed the students to learn economics well beyond what is possible in a single course. While a lower division program, serious students were able to engage in debates and learning not usually seen until the junior/senior level at most institutions.
Self and Community	Toska Olson, Heesoon Jun , Craig Apperson	Teaching about social problems and social science theory in the fall, followed by students' full-time immersion in service learning in the winter, and concluding with their in-depth personal and organizational evaluations in the spring. this was an excellent way to link theory with practice and to help students see their power in the world.
Contexts for Change: Mental Health Work with Children and Families	Candace Vogler	Student involvement in application of theoretical readings of family systems, developmental psychology in interviews and internships. The year-long process of integrating theories.

Learning About Learning	Sonja Wiedenhaupt	Wow... I need a good moment to think about this. I'd be happy to share my end of program reflection with you. I plan to write it at the end of the quarter. Will that suffice? I explored several things this quarter and need to think about what worked/didn't work based on what I see in students portfolios. I also need to sit and think about the implications for next year, so I'd be happy to share this reflection when I'm done.
So You Want to be a Psychologist	Carrie Margolin	Using jigsaw groups to have students studying different disciplines within psychology (either social, developmental, cognitive, or physiological) and form new groups that combined these areas, the new groups then studied a broad self-selected theme (such as addictions, or education, etc.) using their individual discipline's perspective.