

**Individual Program Responses to the End of Program Review
2001-02 through 2005-06**

The Evergreen State College
Office of Institutional Research and Assessment
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Notes: Program information is printed by year and then alphabetically by program title. Use bookmarks to find program names alphabetically or by year.

This document is being continually updated. Additional questions and information about programs will be added to this document in the future.

Planning Unit Codes in Document:

IA = Inter-area program

Core = Core program

CTL = Culture, Text, and Language

EA = Expressive Arts

ES = Environmental Science

EWS = Evening and Weekend Studies

SI = Scientific Inquiry

SPBC = Society, Politics, Behavior, and Change

If you have questions contact Jenni Minner, (360) 867-6186 or e-mail minnerj@evergreen.edu.

Program Name: *180 Degrees: Advanced Study of Psychology*

Year: *2001-02*

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

The study of psychology - counseling skills, multicultural counseling, multicultural readings.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Research project - 2 qtrs long - designed, collected, and analyzed data.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Technical writing, integration papers, summary for the year.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Internet and library for research projects.

8. How did you go about advising your students?

Met with them re: their progress and their plans for study after they graduated.

Questions 9A - 10. Not available at this time.

Program Name: *African Arts*

Year: 2001-02

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Through dance as well as with co-class rituals. Used ritual dance as major emphasis. Did collage during second half of program due to their autobiographical reports. They created an art piece & a final presentation which could include art. Kept course well-rounded, because first half was very emotional because the dance was very cathartic for students in a more celebratory aspect.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Through slave narratives and a great deal of readings for questions as to what restitution African-Americans deserve. Brought in guest artists who were scholars from Africa and the U.S. which gave more breadth to the learning experience. Gave students a realistic perspective of slavery.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Lectures on slave trade, as the main economic adventure connecting the main continents. Students saw how many countries participated in slave trade which gave them a world view rather than solely a U.S. view.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

We did a workshop with Louis Nadelson dealing with the number of slaves imported/exported. Spent a great deal of time planning how to integrate this into program and have it make sense. It did so incredibly well.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Fall quarter through seminar papers, as well as through their thoughts on reparations. Winter quarter through writing their autobiographies. We did a workshop with Sandy Yannone [Writing Center Director]. By her clear illustration through modeling her work, it was easier for students to comprehend assignments.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

We spent a great deal of time in the Library to view films and write about them. Internet & reading extra topics helped them to solidify their ideas. They could view where various exploited cultures received reparations. Liza [Faculty Librarian] worked each qtr to help students with their writing & research.

8. How did you go about advising your students?

Due to nature of the program material, there was a perpetual seminar of advising issues. Advised both informally and formally, as well as final evaluation conference.

Questions 9A - 10. Not available at this time.

Program Name: *Algebra to Algorithms*

Year: 2001-02

Planning Group: *CORE SI*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

History of science

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

History of science.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

As the major topic of study

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Writing about mathematics.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

8. How did you go about advising your students?

During conferences

Questions 9A - 10. Not available at this time.

Program Name: *American Renaissance*

Year: 2001-02

Planning Group: EWS CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Program focused on American Art History & Literature of 19th century, so we read about and lectured on schools of art and artists, we did workshops on formal analysis, and we did art - a night learning and painting watercolor with a guest artist. The art, not surprisingly, was very closely connected to literary and historical context.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Art history and literature were our primary subjects.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

We looked at historical context, talked about class, gender, and race in connection with program themes.

Particularly for students with little background in our subjects, the social science context gave them something familiar upon which to build their analyses.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Wrote essay responses to each of the reading assignments; worked with writing in-class, specifically on formal analysis of both paintings and poetry. We were in a real time crunch, but could have spent time with writing workshops to hone skills and reinforce conventional abilities for academic essay.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Students worked collaboratively to provide background for seminar discussions once during the quarter. They needed to research, provide a bibliography, and often needed to go on-line - certainly to use the Library. Again, more preparation on appropriate/useful sources would have helped some students to narrow approach.

8. How did you go about advising your students?

Questions 9A - 10. Not available at this time.

Program Name: *Antebellum*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Gave 3.5 lectures on Music History; watched an opera set in Gold Rush California. Students said they liked it.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

This was an intensive program on U.S. social and cultural (and some political) history before the Civil War. Students said they learned a great deal of history.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

History overlaps the Humanities and Social Sciences. Many of the topics studied have implications for social science inquiry. Students made the connections with political science and sociology.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Some of the historical studies we read used quantitative analysis; I also included some in my lectures on lynching. Students liked the graphs & statistics in terms of how they represented history.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students wrote 3 essays, 5-10 pages in length and a long essay, 10-15 pages. A number of students grew significantly as expository writers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
A few used PowerPoint for presentations.

8. How did you go about advising your students?

At two conferences during the quarter & the final evaluation conference - did A LOT of advising for a handful of the students, but a fair amount for the others.

Questions 9A - 10. Not available at this time.

Program Name: *Atoms, Molecules, and Research*

Year: 2001-02

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

This was a science program all together.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Weekly problem-solving to reinforce topics covered in class, quantitative labs & data analysis

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Wrote extensive technical lab reports show their understanding of theory, instrumentation, data, & analysis. They learned technical writing skills with the help of Sara Rideout. They worked to improve each piece of their writing by re-writing it. Students wrote their research results for publication in a peer-reviewed journal and for presentation at the annual American Chemical Society research meeting. They created poster presentations from their research results.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

8. How did you go about advising your students?

Conducted "Career Week" focused on career options in chemistry; Wendy Freeman from Career Development presented a workshop, I followed up with helping students prepare applications for jobs, summer research positions, & graduate school applications.

Questions 9A - 10. Not available at this time.

Program Name: *Authentic Self*

Year: 2001-02

Planning Group: *EWS SPBC EA*

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Use of theatre lighting techniques and art materials used to express artistic ideas. This was a way for students to complete various forms of expression - we did a liberal arts seminar.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Psychology was used as a foundation in study of human development issues.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Through critical thinking on the part of students.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Through use of WebCT for pre-seminar writing; 3 autobiographies required with different focuses; journal writing, etc. Helped students to express themselves using freestyle method of journal, technical writing for papers, reflective style for critiques of materials covered in program.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Students used Web CT for reflective papers. PowerPoint was used, overhead slide presentations etc.. They stayed in contact and seminared through Web CT as well. It was a wonderful compliment to program- also during pre-seminar writing, it assisted students for actual seminar by allowing them to work through ideas/concepts ahead of time.

8. How did you go about advising your students?

Both formal and informal at varied times of day, during evaluations, etc. we speak to students regarding future plans/goals after this class (both academic/professional goals)

Questions 9A - 10. Not available at this time.

Program Name: *Bodies of Contention*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Four credits awarded in "Visual Representation: Photography & Film." This meant that we critically viewed films every week, and we also worked with images in workshops & seminars on Meyer, Cameron, et al. Students' interpretive essays included analysis of at least one image, and most synthesis papers referred to visual material as well. Although the major emphasis was humanities, the strong secondary emphasis on visual representation worked as an effective complement.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Heavy emphasis on literature, critical theory (especially Foucault, feminist theory, queer theory), and writing (literary and visual analysis in all papers).

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Some readings contained Social Science analysis, particularly Luker's book on abortion. Also, students collaboratively prepared and presented debates on pornography. Each student had to draw from peer-reviewed articles (library research methods workshop was part of process) on the topic. Most of these articles were Social Science oriented (some included statistical analysis too).

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Some students chose articles related to the debates on pornography that included statistical analysis (especially causality vs. correlation as related to pornography and violence). Again, only a few students explored QR, but it greatly enriched the debates.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

6 essays: 2 close literary readings, 2 drafts of their interpretive essay (exploring a theme in 1 image & 1 literary work), 2 drafts of synthesis paper (which was a dialogue between authors we studied, centered around a theme)

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library workshop on research methods (emphasized journal databases); Internet research was done by most students over the course of the qtr. How can we forget word processing! One group of 4 students also made a video.

8. How did you go about advising your students?

Through midterm conferences (1 faculty only); office hours; chatting before and after class; and in final evaluation conferences. Also invited in academic advisor, Jean Eberhardt, at beginning of quarter.

Questions 9A - 10. Not available at this time.

Program Name: *Changing Minds, Changing Course*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
In constructing media campaigns

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?
Seminar readings and discussion.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?
Seminar readings and discussion.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?
Some quantitative work introducing statistics in a workshop & through interpreting core study data

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?
Weekly papers; research paper

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?
Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Several group presentations, including a major media campaign. Individual presentations of research projects. Use of wide range of media technologies. Made a program website.

8. How did you go about advising your students?

Through feedback on their work, via ad hoc appointments, and in evaluation conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Chemicals, Public Policy, and You*

Year: 2001-02

Planning Group: *EWS SI SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

4 credits worth of science: labs, fieldtrips, and textbook work.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Part of our reading; we talked about current topics.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Talks, lectures, fieldtrips, and presentations.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Labs, calculations, and more calculations.

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Papers

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Variable of ways

8. How did you go about advising your students?

Answered questions when asked.

Questions 9A - 10. Not available at this time.

Program Name: *Children's Literature and Lives*

Year: 2001-02

Planning Group: CORE CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Creative writing & performance – Students met for two hours a week in fall quarter to do storytelling workshops for five weeks and autobiographical writing exercises for five weeks. In the winter, they did a 2-credit strand on writing fiction for children, meeting 2hrs/wk for a writing workshop; writing roughly 10,000 words; and meeting for one or more individual conferences on their work. Art History – Students read and discussed two chapters in Aries's *Centuries of Childhood* on the representation of children in medieval to 18th century art and the history of children's costume, had two other art history lectures on images of children during this period, and read and discussed Higonnet's *Pictures of Innocence*, which focuses on the development and contemporary breakup of the Romantic's representation of childhood innocence. Film Analysis – Each week, students viewed a film which was thematically related to the week's reading, and participated in a faculty-led session analyzing and discussing it for an hour or more. Music – Faculty gave a lecture on Mozart's music and his career as a child prodigy and a brief talk on Humperdinck's opera version of *Hansel and Gretel*. Program did not contain any 2-D or 3-D studio work.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

One chapter from Maccoby's *"Boys and Girls"* together discussed socio-biological and biological explanations for causes of sex differences in boys and girls' group play. One chapter from Gurian's *"Wonder of Boys"* displayed current sloppy popular appeals to biology to justify different treatment of boys and girls by parents and teachers.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Extensive work in Children's Literature, social history of childhood, psychoanalytic theory, and literary interpretation.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Read and worked on Piaget's *"How Children Form Mathematical Concepts,"* Erikson's *"Childhood and Society,"* Orenstein's *"Schoolgirls"* (popular psychology), Inness's *"Millenium Girls"* (anthropological and sociological essays on girls around the world), Paley's *"White Teacher"* and *"Kwanzaa and Me"* (classroom memoirs), and Tatum's *"Why Are All the Black Kids Sitting Together?"* (racial identity formation theory). Also lectures and workshops on Piaget, Erikson, Kohlberg, and Gilligan, theories of prejudice, and theories of gender identity formation.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Some lecture time- discussed correlations & causation, limits of self-reporting in research, statistical significance and effect sizes, meaning of standard deviation as a measure of variance, and previewed a couple of graphs in the readings. We're doing a little informal evaluation we'll send you.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

In the fall, students wrote an exercise before each seminar, as well as writing and revising four 5-page essays, for which they did a required conference with tutors on drafts. In the winter, they wrote a short paper each week for seminar, and a 10-15 pg. paper on an individual research project, for which they also submitted along the way a book review on one of their sources, a preliminary topic and a list of five sources, annotated bibliography, an outline of the paper, and a complete draft. Faculty commented on and returned all of this work. Faculty also gave a number of very brief talks on the most common copy-editing problems in the papers - how to handle titles, the difference between it's and its, the difference between number and amount, etc... I think the tiny talks on copy editing worked pretty well for quite a few students, although some students cheerfully kept making the same errors all quarter in spite of the talks and corrections on their papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Faculty librarian, Liza Rognas did 2 workshops on searching for sources for research projects, with a focus on using Library catalog & searching databases of journal articles available on CDROM & on-line. A few students attended a workshop on scanning images for projection. Also attended a workshop in GCC on using Netscape. We told all students they should come to scanning workshop (in the lab for the last half hr of an afternoon session) unless they already knew how to run a scanner & get slide show of images - approx. 7 of 60 showed up.

8. How did you go about advising your students?

Surveyed them about backgrounds and interests on entry; met for an individual conference with each student during our 3-day program retreat in week 2 of fall quarter. Did evaluation conference at end of fall quarter, announced willingness to consult with them about program choices before and after the Winter academic fair, had them write a piece about the five expectations and their long-term goals before their winter evaluation conferences, discussed those with them during the conferences, and had occasional conversations with students during the program (mostly about difficulties with the program or their work).

Questions 9A - 10. Not available at this time.

Program Name: *Christian Roots*

Year: 2001-02

Planning Group: IA ES EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Both studio art and art history. Workshops were held and their primary project was an art project; art history readings and lectures. What made this program so successful was incorporating art with science.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

History of science in Winter, European ethnobotany lectures, and seminar readings. This is a science program for the most part. We were very excited with how well everything was integrated and incorporating both the sciences and art worked, in my opinion, extremely well.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Through European history. Very happy at how integrated it all was.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Very limited use. Seminar books involved more history, but some quantitative data; Had a seminar involving how to use QR in respect to Renaissance Architecture

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Writing workshops weekly & weekly papers due. Weekly rewrites of papers as well as continual intellectual journal.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Part of final project for winter quarter; also did work on ethnobotany research in fall

8. How did you go about advising your students?

We did a workshop on dealing with plotting out academic plan, and we also gave a brief presentation supporting this. Also spoke with them during evaluations.

Questions 9A - 10. Not available at this time.

Program Name: *Class in the U.S.*

Year: 2001-02

Planning Group: EWS SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Students studied some history in relationship to social class in the U.S. Three books used historical arguments extensively.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

The focus of the program was the sociology of stratification, especially social class. This was the major emphasis besides statistics.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Every session of the class had statistical analysis; statistical readings and homework were assigned; students conducted & analyzed a survey; & individual statistical analysis projects were part of the final assignment. This is the 1st time I've tried to do QR as a major program component. If anyone would like to discuss it in more detail, I'd be glad to.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Most weeks, students were to write a paper on the seminar book and wrote a narrative analysis of their conclusions about class and about the statistical projects.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Used Excel and met in the CAL every week to practice use of Excel for statistics work. There was a class web page with links to research sources, and students used Library and internet sources for background research on authors and texts.

8. How did you go about advising your students?

We did a liberal arts workshop with other Part Time Studies programs on a weekday evening, and we did advising in the evaluation conferences. We also encouraged students to use the QR center and the writing center.

Questions 9A - 10. Not available at this time.

Program Name: *Concepts of Computing*

Year: 2001-02

Planning Group: SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

No art instruction per se, but students created web pages which included layout design issues, graphics, and images.

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Introduction to Computer Science, including basic programming, how computers work, etc.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

A seminar series on ethics in computing.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Sociology: effects of computing on modern society integrated into lecture and seminar.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Understanding logic, Boolean algebra, applied algebra

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Weekly topic reviews, term paper, interpretive report.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

This was the primary focus of program: we created webpages, did web research for each weekly seminar topic, programming assignments, major team project website. All students took HTML & JAVA.

8. How did you go about advising your students?

When students came to me for advice, I'd have discussions with them - usually just reinforce their decisions. Evaluation conferences at the end of the quarter.

Questions 9A - 10. Not available at this time.

Program Name: *Creative Nonfiction*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

We read "The Perfect Storm", and I showed Discovery Channel video "Storm". There was a great deal of weather information, etc. incorporated in this book and in the video with the explanations of how an incredible storm like that can happen.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Creative nonfiction was basically a writing program, so we dealt with description, metaphor, and interpretations and analysis of texts, including our own writing.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Students were instructed in how to conduct ethnographic field research.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

The entire focus of this program was writing. Students conducted field research and wrote nonfiction pieces from their field notes.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

8. How did you go about advising your students?

I talked to them during office hours & by appointment. And I made several presentations over the course of the 2 quarters which included advice for graduate school or employment as writers.

Questions 9A - 10. Not available at this time.

Program Name: *Culture as History*

Year: 2001-02

Planning Group: EWS CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

As part of examination of American culture, we went to the Tacoma Art Museum where students saw three relevant exhibits - a collection from the National Academy of Design, a collection of prints from a "Print Club" of the 1930's and 40's, and finally "Urban Invasion." By chance, we also saw a Balacy exhibit at the history museum. Students made great connections between the paintings and the cultural history we've been working with. This was particularly valuable for students who had been in program both Fall and Winter.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Novels and poetry as major program texts. We also read a great overview of critical theory as the first program book, which provided a good foundation. Worked on film as well (Caryn helped immensely), and we had guest lectures from Sandy Yannone on poetry and Olivia Archibald on Elvis as an icon. As a major focus, we looked at how humanities both reflect and are shaped by their historical and cultural context. Our study of History also had a humanities slant, rather than a social science feel.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

We spent half of winter quarter looking at urban/suburban life in U.S. We read sociological analysis - urban planning and critique. We also looked at fast food with "Fast Food Nation" -- social science in the muckraking tradition, but useful; then Martha Rosemeyer came to talk about sustainable agriculture as a cultural experience/social change. Students tie real world issues very quickly to their own experience. Some applied the planning theory text to real life - went to the Olympia meetings about the new convention center with a valid critical stance.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Spent a major amount of class working on mathematical analysis. Students worked on scale, size, and architectural relationships. They learned linear programming & Game Theory & applied it to framing questions, analysis of war, & urban/suburban planning. Worked on this, but our students, in general, came with only basic math skills, so much class time was spent teaching them what they needed to make connections - less time on the actual connections.

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Of course, students wrote essay responses to each text, but we really didn't spend major time on writing instruction. A couple of workshops in response to essays and research projects provided most of the direct instruction. Writing an analysis of texts prepares students for seminar, and we asked specifically for connections to other texts and materials, so written work helped them think deliberately about program themes.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library workshops, annotated bibliographies for research projects provided most of this work. A few produced videos or CDs for program presentations, but no instruction from us on this.

8. How did you go about advising your students?

Met with students for evaluation conferences at the end of Fall quarter. Also participated in Part Time Liberal Arts Forum, where studs left with a template/reflection sheet to fill out for winter conferences - the focus there was academic planning.

Questions 9A - 10. Not available at this time.

Program Name: *Culture, Context, Human Rights*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Half the program was literature.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Half the program was social science.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

A sequence of workshops & assignments.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

A wide range

8. How did you go about advising your students?

Collecting info about them during the first week; face-to-face sessions week 5; face-to-face sessions week 11; assignment of major reflective writing piece week 15; more face-to-face meetings weeks 16 & 22.

Questions 9A - 10. Not available at this time.

Program Name: *Data to Information*

Year: 2001-02

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

It is a science program - students learned programming and algorithms.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Students had seminar. We read non-fiction: history of science and technology and the social impact of science

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

In various readings.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Computer science is a combination of science and applied math, thus it would quite naturally be included.

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

4 papers to write

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Learned how to program, how to use a computer, how to use various software packages.

8. How did you go about advising your students?
I do not advise my students.

Questions 9A - 10. Not available at this time.

Program Name: *Destiny*

Year: 2001-02

Planning Group: IA NAWIP SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Visiting faculty taught Printmaking & Watercolor classes, enabling students to receive up to 8 credits in Art. He also discussed contemporary Native American performance art & filmmaking. Several students wrote that it was the first time they had taken art & hadn't realized they could be good at it & enjoy it.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

This program was very concerned with culture - historical, political, and literary contexts. We read three novels over the year.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Native American studies draws on multiple disciplines; we had a strong emphasis on Federal Indian law & policy.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Weekly writing assignments, mid-term essay test, expository essays, and a major research project

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library & Internet research, WebX, PowerPoint presentations; e-mail

8. How did you go about advising your students?

Fall quarter: 2nd week conferences. Winter & Spring: 5th week conferences. Advising at all final evaluation conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Drawing from the Sea*

Year: 2001-02

Planning Group: IA ES EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Weekly: lectures on art history and appreciation, drawing workshop, and drawing assignments.

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Weekly lectures, labs, field trips, and assignments.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Lecture on how the ocean is perceived by various authors (fiction and nonfiction).

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Examined the role of naturalist and artist as environmental activist.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Lab assignments (organize, analyze data); drawing assignments (perspective, ratios)

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Lab reports; final project included written component.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library research on an organism, PowerPoint presentations, PhotoShop workshop

8. How did you go about advising your students?

Lecture on pathways for advanced work; visits from Advising contact; evaluation conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Eco-Design in Real World*

Year: 2001-02

Planning Group: IA SI EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

As a design studio... students had design projects throughout the term; they worked mostly in studio atmosphere. Design studio experience was a central locus of learning in this program.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Lectures and workshops on fundamentals of environmental sciences and building sciences.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Primarily through seminar readings.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Lectures, readings, workshops, community-based design, and community governance.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Through workshops, assignments, environmental science, and building science

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students did frequent writing exercises, including position papers centered on beauty and ethics of sustainability in eco-design, reflections on design process, and narrative statements accompanying projects.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library & web research; 1 qtr training in GIS (3-d modeling software); drafting and technical drawing skills; a number of students used PowerPoint for their presentations; woodshop skills also incorporated

8. How did you go about advising your students?

Students met with me both formally and informally on an individual basis both as walk-in and scheduled appointments at midterm and final evaluation conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Ecology of Hope*

Year: 2001-02

Planning Group: CORE CTL SI ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

On field trips, students did landscape drawings. Intent was there for a major emphasis, but Brian Price became involved with Dean work, etc. & was not able to contribute to this aspect of our program.

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Weekly reading fall and winter quarters, and lecture periods. Problem solving groups (not necessarily lab projects, but they could do lab projects/experimental work if they wanted). John Bullock worked with the physical chemistry aspect of program. We did field trips and environmental studies on this. We had problems to work out that were not necessarily lab oriented. Much work was based around global warming. Case studies approach was very useful. Having global warming problems helped facilitate student learning as a focal point. We were not trying to teach basic chemistry. John chose what was important. This was mainly a non science group of students but the global warming issue was helpful in maintaining/gaining their interest in environmental based sciences.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Reading, environmental philosophy, literature, lectures. Students had weekly reading assignments. The reading material was the most compelling to students. People's dismay and passions were of great interest as they could relate to these issues on a more personal level.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Reading, field trips, lectures, and a number of workshops. We used Soc.Sci. material to develop a framework to explain how human use transforms land and the impact of industrialization on transformation of environment. As a result, students had an understanding of the history that led to environmental problems.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Students did great deal in QR workshops along with estimation, quantitative relationships, order of magnitude, relationship of earth size to solar system... not so much computation as reasoning. This was a struggle with students due to lots of math anxiety. They became more comfortable with basic reasoning exercises.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Weekly seminar papers and journals fall and winter qtrs. Three major papers done in 2 drafts. Weekly writing seminars where students presented work for peer and faculty critique. Students saw tutors as needed. A large number of writing workshops in fall qtr. In Winter, they did a larger research paper. Probably the most important element of program. Students refined and presented ideas more clearly through these workshops and writing exercises. It was the most satisfying work for students as a whole.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Three major Library workshops where students learned how to more effectively use Library systems, Cascade, and net services. Some chose to present work through PowerPoint at their own choosing.

8. How did you go about advising your students?

Fall quarter: Worked with Elaine and did 3 Core Connector workshops; we met for 2 advising sessions with all students. Spring quarter: We set up 2 times for seminar students to come meet with us individually about plans for next year and advising them about program selections. Advising was done both formally and informally, since students had the understanding that we were available at most times.

Questions 9A - 10. Not available at this time.

Program Name: *Entrepreneurship and Organization*

Year: 2001-02

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Some readings (e.g. "The Heart Aroused") explored organizations from a humanities/philosophical perspective.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

The program emphasized the study of private and nonprofit organizations, facilitating organizational change, macroeconomics, and globalization.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

We studied budgeting for nonprofit & profit-making organizations; basics of finance and accounting needed to understand how to organize & monitor profit-making firms; completed assignments in Fall & Spring involving finance

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Fall & winter, we required a series of seminar papers on books read as well as a set of cases on business and nonprofit management topics, about which teams of students wrote case analyses. Fall and Winter, students completed major projects in teams (10-20 pg. papers). In spring, students completed individual written business plans. Overall, these assignments were very successful. Students dramatically improved their writing and analytical skills.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Excel for budgeting and finance; extensive web research; most students prepared PowerPoint presentations

8. How did you go about advising your students?

We gave students a program questionnaire at the beginning of the program to determine backgrounds and interests. We talked to each student week 5 of fall quarter to assess how the program was working for them; did advising at evaluation conferences and ad hoc meetings during the quarter.

Questions 9A - 10. Not available at this time.

Program Name: *Experiments in Performance, Music, & Puppet*

Year: 2001-02

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Through a focus on artistic process and experimentality. Applying theory of Aesthetics & Art into innovative experimental performance pieces. Composition & research into different artistic and intuitive processes. Art was fundamental to this program.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?
References made to statics, physics, mechanics brought up in reference to puppetry joints and strength of material.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?
Study of the history of aesthetics and performance. Study of phenomenology and philosophy of Art. Literary theory as applied to art. Reading essays by members of the Frankfurt school of philosophy.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?
Through the process of collaborative group models, students had to embrace the practice of working in different groups, thus becoming aware of decision-making process and how it affected group psychology. Discussed the psychology of creativity; theories of audience reception; and function of art in society.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?
Students explored the relationship between mathematics & music; Also relationships between budgets and art projects; Student projects used geometry in creating 3-D puppets.

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?
Limited writing. Random (not required) journals - some students wrote a great deal and others wrote little. Movement workshops included a freewrite session at the end. Some students wrote scripts.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Used all sorts of technology and tools, including computers to edit music compositions, research imagery/ texts/ performances, write scripts, communicate with each other, make calendars, etc. Use of the word "technology" to cover mainly computer science caters to corporate marketing goals & does not reflect true educational holistic thinking.

8. How did you go about advising your students?

One to one meetings. Formal meetings: each student invited to office to discuss individual learning goals, personal interests, and projects.

Questions 9A - 10. Not available at this time.

Program Name: *Expression of Self*

Year: 2001-02

Planning Group: CORE EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Students were required to participate in a series of workshops on Japanese language & culture, including creation of calligraphy. They were also required to participate in series of workshops incorporating the playing of Indonesian gamelan. A large number of lectures in fall & winter quarters focused on performing arts.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Students read works of literature in translation from both Indonesian and Japanese; they also studied those cultures extensively along with Euro-American culture.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

We had frequent lectures and texts dealing with aspects of psychology and Buddhism.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students wrote pre-seminar papers each week, responses to each psychology workshop (biweekly), and a major paper each for fall and winter quarters.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Students took a workshop from Alice Nelson about how to use Library resources, & they were expected to incorporate internet & other resources into their major papers. They communicated with each other by e-mail to coordinate presentations which were a weekly feature of program. It was a real pain to type in e-mail addresses at start of fall & took several hours. A pain to maintain list as they changed e-mail addresses. It was also hugely successful effort, because we were able to send out assignments, change meeting places/times by e-mail. It required them to check frequently.

8. How did you go about advising your students?

Met with them at middle & end of each quarter. We were available for office hours, and communicated with them quite frequently by e-mail to answer their advising questions. In addition, our CORE connector, Deborah Rohovit, kindly made herself available to our students.

Questions 9A - 10. Not available at this time.

Program Name: *Eyes and Ears*

Year: 2001-02

Planning Group: *CORE EA*

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Primary focus of the program was Arts appreciation with an emphasis on the 20th century.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Historical and cultural elements related to the art movements which were studied.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Historical and cultural elements related to the art movements which were studied.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Weekly papers and 1.5 hour workshop on technique. It was not as tightly integrated into the program content as I have sometimes been able to achieve. The paper topics were, but the technical aspects of writing were covered as exercises in and for themselves.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Students were responsible for creating "expressive presentations" on three occasions during the quarter. They were invited to use technology as part of their presentations. Many chose to do so.

8. How did you go about advising your students?

Sara Rucker was our Core Connector. She gave a small presentation before each of the all-program review meetings (except during her vacation). She also gave a 2-hr presentation on options and methods related to next year's possibilities for freshmen.

Questions 9A - 10. Not available at this time.

Program Name: *Fiction and Nonfiction*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Read fiction and nonfiction works. Students wrote a nonfiction piece and a fiction piece and submitted them to a magazine or journal of their choice for consideration of publication. Students were instructed in analysis and interpretation of text, which is heart of Humanities curriculum.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Instruction in conducting on-site ethnographic field research. They built characters from some of their observations and were expected to write about what it all means in reference to what they observed in the field.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Writing was the core activity. They read examples of good writing & worked to produce finished products that were suitable for publication.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

8. How did you go about advising your students?

In meetings during office hours and in class during discussion.

Questions 9A - 10. Not available at this time.

Program Name: *Field Ecology: Research Methods*

Year: 2001-02

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
I gave an option for students to conduct art projects in relation to ecology and conservation.

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Providing lectures on scientific research methods and ecological issues in the Pacific Northwest, labs on statistical analysis, field trips to experience a wide variety of ecosystems.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Some philosophy of science was taught in lectures, and all seminar books focused on interactions between nature and humans, rather than focusing on pure scientific subjects.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Interactions between management of land and conservation of species and ecosystems were covered during lectures and field trips.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Lab exercises in statistics and ecological data analysis on group projects

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

I gave students a scientific paper without the original abstract; they read the article and wrote an abstract of their own. After students finished writing their abstract, I provided the original abstract written by the authors. Students exchanged and reviewed their abstracts among each other by comparing the original abstract in writing style and contents. Students were also required to write a 15-30 page report on their research project.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library research. Students generally need more training in finding credible information sources, (peer-reviewed journals) for writing papers. Most are familiar with finding "not so credible" information from the web, but not patient enough read articles for information. All students used PowerPoint for presentations.

8. How did you go about advising your students?

Usually, I give them difficult problem to solve. Then they will generally come to my office to ask questions. I simply stay in office 24 hours a day (perhaps 14hrs/day in reality) and talk to them as they show up. They usually don't just ask questions about the problem I assigned, but tell me problems in other areas of their lives. Sometimes I simply listen to them, and sometimes I tell how I solved my problems when I was in a similar situation.

Questions 9A - 10. Not available at this time.

Program Name: *Filming Fictions*

Year: 2001-02

Planning Group: IA CTL EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
We studied film language, film aesthetics, and media production; digital graphic design and layout.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

The little bit of computer science necessary to manipulate our extensive software requirements.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Students wrote short stories, screenplays, and papers. They read short stories, novellas, and novels. Many students, even upper-level students, were unprepared to read critically and write at the college level.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

We discussed the social context in which stories and films were written and made public, and how they relate (or not) to our current social context.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Students had to compute the digital volume of their scripts in order to make films that would fit on a 2-1/2 minute compact disc.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students wrote short stories, screenplays, and seminar response papers. They also compiled bibliographies developed in their novel-to-film adaptation presentations. Many students needed a lot of rudimentary help with basic grammar and punctuation rules. We ask for, but did not receive a dedicated tutor from the writing center.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Learned and had workshops in: PhotoShop, video lighting, sound gathering, digital video cameras, and editing software. Also used lecture hall equipment to present their findings in their novel-to-film adaptation presentations.

8. How did you go about advising your students?

Mid-quarter evaluations and discussions; portfolio checklist and review.

Questions 9A - 10. Not available at this time.

Program Name: *Foundations of Visual Arts*

Year: 2001-02

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Studied art history through reading, weekly book seminar, & writing. Completed studio art classes in drawing, 2-D design, 3-D design, metalwork, wood, ceramics, photography, digital imaging, printmaking, and painting. Individual projects on a theme. Primary focus of this program was studio art.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Studied art history in historical context all three quarters. Read texts and articles, discussed them in seminar, and completed weekly papers.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Our study of art history included a focus on historical social problems.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

We had workshops on quantitative reasoning for artists, including proportional reasoning, linear perspective, and tessellation. We learned that careful preparation of faculty along with the Quantitative Reasoning center is crucial.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students wrote weekly Art History papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Learned photography, digital imaging, & PageMaker. Made slides & gave slide presentations. Technical skills in printmaking, wood, metal, ceramics, painting, & drawing. Used these technical skills to solve creative conceptual problems.

8. How did you go about advising your students?

We advised students individually in conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Good Life in the Good Society*

Year: 2001-02

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Discussion of impact of the Scientific Revolution on modern political theory.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Major classical modern primary readings in political philosophy.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Contribution of major philosophers to foundations of economics, political science, and sociology; Introduction to modern economic theory.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Bi-weekly writing and 2 major papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

8. How did you go about advising your students?
Individual conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Good Organization*

Year: *2001-02*

Planning Group: *EWS GRH SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Read literature, philosophy, and history and used literature and philosophy as the source of ideas of organizational values.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

We read and used a variety of social and economic theorists as a source of ideas about organizational values.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students wrote weekly short essays posted on internet. They wrote 1 major research paper per quarter, including several drafts and rewrites, and we had in-class writing marathons every other week.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Internet discussion group each week and use of net for research

8. How did you go about advising your students?

Had informal meetings in preparation for research projects, ½ hour evaluation conferences at the end of each quarter, and informal advising as needed by individual students (approx. 10 times).

Questions 9A - 10. Not available at this time.

Program Name: *Health & Human Development*

Year: 2001-02

Planning Group: *IA SPBC CTL*

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Experiential learning, art therapy workshop (painting, playdough), drawing, and collages in conjunction with concepts like depression, anxiety, stress. Students enjoyed it - we reached students who were more oriented toward creativity and whole picture thinking.

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Biological science lecture, biological laboratory work, personal dietary analyses, interdisciplinary research project.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Social science, psychology (depression, anxiety, stress), and an interdisciplinary research project.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Nutritional assessments (percentages, graphing); interpreting research journal statistics. Some students resisted this component, but it was a useful and important tool.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Everywhere. Seminar, integration, and research papers; learning journals; workshop writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Internet and online library research; program web page

8. How did you go about advising your students?

Office hours, conferences, after-class meetings, and spring quarter "process seminars" to debrief internships.

Questions 9A - 10. Not available at this time.

Program Name: *Hemingway, Writing Life*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Through a discussion of comparisons between Hemingway's short stories and Cezanne's paintings, and what the Impressionists were doing.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Through discussion of literature and reading all of the major works of Ernest Hemingway, plus criticism of Hemingway's writings.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Discussion of Hemingway's writing in a social context and historical context.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Expository essay writing

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Research in the library to find book reviews, literary criticism, etc.

8. How did you go about advising your students?

Individual conferences; group discussions

Questions 9A - 10. Not available at this time.

Program Name: *International Feminism*

Year: 2001-02

Planning Group: IA SPBC EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Fall: video assignments that could incorporate art; students learned to use camcorders, analog and digital equipment; they developed zine projects (printed collages). Winter: this was the most art-intensive - installations following through on their performance pieces, installations, and work/papers from fall. Many times art was incorporated & students used this to escape rigors of academic work. Therefore, we tried to keep the art that forced students to think & link art to academic questions posed in the program. Of the students designing their own 12 credits for Spring, more than 1/2 used an art medium.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Underpinning of entire course dealing with women in power through literature, film criticism, anthropology, cultural studies. Doing much more reading this quarter (spring) on feminism etc. and viewing more films.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Through texts and lectures.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students did a critical synthesis essay drawing together films, drawing, essays, and lectures, and they also had a politics of identity essay, plus 3 response papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Learned how to use video technology & made videos & used library. No papers could be handwritten and had to be typed.

8. How did you go about advising your students?

Via seminar and after seminar meetings and dependent on specific projects.

Questions 9A - 10. Not available at this time.

Program Name: *Introduction to Environmental Chemistry (half-time)*

Year: 2001-02

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

This half-time program (1/4 time for graduate students) was all science.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Policy aspects of major environmental issues were addressed.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Solving equations to predict environmental trends.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students each prepared and presented a research paper plus abstracts of 10 scientific papers and 20 web sites.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

All students were required to do extensive web searches. Some students presented their final work using PowerPoint.

8. How did you go about advising your students?

Since this was not a full-time program, advising was more limited. Several students got extensive advising from me; others did not come in.

Questions 9A - 10. Not available at this time.

Program Name: *Introduction to Environmental Studies: Trees, Timber, Trade*

Year: 2001-02

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
22 drawings of native plants required in Fall.

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

1/2 of program was forest ecology.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Seminar readings and reflective writing.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Economics and natural resource economics major focus.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Used while working on quantitative ecology and economic problems.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Two term papers, weekly seminar paper, writing workshops.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library research, web research for papers, PowerPoint presentations, transportation via highly-evolved internal combustion engines

8. How did you go about advising your students?

Questions 9A - 10. Not available at this time.

Program Name: *Introduction to Natural Science*

Year: 2001-02

Planning Group: SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Drawing diagrams from microscopy studies of cell division in root tips, microorganisms, and of dissection/anatomy studies of various vertebrates: turtle, shark, cat, (and clams). We also did 3-D modeling of molecules using model kits and drawings of molecules. Guidelines were given by faculty for correct format for scientific drawing.

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

This was an interdisciplinary science program, teaching concepts in physics, chemistry, biology, and math in an integrated format. The program was successful in incorporating all disciplines, while maintaining an integrated interdisciplinary approach.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Discussion and incorporation of history of the sciences in lectures and reading.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Weekly seminars on ethics in science, with emphasis on biotechnology (genetically-modified foods, gene therapy, cloning). Science in society, emphasis on environmental concerns, (global warming, pollution/smog), and local pollution concerns discussed in class. This aspect was very successful.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Integral part all aspects of the program. We did Algebra & Trigonometry, and used math to solve problems in all sciences. Graphical & computer analysis of lab results emphasized, & solving real world problems using QR (caloric/nutritional content of food, amount of pollution, population growth modeling. Another very successful aspect of our program.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Weekly lab reports critiqued by faculty; short analysis papers of quantitative results critiqued by faculty; 4000 word research paper, including two drafts and an abstract; poster presentation critiqued by faculty and staff. A significant emphasis was placed on writing and students made excellent progress throughout the year.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

CAL computer data analysis: Excel. Lab Pro software with pH probes, oxygen probes, motion detectors.

Spectrophotometers for analysis of compounds & water (IR, SEM, GC-MC, IC). Literature searches for research paper and lab projects in the Library using (Proquest, Medline, etc.); PowerPoint for 15-20 min presentation. It was an Integral part of program.

8. How did you go about advising your students?

Day to day interactions and discussions with individual students. Formal: end & mid-quarter evaluation conferences. Informal: brief class discussions of TESC programs. This was an integral part of our program.

Questions 9A - 10. Not available at this time.

Program Name: *Living Myths*

Year: 2001-02

Planning Group: *EWS CTL*

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Students designed puppets and puppet sets.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?
Studying and transforming myths.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?
In myths, we examined how stories are used to form social order, values.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?
Students wrote literary critiques and mythologically-based scripts.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Technology

8. How did you go about advising your students?

In class, through Part Time Studies forum, extensive evaluation appointments, and making use of questionnaires.

Questions 9A - 10. Not available at this time.

Program Name: *Local Knowledge*

Year: 2001-02

Planning Group: IA EA ES

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Created a documentary video; workshops & building a basis for extensive project work.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Science policy & public interest science.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Oral history, local history, studies of cultures and regions, journalism, media analysis.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Labor history, social movements, public policy, environmental studies, and political economy.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Small groups studied survey construction and selected statistics

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Essays, journals, proposals, "self-in-context" reflections, public writing, student-run writing support group.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Corporate web research; video production; PowerPoint presentations

8. How did you go about advising your students?

Many, many conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Management in Contemporary Organizations*

Year: 2001-02

Planning Group: EWS SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Reading assignments; group interaction.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Interpersonal relationships. International and global societies and cultures.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Measuring of organizations' actions

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Essays and analysis

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Computer e-mail/ internet communication and research

8. How did you go about advising your students?

That liberal arts criteria are beneficial to a well-rounded manager.

Questions 9A - 10. Not available at this time.

Program Name: *Marine Life*

Year: 2001-02

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Marine biology and oceanography were the major disciplines presented.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Statistics, computer software to display, organize, analyze data.

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Scientific reports

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Electronic library resources and web searches to conduct research.

8. How did you go about advising your students?

Small group meetings and individual meetings. Also in lecture, we discussed skills and concepts required for advanced work.

Questions 9A - 10. Not available at this time.

Program Name: *Maritime Entrepreneurship*

Year: 2001-02

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

The physics of sailboats and also used science in teaching navigation.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

U.S. History and History of Puget Sound. Students read four history books and wrote two essays on related questions. They also did historical research on Puget Sound Communities.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Cultural and economic analysis of local communities, including independent research projects. Review of economics. Readings in Sociology and politics. Many useful discussions occurred in seminar emanating from the readings.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Coastal navigation problems involving nautical charts & speed, distance, time, direction vectors. Design & preparation of financial statements for business ventures (i.e. income statements, balance sheets, & cash flow statements.) A few had difficulty. Others took a lot of time learning the skills

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

The students wrote 4 essays in answer to focused, probing questions I developed on their reading. Each student developed and wrote up a marketing plan for a fictitious business. I thought the writing capabilities of most of the students were quite strong.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Internet searches and also spreadsheet construction for financial statements.

8. How did you go about advising your students?

When they asked me, or when I deemed it was needed. The students were required to write a self-evaluation every two weeks, which gave me a strong indication of their progress & any need for advising and/or counseling.

Questions 9A - 10. Not available at this time.

Program Name: *Marking Time*

Year: 2001-02

Planning Group: IA CTL EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Animation, movement, film screenings, performative presentations, visiting artists & musicians. Music, sound workshops, and sketch journals.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Physics guest lecturers and texts; Geology guest lecturer and "Sacred Geometry"(text); Psychology guest lecturer and discussions; Ecology text and discussion.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Prose, poetry, fiction, film animation screenings, cultural history, political history; fundamentals and theories of movement; religious studies. Guest lecture on photography; creative writing, journals, and research projects; philosophy in lectures and texts.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Ritual studies, ethnography workshops and projects, anthropology texts and discussions; oral history workshops and practice; Psychology guest lecturer and discussions.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Sacred Geometry (text); animation (quantities of time); Laban Movement Theory (body geometrics and spatial design)

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Reflective journals, observation journals, seminar papers weekly, synthesis essays, summary writing, performance observation paper, critical analysis and research; ethnography research paper; scripting for performance.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Animation(lunchbox); 1/3 of class took digital workshops & used Premiere, audio recording & mixing techniques, production of digital video animations. After Effects workshop. Ritual workshop students learned to record oral histories

8. How did you go about advising your students?

One-on-one meetings in office hours; in small tutorial groups on term projects; Academic Fair contacts; and in evaluation conference each quarter.

Questions 9A - 10. Not available at this time.

Program Name: *Matter and Motion*

Year: 2001-02

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

We did physics, calculus, and chemistry daily. Lectures, workshops, labs, homework, discussions, and peer instruction. Please take a look at our web page if you're interested in more detail:

<http://192.211.16.13/curricular/mnm2001/home.htm>

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Seminar on critical thinking, cultural studies of science, philosophy of science, and a little history and literature. There are always science students who resist the crucial humanities-based seminar component of hard-core science programs like Matter and Motion. I hope we convinced them that it is important for scientists to think about the context and meaning of their scientific work. See seminar details at

<http://192.211.16.13/curricular/mnm2001/semdetails.html>

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Physics, calculus, chemistry every day, plus statistics and laboratory work

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Weekly seminar papers, required responses to peers' papers, required rewrites, required writing workshops, & meetings with writing tutors. Major research-planning papers in fall & project write-ups winter & spring quarters, with multiple rewrites. [More info at program website:

<http://192.211.16.13/curricular/mnm2001/semdetailswin.html> and

<http://192.211.16.13/curricular/mnm2001/research.html>]

Many students made great use of this opportunity to improve their writing and to help peers write more clearly; some did not. Sandy Yannonne & Sara Petty-Powell in the Writing Center were terrific. I'm sorry that some students missed appointments with them or didn't show up for required workshops.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Research web pages & PowerPoint presentations each qtr. Extensive Web-X communication all year for seminar & research. Web-X served the purpose of the seminar journal Finkel advocates & it worked great! Used INQSIT online quiz & survey software several times a week to solicit feedback. Excellent resource! Not as many glitches this year.

8. How did you go about advising your students?

Advising workshops, discussions in class and seminar, individual meetings such as mid-quarter conferences (and warnings), and final evaluation conferences. Kitty Parker & Joe Tougas were kind enough to schedule workshops on working together as program and on academic honesty on very short notice, in sort of emergency situations.

Questions 9A - 10. Not available at this time.

Program Name: *Mediaworks: Experiments Light & Sound*

Year: 2001-02

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

It was our central focus. This is one of the foundational art programs in Expressive Arts. We study media arts: production, history, and theory all year. This program repeats every year with different faculty.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Cultural studies; the politics of representation with regard to race, class, and gender.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Lectures, readings, and screenings sometimes dealt with topics in anthropology, sociology, and psychology.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Students had to develop film budgets for their spring qtr projects using Excel, including "institutional" vs. "real-world" costs. Also, aspects of post-production, file management, film optics, etc. involved quantitative skills. It was necessary for the successful completion of spring projects; the budgets were real & they were applied to their work

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Critical writing: media criticism, film analysis. Theoretical study: film theory & critical writing

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Instruction in various forms of technology: Excel, digital editing programs, Premiere, PhotoShop, Webworks. Also, filmmaking, photography, digital design & editing

8. How did you go about advising your students?
During conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Mexican Nation State*

Year: *2001-02*

Planning Group: *SPBC*

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Via research projects on Mexican muralists and visits to art museums. Art in Mexico is a major factor in explaining the revolution.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

We read Mexican literature in both English and Spanish. I think it provides a critical perspective on the revolution and social context.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

This class was a history class - a study of the Mexican revolution as well as its current political economy. We used museum tours, local historians, and university professors.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Daily journals; essays; extended learning evaluations. Their journals were particularly insightful.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

They used internet and e-mail as they traveled. The machete got us expelled.

8. How did you go about advising your students?
This was one of the best parts of the program.

Questions 9A - 10. Not available at this time.

Program Name: *Molecule to Organism*

Year: 2001-02

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

M20 is an upper division science program, and therefore science was an integral part of all program activities.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

We examined the historical impacts science has had on society and the consequences to the world. Allowed students to make connections to past scientific discoveries.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Implications of scientific discovery, peoples' perceptions of those discoveries and the legislative and political forces that act to shape their development

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Incorporated into almost every aspect of the program. Mathematics is an integral part of all science.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Laboratory notebooks, lab reports, papers, scientific poster presentations

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

All students attended a Library research seminar and used the skills they learned to develop a research project

8. How did you go about advising your students?

Open door policy, quarterly evaluation conferences, presentations by past students.

Questions 9A - 10. Not available at this time.

Program Name: *Natural and Unnatural Histories*

Year: 2001-02

Planning Group: CORE ES

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

A major part of the program was the biology of fishes and how that biology influences their harvest in the fishery. This part of the program consisted of a large biology component which include taxonomy, physiology, and ecology of fishes. Many of these concepts were presented in the context of how they affect the fishery or management of fish species. One of the main themes of the program was to bring together the effects of biology and economics on commercial fisheries and the management of fished species. Through fish biology we were able to show students how things like behavior and distribution affect how a fish is harvested and how a species reproduction, feeding ecology, and early life history affect how susceptible it is to overexploitation and therefore how its fishery should be managed.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Economics was a major component of the program. The students learned basic microeconomics, including what factors affect supply and demand, the theory of the firm, types of costs, and the role of government intervention. These concepts were incorporated into an explanation of the economics of fisheries, including the idea of "the tragedy of the commons" and economic rent. In the seminar readings, students also got a taste of cultural anthropology. They read about several fishing communities, including the Native community at Nisqually and Neah Bay, the community of tuna fishers on the East Coast, salmon fishers on the West Coast, and the fishing communities of North Carolina. One of the main themes of the program was to bring together the effects of biology and economics on commercial fisheries and the management of fished species. Without the economics, it would have been very difficult to properly discuss the commercial harvest of fishes. By understanding the economics behind fisheries, the students were better able to understand why the behavior of fishers sometimes leads to "illogical" actions like overfishing and how fishers decide whether it is worth going out to fish. The seminar readings gave the students a better understanding of the challenges faced by fishers in several parts of the U.S. It forced them to think about the many factors, including the human factor, that must be taken into account when managing fisheries.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

As part of the economics portion of the program the students learned graph making and graph reading skills. They also did some work with metric conversions as part of an assignment comparing the market price of local seafood. The students learned a lot about reading graphs and what makes a good graph. The metric conversion exercise, however, did not fit as smoothly into the overall assignment as I had hoped.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Wrote summaries of almost all seminar readings. In addition, students had a library research project in which they wrote a paper that addressed the biology, economics, & management of a commercially fished species. Two writing assignments asked them to write more creatively. Through writing, students were able to gain a more thorough understanding of themes of seminar readings. I think that by asking them to write about what they read, they became better at reading for content. Their project paper forced them to bring together all parts of the program.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

As part of the students' introduction to the Library, the research librarian talked about the use of the web in finding information. Not convinced that all of students learned to view information that they got from the web critically. Also, though successful using online catalog & Cascade to find books for research project, most seemed not to use online indices for journal articles.

8. How did you go about advising your students?

Most of our students were freshmen, and there was another program offered Winter and Spring quarters that was the logical next step, but we did have some students that talked to us about what programs to take and whether to continue at Evergreen.

Questions 9A - 10. Not available at this time.

Program Name: *Nietzsche-Borges: Artist-Philosopher*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Aesthetics was our primary concern. We discussed and watched opera, listened to music, and visited an art gallery. The last event gave rise to a final self-evaluative paper.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?
We read Borges and Nietzsche's works.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?
Weekly reflections on reading. Four formal papers of varied genre.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Multimedia group presentations (video, sound, computer graphics, etc); Library search for articles on Nietzsche & Borges.

8. How did you go about advising your students?

Questions 9A - 10. Not available at this time.

Program Name: *Ocean Life & Environmental Policy*

Year: *2001-02*

Planning Group: *CORE ES*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

no comment

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

no comment

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Excel, basic biological statistics, metric system

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

no comment

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

PowerPoint presentations. Because TESC media support is so poor, this aspect was very frustrating for students.

8. How did you go about advising your students?

Yes

Questions 9A - 10. Not available at this time.

Program Name: *On Shaky Ground: Geologic Hazards*

Year: 2001-02

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Lectures, labs, homework, field trips, and reading.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Lectures, readings, field trips, and papers.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Homework problem sets, labs, problems done in class. Wide range of math ability made doing more advanced algebra difficult.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Essays, research paper, field trip reflections

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Geographic Information Systems (GIS), PowerPoint presentations; Excel

8. How did you go about advising your students?

Only during evaluation conferences - discussion of goals.

Questions 9A - 10. Not available at this time.

Program Name: *Order of Things*

Year: 2001-02

Planning Group: IA CTL EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Students studied various printmaking methods in the context of the Fluxus movement and postmodernism.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Calculating surface area and volume.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

50% creative writing.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Relating writers, artists, and their movements to their effects on social perception and vice-versa.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Calculating surface area & volume

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Poetry (open and closed form), fiction and nonfiction, as well as bookmaking and broadside printing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

They received instruction in several kinds of presses, in PhotoShop, PageMaker and I-movie

8. How did you go about advising your students?
At midterm & final conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Pablo Neruda: Love, Politics, Poetry*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Major study of the poetry of Pablo Neruda; reading, seminar, and presentations.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Critical analysis writing; wrote poetry.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library research & conducted presentations

8. How did you go about advising your students?

One-on-one and with group as a whole, plus evaluation conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Performative Shakespeare*

Year: 2001-02

Planning Group: *IA CTL EA*

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
A major theatre production at the end of the quarter. The production was an assortment of scenes from Shakespearean plays. Studying Shakespeare and putting on a production of Shakespeare gave the program its many and integrated dimensions.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

We studied literary devices and language of Shakespearean text, and we also applied literary criticism and literary theory to the Shakespearean studies. Shakespearean literature is the focus of the program.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

The social environment of the Shakespearean historical period was studied; we also studied the political implications of many literary theories. It was a small, but related and integral element of our overall study.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

We did close reading (a kind of critical analysis) papers every week. Students also write a 5-page close-reading essay to culminate their writing efforts. It is a perfect way to hone students' writing and critical thinking skills in Shakespearean studies.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
They were encouraged to conduct library research, but this part was not the emphasis of the program

8. How did you go about advising your students?

Questions 9A - 10. Not available at this time.

Program Name: *Physicist's World*

Year: 2001-02

Planning Group: *IA CTL SI*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

As the central theme and topic of the program.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Literature, philosophy, mathematics.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Discussion of social aspects of science and science in a social context

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

As part of the material on science; As separate lectures and workshops on math and logic and computation

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Expository writing; research paper writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Computerized

8. How did you go about advising your students?
In individual advising sessions. In group sessions

Questions 9A - 10. Not available at this time.

Program Name: *Plant Ecology and Taxonomy*

Year: 2001-02

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Lectures on botanical illustrations & workshops on natural history; students were encouraged to include illustrations in their journals.

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Lectures, field trips, weekly labs, and two-hour seminars on scientific journal articles; four-hour lectures, readings from two major texts; 13 days of fieldwork and an independent field project.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Female speaker from a Native tribe lectured on ethnobotany; readings on women in science and native people and botany.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Ordination with vegetation data collected in the field.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Term paper, kept an illustrated field journal, a project proposal was required.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Use of library databases & scientific journals; one group used PowerPoint for their presentation

8. How did you go about advising your students?

Advising was done throughout the quarter informally & formally and during evaluation conferences at end of quarter; students frequently came to my office to speak personally about job opportunities, & we made continual announcements about job opportunities when there was something available.

Questions 9A - 10. Not available at this time.

Program Name: *Promise of Health*

Year: 2001-02

Planning Group: EWS SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Our text often related culture through art. Seminars reflected on ways of knowing through art examples.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Students researched multiple treatments and modalities for healthcare. They reviewed scientific journals versus popular media to compare and contrast information.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Texts, seminar, and lectures when studying culture and narrative as ways of understanding health.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Text selections, lectures, guest speakers, workshops, as a major focus was health psychology. Research and group projects revolved around social science topics.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Statistics and modeling to arrive at health disparities; Guest Speaker from Dept of Health used epidemiological format to advise students of the depth of the issue of racial disparities as well as poverty.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students had to post their writings on WebCT regarding each text, and respond to their peers' writings. There were multiple individual papers and each quarter a group research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
WEB CT, web-based research, and Library research

8. How did you go about advising your students?

I had on-call office hours and open door policy. I met with students that were having issues at week 5, and had conferences for all students at end of quarter. Had multiple interactions via phone, email, and WEBCT.

Questions 9A - 10. Not available at this time.

Program Name: *Quantitative Methods for Effective Management*

Year: 2001-02

Planning Group: *EWS SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Discussed the impact of management decisions on welfare of employees.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Using quantitative information for problem solving.

6A. Did your program include writing?

No

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Learned to develop decision models using Excel.

8. How did you go about advising your students?

Questions 9A - 10. Not available at this time.

Program Name: *Rainforest Research*

Year: 2001-02

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Program was entirely Science. Students did independent research in Costa Rica.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Students carried out statistical analysis of field data. Basic descriptive statistics; simple hypothesis testing.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students wrote technical scientific reports on their research.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library research, interlibrary loan, internet searches, field equipment (such as nets, tape measures, compasses, water quality assessment instruments); computer use for data analysis and write up (Excel, Word)

8. How did you go about advising your students?

Weekly e-mail reports and responses, two major face-to-face sessions in Costa Rica (weeks 2 & 10), final evaluation conferences at end of quarter.

Questions 9A - 10. Not available at this time.

Program Name: *Revolutions at Work*

Year: 2001-02

Planning Group: EWS SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Student projects on labor art, graphic arts in design on a magazine produced by the students taking 12 credits. We also looked at depression era photography briefly.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Major emphasis first quarter was popular literature from American history dealing with workers' lives and issues. Some books occupy an important place in history, literature, and social science, especially "The Souls of Black Folk." We read poetry every week in the second quarter, and we looked at links between fiction and nonfiction writing.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Looked at working class organization, management strategies, changes in law, race, and gender discrimination to find links between the current era of globalization and previous "revolutions at work" in the Progressive era and 1930's. Explored political construction of think tanks and their role in the press.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

We had workshops on various topics, like consumer price indexing, averages, medians and modes, and currency exchange in a global market. Students used economic data in their research papers and magazine articles. It would have been good to have had time to do more, but without QR as a major part of the curriculum, we did fairly well.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Most weeks, students wrote a paper on the seminar book, geared to an outside audience. They were to practice using the voice of the author to practice different writing styles. We had workshops on interviewing & observational writing (including a field trip) & evaluation writing. Both quarters, students wrote multiple drafts of

their major paper, which in the 2nd quarter was a magazine article. They worked with a peer editor to critique and refine their work and learn how to help others.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Requested use web sources & had a brief workshop on identifying authoritative sources & conducting searches. Learned very basic PowerPoint for presentations, & about half used it the first quarter to project images to go with their writing for the class webpage to provide reading materials & research sources. More disappointed in their lack of use of library materials than in use of technology. Many times, we advised students to use sources for their work that were readily available & on-hand either in TESC Library or through Cascade & found they failed to do it. It's been a frustration.

8. How did you go about advising your students?

We did a Liberal Arts workshop with another Saturday program during the first quarter; evaluation writing workshops both quarters; and advising conferences at end of Winter quarter. In addition, we gave them quite a lot of feedback on projects and papers and had many conversations about their academic plans.

Questions 9A - 10. Not available at this time.

Program Name: *Scale and Detail*

Year: 2001-02

Planning Group: IA EA SI

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Workshops on drawing design for furniture and architecture.

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?
Study of GIS, land surveying, building systems, and ecology.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?
Environmental design history was studied.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?
Some readings dealt with concepts of nature and how this plays into the culture in the economy.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?
Land surveying and GIS

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?
Weekly journal entries on environmental analysis packets; seminar response papers dealing with weekly readings

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Used library web research, woodshop, metal shop, CAL lab, computer services, lab stores for survey equipment

8. How did you go about advising your students?

Both formally and informally through walk-in and scheduled appointments; also met with students on an individual basis during midterm conferences and end of program evaluation conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Science of Mind*

Year: 2001-02

Planning Group: *IA SI SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Two-quarter neurobiology component (cellular in Fall & systems in Winter). Significant discussion of research methods in experimental psychology. The seminar focused on the nature, scope, and limitations of scientific approaches to the study of mind as well as related issues in the philosophy of science and the philosophy of mind.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Seminar portion of program treated topics in the philosophy of science and the philosophy of mind. Although philosophical issues emerged in seminar discussion, and one explicitly philosophical text was included in the program - the Humanities (as represented by philosophy) was somewhat in the background.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Cognitive psychology was a major emphasis of program. Students became familiar both with methods and results. Winter quarter "mini-projects" as well as many extensive spring quarter projects dealt with psychological questions. Humanities and Social Science were so integrated that it's hard to determine which aspect is which.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Two-qtr component in descriptive and inferential statistics with an emphasis on inferential techniques typically used in psychological experimentation. Quantitative reasoning was a major focus of program that was addressed in lecture, workshop, and project contexts.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Weekly seminar papers in response to texts; significant amounts of technical writing culminating for many students in a formal research paper in APA style, in a form ready for submission to a professional journal. The program could

be considered fairly writing-intensive

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

One presentation per quarter; vast Library work. A two-quarter segment using SPSS as a tool for data analysis. They were expected to use the computer for statistics assignments and exams and for their winter qtr project. Many students used it for spring qtr research project; many student research teams used presentation graphics

8. How did you go about advising your students?

Scheduled conferences mid-fall quarter to discuss how students could use program as part of overall college experience. Additional time allotted during winter & spring evaluation conferences to discuss students' futures. Beyond that, individual faculty had meetings with students interested in further work in the various disciplines represented by the faculty.

Questions 9A - 10. Not available at this time.

Program Name: *Seeing the Light*

Year: 2001-02

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Looked at, wrote about, & made their own Art. They also studied theories of Art & read about the pitfalls of making it. Art was the driving force behind nearly all that we did this qtr.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Students saw slide shows of several photographers' works, viewed a number of films, and wrote responses to all of these. Also read John Berger's novel "To the Wedding" for seminar.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

In learning to cut mats for their photos, they needed to do some basic math to determine how to center their photos on mat board & how to exactly cut window-mats. Also needed basic math in mixing chemistry.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students wrote weekly image responses as well as two short papers comparing four films that we viewed. Writing was used as a diagnostic tool to determine how well (or poorly) students were learning to analyze photos & films that they viewed. It provided me with another method of assessing their work.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Some (but not all) students used digital photography & web-related materials both for research & presentation of their work. Those who used technology did so very well, and it vastly enhanced their final presentations.

8. How did you go about advising your students?

Short, informal chats one-on-one, during the 5th week, and whenever else they expressed a need for it - as during their final evaluations.

Questions 9A - 10. Not available at this time.

Program Name: *Sight and Insight: Art & Social Change*

Year: 2001-02

Planning Group: EWS EA SPBC

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Fall: Art history (50%), including formal analysis of artworks. Winter: 35% Art History & 25% hands-on art, including performance art, installations, puppet-making, and mask making - all tied to program content and goals and learning objectives.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Art History

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Ethnic studies.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Many essays required in response to books. These were formal and analytical in style. Also had a writing tutor from the LRC assigned to our program winter quarter. She gave a peer-editing workshop and worked with students individually on successive drafts of their papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Used media technology to present mid-quarter & final projects & use of Library for research on final projects. We should strive to incorporate new and instructional technology in our programs.

8. How did you go about advising your students?

Part-time Studies Forum winter quarter designed for advising & handout used at evaluation conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Snow Ecology*

Year: 2001-02

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Study of snow physics, avalanche science, ecology of snow-covered environments.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Examining leadership styles and effective decision-making.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Quantitative problems on snow physics and ecology.

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students wrote a summary handout on the ecology of an animal in snowy environment.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

PowerPoint presentations of animal ecology; GIS models of terrain & weather contributions to avalanche hazard

8. How did you go about advising your students?

Individual meetings

Questions 9A - 10. Not available at this time.

Program Name: *Social Work Practice*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Aesthetics and Art as a function of human service and healing.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?
Philosophy of science as meta-narrative

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?
History, philosophy, and narrative as contributions toward understanding social work.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?
Included volunteer service and student-led seminar discussions.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?
Focus on measurement and evaluation of program implementation

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?
Paper due every week.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Students used internet for their research papers; discussion on how technology affects a person's well-being

8. How did you go about advising your students?

Mid-term conference - 6th wk; sometimes conversations during lunch breaks (class meets at Organic Farmhouse)

Questions 9A - 10. Not available at this time.

Program Name: *SOS: Child and Human Development*

Year: 2001-02

Planning Group: *EWS SPBC*

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Students practiced storytelling, music, singing, felting, and improvisational theater to deepen their studies. Art should be an essential element in every program.

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Students learned how to work with MIDI files and created musical scores on computers.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Students studied education, human development, mythology, healing, and art. Humanities are the core of liberal arts education.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Students worked in schools and conducted educational research.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Students created rubrics to compare different schools and used QR in a modest way. Quantitative/Qualitative reasoning are important tools of research, and all students should learn them in college.

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Students kept journals, wrote research and reflection papers. Writing is essential to education.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Learning new computer language, e-mail, Library & world wide web research

8. How did you go about advising your students?

Formally and informally, with class dialogue, phone conversations and email

Questions 9A - 10. Not available at this time.

Program Name: *Student Originated Software*

Year: 2001-02

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Computer science and some applied physical science in individual projects.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Seminar.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Interpersonal dynamics.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Evaluating software solutions to problems

6A. Did your program include writing?

Minor

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Seminar and project reports

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

PowerPoint

8. How did you go about advising your students?
Prior to program, mid-quarter, and end of quarter.

Questions 9A - 10. Not available at this time.

Program Name: *Study of Violence*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Used a text: Whiteson "A Terrible Beauty;" Discussed aesthetics of violence. Students completed art projects: sculpture, painting, mixed media. Had speaker on dance and violence, and a speaker on animation and violence. Depends on how the committee is using term "art" - Does it include for example popular culture "art"?

2A. Did your program include Science?

Minor

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Two texts discussed biology, evolutionary theory, and genetics as possible "causes" of violence. One text was a review of the literature. We had a speaker on forensic science who included DNA issues. Also discussed neuropsychology studies on brain functions. One student wrote an essay on neuroanatomical considerations of violence.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Used two historical texts on violence, one was a case study. Used a Native American memoir. Gave a talk on the 'philosophies of violence'. Is an essay on violence considered part of the humanities or cultural studies? Where does the committee place "cultural studies"?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Probably the core of the class was social sciences. 1) Social construction of violence themes. 2) Social psychology of violence, etc. Actually the objective was interdisciplinary - to convince students that violence can only be understood as a complex concept informed by many contributions.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

One text was heavily statistical in its examination of youth violence; the process of "measurement" was discussed in 2 texts; and statistics were talked about frequently by faculty. When quantitative reasoning is discussed as a problem of 'measurement' (and definition) students seem more responsive and receptive.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

A discussion paper (5 pages) due every week except the first week = 9 papers. Also, in class 10 minute "free-writes" on a faculty selected query. 5-6 students improved their writing & critical thinking immensely (in a class of 20). Most benefited, I believe, from the experience.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Students used the internet. Several projects were "technology" driven. Two students used PowerPoint; others produced videos, slide shows with music, etc. What do you mean by technology? Use of media? In class, we described language as technology. Some of the writings were critical of technology. Some of our writings proposed that technology produced a form of violence.

8. How did you go about advising your students?

6th week conference to see how they are doing. Try to speak to each student casually every 2 to 3 weeks. Class meets at organic farmhouse, sometimes students and faculty eat lunch together which provides informal advising opportunity.

Questions 9A - 10. Not available at this time.

Program Name: *Success and American Dreams*

Year: 2001-02

Planning Group: EWS SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

During winter quarter, we read several key works in American intellectual history that showed both developments and conflicts in ideas about success. "Incorporate" means "to unite with or blend indistinguishably." It supposes that there was "something already in existence" before we planned our program. There wasn't. All we had was a question: Can historical understanding be both intellectually enriching and psychologically therapeutic?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Read a social psychology text that explained in detail and through examples the function of social influence. Asked whether and how social influence could be said to be at work among the limitations of social psychology for historical understanding.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Writing was integral to how we fostered intellectual relationships between students and between each student and the texts. Winter quarter, students wrote 2 papers grounded in texts and developed with in-class writing workshops. In spring quarter, they did a research paper, which they developed slowly and carefully beginning the 1st night of class.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

To the extent that individual students used the internet to do research, "technology" was used to meet the program's purposes.

8. How did you go about advising your students?

On an ongoing basis

Questions 9A - 10. Not available at this time.

Program Name: *Temperate Rainforests*

Year: 2001-02

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Lectures, labs, field trips with hands-on data collection, major biogeochemistry research project, small-group research projects, reading, and research papers.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Lecture on forest policy, seminar, essays, and field trips.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

They completed problem sets, and QR was incorporated into labs and research.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Essays, research paper, lab reports.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library research, PowerPoint presentations, GIS, Excel

8. How did you go about advising your students?

One-on-one discussions during term; conversation at evaluation conference.

Questions 9A - 10. Not available at this time.

Program Name: *Tough Choices, Clear Thinking*

Year: 2001-02

Planning Group: EWS CTL

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Students read philosophical texts and interpreted and critiqued them during conceptual workshops and seminars.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Students conducted research, both through interviewing subjects (winter) and in the library (spring). Students in spring quarter, in particular, typically (though not universally) needed to research findings in relevant social sciences - e.g. criminology, economics, and/or international relations.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Students studied inductive logic, primarily decision theory, and probability theory. Some hated this math stuff; most came around to understand it by the end, but one thing I want to work on is how to start the topic-there are ways of helping students begin to think about inductive logic & use QR, before ever cracking a book. I want to improve.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Papers due every other week (winter) and weekly (spring). Practiced intensive in-class writing (winter) and used writing workshops (spring) in what I call the "Levensky/Sinclair" model: each session, several students distributed copies of their paper to all members and read it aloud. The student then remained silent during the critique session while I and the other students made constructive comments. The student was then able to reply briefly after the critique. I am firm believer in this model of writing workshop. It is, at first, intimidating to some students - but I think this has educational value in itself, as these students take their work much more seriously as a result.

Further, I witnessed clear improvement in most students' writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Students did web-based and online research for their spring projects. Several did PowerPoint presentations. Students attended a workshop on using library databases for research. For the most part, students made good use of the research technology available to them.

8. How did you go about advising your students?

Questions 9A - 10. Not available at this time.

Program Name: *Tragic Relief*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
Two-day improv retreat off campus in Fall, led by Seattle performer Matt Smith. Student-organized public performances of plays and adaptations in Recital Hall in Winter. Advanced projects for interested students in Spring included creative writing seminar, productions of *Rhinoceros* and *Much Ado About Nothing* and student-made films. Two film series: American comedies and international comedies.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Extensive readings, discussions, and written commentaries on literature and philosophy, beginning with ancient Greece, with major emphasis as well on Shakespeare and contemporary life. Essays ranging from personal narrative to integration of quarter's readings. Spent a week viewing plays at Shakespeare Festival in Ashland, OR. Advanced group study of existentialist philosophy for interested students in Spring.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

A series of ethnographic field research exercises in Fall, requiring students to observe, interview, document, and interpret humorous and dramatic occasions of daily life, including proceedings in a courtroom. Reading and workshop on ritual; reading and seminar on dialogic functions of communication; readings and seminars on social and personal functions of humor. Recurrent emphasis on community and politics. In Spring, research seminar on ethnography and ritual for students doing field study.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Weekly critical comments based on readings, prior to seminar, posted on Web X, all year. In fall qtr, weekly essays involving creative thought issues of the inquiry & ethnographic field work; also, a long, integrative paper drawing on

all readings & films. Winter: 2 papers involving the material chosen for student's performance, one based on critical literature, the other on issues of the inquiry. Spring, writing determined by research group: creative writing group all wrote pieces published in a program anthology; philosophy group wrote philosophy papers; others wrote papers based on their film, theater, or ethnographic projects.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Web-crossing for weekly postings of critical comments. Extensive technical work on lighting & sound for performance (workshops provided by Communication Bldg. staff). Used tape recorders for oral interviews. WebX is a real pain for a number of students to gain reliable access to. Computer Center doesn't have some of the kinks worked out in the program - or maybe the problems are just in the program.

8. How did you go about advising your students?

Formal meetings in spring quarter, based on written reflection. Ongoing informal advising all year, including but in no way limited to evaluation conferences.

Questions 9A - 10. Not available at this time.

Program Name: *Transatlantic Revolutions*

Year: 2001-02

Planning Group: IA CTL SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Advanced program in humanities and social sciences (historical and political economics). A good portion of our materials were written by historians, and we spent time discussing conventions in historical research and writing.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

This was an advanced program in Humanities and Social Sciences (history and political economy).

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Two progressive essays: that is 1 essay question, responded to once halfway through the program and then totally rewritten, revised, and expanded again in light of the rest of the program material. Students also did a collaborative research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

8. How did you go about advising your students?

Get from them a questionnaire on their past work and their future plans; meet with them at the end of the 1st week about the program and their long-term plans, advise them before the academic fair; advise them in their evaluation conference.

Questions 9A - 10. Not available at this time.

Program Name: *Transcending Boundaries*

Year: 2001-02

Planning Group: EWS SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

Overview of Native American pottery, basketry, rug weaving, and sand painting. Provides significant depth to comprehending various tribal customs.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Through reading and thematic analysis of multicultural literature and history. Provided a historical perspective as a background for comprehending current events and our daily lives as portrayed through literature.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Through analysis of inequitable distribution of power and resources as dictated by race and class.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Analysis of income, employment, etc. of minority groups in New Mexico relevant to dominant culture

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Through critical essays on 4 books - students were required to identify a thesis and provide support based on course readings - they were also required to complete a major paper from perspective of a culture they selected, identifying thesis and providing support from extensive research.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Students used internet extensively for research, use of PowerPoint, Digital Photo, etc. were well evidenced in presentations. Would have been helpful to have more time and or ancillary workshops on use of multimedia.

8. How did you go about advising your students?

Get from them a questionnaire on their past work and their future plans; meet with them at the end of the 1st week about the program and their long-term plans, advise them before the academic fair; advise them in their evaluation conference.

Questions 9A - 10. Not available at this time.

Program Name: *Trash*

Year: 2001-02

Planning Group: CORE ES SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
In two ways. First, we had a "visual" seminar each quarter where students brought in a piece of artwork they had created instead of a seminar paper. This led to many creative projects including puppet shows, sculpture, and drawings. The 2nd way was to invite in a Washington Artist-in-Residence, Diane Kurzyna. Diane's gallery show, White Trash Wedding, was on display at Evergreen in April. As a way of integrating her show into the community, she invited our program to create self-portrait dolls made out of recycled materials to be guests at her gallery wedding. Initially she came into the program and gave a short talk and slide show about her recycled art. She then prepared the students for the next week's art workshop where we all created self-portraits. For many students this was scary (and for some faculty members, too!), but Diane and students artists were supportive and in the end our program had many guest/dolls in attendance at the wedding. Using art allowed us to meet the needs of those students who tap into their critical thought in a creative way. These students verbally expressed how much they appreciated our efforts at incorporating art and how much it had helped them think through issues that were important to them. Because the art was tied strongly to program themes, these projects were successful. However, we did not "do" or "teach" enough art to award credit for our projects.

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Our fall and winter quarter-long projects required that students conduct waste evaluation, which meant they had to collect, sort, and measure trash. To prepare them to do this, we conducted workshops and labs on a variety of subjects such as volume and density, making unit conversions, and using scales and other lab equipment. In addition to our projects, we read seminar books which included science, took science-related field trips (such as to sewage treatment plants after a workshop on the science of sewage treatment), invited several guest speakers (covering such topics as composting and hazardous wastes) and conducted other labs related to program themes.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Mainly through reading novels such as "Gain" by Michael Powers and "Mean Spirit" by Linda Hogan. Like Art, we didn't do or teach enough Humanities to award credit in this area.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Another strong part of our program. We incorporated psychology into all aspects. For example, we conducted several workshops on values and society. Then, we asked students to think about the values that were represented in the trash they had collected, measured, and sorted in their fall and winter projects. This helped them apply what they had learned in the program to the real-life data that they collected both with regard to themselves and to larger organizations they were studying. Other areas of social science included a series of leadership workshops designed to help them work better in teams, economics workshops designed to enhance student understanding of several economic texts and several seminars designed to explore consumption and waste in America.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

In fall, we worked with the QR Center to help students learn to work with data (primary & secondary statistics from readings), unit conversions, estimates, & critical analysis of data. In spring, we chose readings that emphasized how the same number can be used to present different answers to the same problem (e.g. global warming)

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Writing was an integral part of our program & something we put lots of emphasis on. Fall: we used medium stakes writing for seminar papers & more formal writing in the form of a qtr-long research project. We prepared them for this by conducting weekly writing workshops & requiring 2 rewrites of each section of their paper. We also used fall qtr to help them develop skills in peer reviewing. Winter: We worked with Writing Center tutors and expected students to do thesis-based writing. The tutors conducted a wonderful series of writing workshops on identifying theses and evidence as well as how to cite references in an academic paper and avoid plagiarism. All students were required to meet with a tutor every week & to rewrite their seminar papers after this meeting. In addition, students who needed remedial help with writing met with a second tutor to work on grammar and syntax. Students also did group writing winter qtr which included peer reviews, meeting with tutors, and several drafts. We could not have had such improvement in writing w/out support of Writing Center & tutors. This is an invaluable resource.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Used Excel for data manipulation; They were introduced to the Library's databases & expected to do substantial research for each project & provide annotated bibliographies. Also used WebCT, a web-based course tool for discussion groups & e-mail. Some student used PowerPoint for presentations

8. How did you go about advising your students?

Through informal meetings over coffee, telephone conversations, email, and formal evaluation conferences

Questions 9A - 10. Not available at this time.

Program Name: *Tropical Rainforests*

Year: 2001-02

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

It was an entirely upper division science program. Lectures, workshops, and a 3-week fieldtrip to Costa Rica.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Seminar books on socio-political aspects of park and reserve establishment.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Workshop on descriptive statistics and statistical inference; fieldtrip projects involving statistical inference.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Two major assignments in technical scientific writing, including library research using primary scientific literature, student peer review, faculty editing of first drafts, submission of second drafts.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library research tools: bibliography database, internet searches

8. How did you go about advising your students?

During class time and office hours and informally during fieldtrip.

Questions 9A - 10. Not available at this time.

Program Name: *Uniquely Dutch*

Year: 2001-02

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?
6 credits Art History - intensive study of Dutch 16th & 17th century art; each student studied 2 paintings in depth, wrote paper, and gave 2 oral presentations. More than 50% of seminar readings were on art history. There's a real need & demand for more focused, in-depth art history courses.

2A. Did your program include Science?

No

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

It was ALL humanities! Every reading, lecture, and workshop!

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Papers, independent research projects, and major final research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?

Library research: Proquest, Jstor, and other indexes and databases. Students resist using academic journal indexes, even when pushed to do so.

8. How did you go about advising your students?

Discussions during seminars, individual meetings, and drop-in office hours.

Questions 9A - 10. Not available at this time.

Program Name: *Wildlife, Habitat, Landscape*

Year: *2001-02*

Planning Group: *CORE ES*

1A. Did your program include Art?

No

1B. If yes, how was Art incorporated? 1C. If yes, how well did incorporating Art meet your program's purposes?

2A. Did your program include Science?

Major

2B. If yes, how was Science incorporated? 2C. If yes, how well did incorporating Science meet your program's purposes?

Habitat analysis, ecology, landscape ecology, and natural history were all integrated in a manner to involve students in the construction of habitat conservation plans.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities incorporated? 3C. If yes, how well did incorporating Humanities meet your program's purposes?

Seminar readings.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences incorporated? 4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

Examination of legal, economic and political aspects of conservation planning and habitat conservation.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning incorporated? 5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

Several computer labs in Excel, GIS, & landscape modeling required quantitative analysis of data sets. Group projects also required analyses of data collected by students & modeling of that data to compare habitat suitability indices.

6A. Did your program include writing?

Major

6B. If yes, how was writing incorporated? 6C. If yes, how well did incorporating writing meet your program's purposes?

Writing assignments reviewed scientific work and had students develop abstracts for scientific papers. Final reports were also required.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so? 7C. If yes, how well did using technology meet your program's purposes?
Computer programs including GIS, PowerPoint, Excel, Landscape Management Systems were used to develop and analyze results.

8. How did you go about advising your students?

Advised mostly on study habits and planning for future courses. One writing assignment required students to find a job announcement that interested them, write a cover letter, then examine their abilities & identify areas for improvement so as to get the job of interest.

Questions 9A - 10. Not available at this time.

Program Name: *Algebra to Algorithms*

Year: 2002-03

Planning Group: *SI*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Students programmed color graphical images in Logo, using trigonometry, geometry, recursion, and fractals.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

The program was designed to provide pre-calculus mathematics, as a preparation for further work in science.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

In seminar, we studied the history, philosophy, psychology, and pedagogy of mathematics.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Psychology and pedagogy of mathematics.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

I distinguish QR from mathematics as follows: math is essentially symbol manipulation, and the study of relationships. QR is the ability to cast real world problems into the appropriate mathematical symbology; and the inverse, i.e. interpreting a mathematical or statistical result. We did both of these.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students were required to 1) write up results of mathematical reasoning on homework and tests; 2) prepare a project report of 5-10 pages; and write two seminar papers and revise one of them.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

1) To solve problems, they studied Logo programming, and used it to review, learn, and apply some mathematical concepts. About 60% did a final project in Logo. 2) To present project work, some students used PowerPoint; others did a demonstration using Logo IDE.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included and how well did it work for your program?

Models and modeling were a central theme. Students were asked to consider when/why a particular mathematical model was a good (or bad) representation of a real world phenomenon.

9. How did you go about advising your students?

1) Students were asked to write learning objectives. 2) In evaluation conferences, we spent half of the time talking about plans. 3) Weekly speakers from various planning units came to talk to the students about the role of math in their work and their teaching/curriculum.

Questions 10A and 10B not included at this time.

Program Name: *America Documented*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Students viewed and critiqued a series of documentary films. In the writing of their major project paper, they were encouraged to make use of the sorts of artistic techniques that we'd studied in our literary readings.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

The program featured a heavy diet of readings in twentieth century American literature, history, culture, and philosophy, worked through in depth in seminars, workshops, and lectures. Studies emphasized the nature of representation and interpretation of written texts, films, and social life. The combination of text study and field research was at the heart of the program.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Students conducted a single, two-quarter research project, documenting an institution of their choice. They did oral history interviewing with participants in the institution and ethnographic study of its ongoing social life. They also did historical research to identify key issues about the institution in relation to American society. The project culminated in a major paper integrating these strands of research: a documentary account of life within the institution.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Student research projects culminated in a major paper integrating various strands of research to complete a documentary account of life within an institution of their choice. There were a series of research papers in preparation for the major paper. In addition, students wrote a paragraph each week, a concise argument on the reading, in preparation for seminar.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so and how well did it work for your program?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students conducted a single, two-quarter research project, documenting an institution of their choice. They did oral history interviewing with participants in the institution and ethnographic study of its ongoing social life and historical research to identify key issues about the institution in relation to American society. The project culminated in a major paper integrating these strands of research: a documentary account of life within the institution. The program featured a heavy diet of readings in literature, history, culture, and philosophy, worked through in depth in seminars, workshops, and lectures. Studies emphasized the nature of representation and interpretation of written texts, films, and social life. The combination of text study and field research was at the heart of the program. Workshops and seminars were central to our common work.

9. How did you go about advising your students?

Discussion about the development of their work on an ongoing basis. Both end-of-quarter conferences included time for formal advising, with substantial time in winter quarter.

Questions 10A and 10B not included at this time.

Program Name: *American City Since 1945*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Literature, history, cultural studies - it worked splendidly.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

History and urban planning - it worked splendidly.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Two workshops on QR to help students critique QR in program readings and include QR in their papers - it worked splendidly.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Weekly assignments - papers publicly delivered and commented upon in "writing seminars." It worked splendidly.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Computer lab for QR work; library search tools.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

No Comment

9. How did you go about advising your students?

One-on-one meetings week 2 and 3; evaluation conferences; Core Connector; other conversations as appropriate

Questions 10A and 10B not included at this time.

Program Name: *American Ways of Seeing*

Year: 2002-03

Planning Group: EWS CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

The program combined study of art history and literature to examine America's vision of itself. Students read theory, art history texts, learned formal analysis (and practiced doing formal analysis each week), made art in workshops, and a majority used some form of visual art to create their final projects each quarter.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Since art history and literature reside firmly under the Humanities umbrella, they were the major focus of all our work. We wanted students to see how the arts/literature shape thinking - and culture - and are shaped by it (them) as well. Reading, formal analysis of visual and literary work, and lectures, films, museum trips, making art - all enriched students work.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

We did look at the historical/cultural context. For example, a lecture on the history of the American involvement in 1960's Congo - along with a background in colonialism informed our work on the novel, *The Poisonwood Bible*. A lecture on the civil rights movement with James Baldwin, etc.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote formal analysis in class for 20 min. each meeting. They wrote 2 page essay responses to each reading and a five-page essay as a "final." They also posted writing on Web so that seminar facilitators (students) could read and prepare. It worked very well. Formal analysis kept them focused on text - and sharing made writing public - more audience awareness.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

We used our program website and will continue to do so in the future. It worked very well. Some students used video/photography/recording to create final projects.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

The formal analysis pushed students to take time and work at form - then to expand to think about how form creates meaning. We worked extensively as well thinking about how culture/background shapes understanding.

9. How did you go about advising your students?

Office hours, response to papers, the EW Program winter forum - and the reflective writing on academic plan - Eval conferences at quarters' end, program end.

Questions 10A and 10B not included at this time.

Program Name: *Animal Behavior*

Year: 2002-03

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Upper-division science program, with emphasis on theory, hypothesis generation, research design, analysis, and interpretation. Worked well.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Just a few short readings for early seminars, from novels discussing relevant topics. Worked well.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Seminar was generally on anthropology. Readings from primatologists and cultural anthropologists. Discussions that followed.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Statistics workshops throughout the quarter, with statistical analysis required for student-generated data at the end of their individual projects. It could have worked better; I'm planning changes for next year.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Students took two essay-type take-home exams, and wrote a scholarly research papers on their work the end of the quarter. They wrote early drafts and revised two sections of their papers - Introduction and Methods.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Students did two PowerPoint presentation during the class - worked well. Students also did a lot of library research for their two research projects. Worked well (although they all went up to UW a lot). Students solved problems every day of class. This was the main point of this science program.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Interactive lectures, workshops, independent research, and frequent feedback.

9. How did you go about advising your students?

Lots of one-on-one time, a lot of small group discussions.

Questions 10A and 10B not included at this time.

Program Name: *Arts and the Child*

Year: 2002-03

Planning Group: EWS SPBC EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Students practiced expressive arts and learned to include it in an elementary school program. They also created artistic lessons and lesson plans for school aged children. It worked very well.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Students studied environmental sciences and mathematics as applied to aesthetics. It worked very well.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Students studied educational theories and became acquainted with alternative education. It worked very well.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Students studied the history of the local area and influence of European settlers on the Native American culture and population. It worked very well.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Students learned how to use QR in science lessons for elementary grades. It worked very well.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students kept journals and wrote reflective papers and participated in web crossing seminars. It worked very well.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Students did video production and editing as a medium of research. It worked very well.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students read contrasting education theories and had to critically distinguish between them. Worked very well.

9. How did you go about advising your students?

Students were able to contact me by phone and e-mail during office hours and schedule appointments as necessary.

Questions 10A and 10B not included at this time.

Program Name: *Astronomy and Cosmologies*

Year: *2002-03*

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

No Comment

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

No Comment

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

No Comment

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

No Comment

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

No Comment

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

No Comment

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

No Comment

9. How did you go about advising your students?

Questions 10A and 10B not included at this time.

Program Name: *Authentic Self*

Year: 2002-03

Planning Group: *EWS SPBC EA*

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Students did mask making as a project for winter quarter. It worked very well.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

The class is about psychology and students looking at themselves as agents of change. It worked very well.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote papers as well as web communication to critique readings weekly. They also kept daily journals.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

The class was a community, and therefore they used each other to sound out ideas and concepts etc. from their readings. They used a web community to work together as a class on various projects and discussion groups for projects. It worked very well.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students did writing and response critique of their peers' work as well as analytical critique of class readings and lectures.

9. How did you go about advising your students?

Worked with students on a one-on-one basis at times, as well as by appointment. Also did some counseling via e-mail as needed.

Questions 10A and 10B not included at this time.

Program Name: *Bilingual Education and Teaching*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Students should bring some knowledge of a foreign/second language (if they want to become bilingual teachers). However, very rarely did I get students with sufficient foreign language knowledge to focus on foreign language teaching strategies. I also teach a Spanish (advanced) module that, as any other language class at Evergreen, suffer from lack of continuity and clear curriculum which translates in self-placement and several different levels in one class.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

The class addresses issues in linguistics and sociolinguistics, cross-cultural communication, educational policy. Since the class is upper-level, students struggle at the beginning to acquire the necessary background to carry out advanced work. In general it worked really successfully.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Very minor emphasis. Used to read census data, statistics, and comparative graphs. There are huge differences in the students ability to apply quantitative reasoning.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students have to complete several papers and a mid-term exam in fall. They carry out a 25-page research paper in Winter. It works well because students are urged to turn in an early draft and are allowed time for a rewrite.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Library research - It works fairly well in my classes.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Bilingual education is a very complex and controversial subject. Students are forced to approach different (and sometimes) contradictory theories, apply their knowledge to particular cases and find alternative approaches to unsuccessful practices.

9. How did you go about advising your students?

I advise students on an individual basis. Most students come to this class with a very clear aim: continuing in education. I usually advise them about endorsements and graduate programs.

Questions 10A and 10B not included at this time.

Program Name: *Body, Mind, Soul*

Year: 2002-03

Planning Group: *IA CTL EA SPBC*

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Kabby taught dance, and students also were required to do various art projects such as collages and drawings. Students were also taken to a number of concerts and live performances; for example, they went to see Alvin Ailey at the Paramount.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Students did statistics, and we were able to make them understand and enjoy what they were learning.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Due to the nature of the program, we did a great deal of reading about and study of various cultures and religious beliefs. We looked greatly at the Islamic and Muslim faith and also visited a mosque where we worshiped, ate, and interacted with the members. We observed their customs, such as the men removing shoes and the women being covered.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

In terms of what the students learned, Social Science was a major element of the program. People who stayed with the program for the entire year appeared to have a complete metamorphosis by the end of the year.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

We taught statistics and used excel. Students had to learn to think in terms of numbers.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

This was huge! There was so much writing that at times the faculty even felt overwhelmed! The students had two major research papers they had to do, one each quarter. They also were required to do an 'illness narrative' summary in which the student met with a person with a specific illness, (which required a special disclaimer form be completed), interview this person to get their story, and summarize this into a paper. They were also required to do a major internship paper or personal research paper, as well as a huge amount of weekly writings, seminar papers and reflections, etc.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Students used PowerPoint to present their final research projects. We held a workshop on this for them to become acquainted with this form of presentation, if they were not already.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Because of the fact that the class was taught with two such intensely trained scholars, there was a great deal of analytical and critical thought taught and explored through this program. Students were forced to think outside the box and challenge their norms of belief and comfort.

9. How did you go about advising your students?

Of course we held mid-quarter and final evaluation conferences, but a great deal of advising occurred outside of class time or what may be considered as normal faculty office hours. We did a lot of advising and discussion during lunchtime and off campus. We found that we became so connected with the students and their search for personal growth that we were able to extend this program outside the normal parameters of what is expected of a program. It just went much deeper than the program itself.

Questions 10A and 10B not included at this time.

Program Name: *Business in Action*

Year: 2002-03

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Students were instructed to learn to look at capitalism through the eyes of literature.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Social Science was the main basis of the program.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Students created business simulations.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote in the form of papers and presentations.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Students used the web and also PowerPoint presentations. Their business simulations were completely computerized.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included and how well did it work for your program?

This was connected to their writing.

9. How did you go about advising your students?

I held mid-quarter conferences as well as their final evaluation conferences. There were also times when the students were met in their groups to discuss various aspects of the program. As it was a junior/senior level program, there was not much handholding done.

Questions 10A and 10B not included at this time.

Program Name: *Celluloid Women and Men*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

The production of video work (fictional as well as non-fiction) was incorporated in the curriculum.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Film analysis was one of the program's major emphases.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Psychology and gender studies were stressed in the program.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

The students were required to write at least seven response papers (journal entries) regarding the assigned books, sixteen response papers (journal entries), regarding the program films, and four expository essays.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Each student was to create a video work.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

The students explored the issues presented in books and films through seminars and writings.

9. How did you go about advising your students?

I met with each student at the mid-quarter conference.

Questions 10A and 10B not included at this time.

Program Name: *Centering*

Year: *2002-03*

Planning Group: *CORE EA SI*

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Students learned basic throwing skills and introduction to the history of ceramics. There was also a fair amount of drawing included in the program.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

There were regular science labs, including glaze chemistry and the physics of rotation and mathematics of ideal form.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

This was included in the art history portion of the program.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

In science labs, quantitative reasoning was an important factor to the learning.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote weekly seminar papers and kept lab journals and notebooks.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Students used electronic microscopes, computers, and gram scales as well as other scientific equipment.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students did a great deal of reading and writing about the craft of science and ceramics.

9. How did you go about advising your students?

I held open office hours and also did one-on-one appointments when needed, as well as their fifth week and final evaluation conferences.

Questions 10A and 10B not included at this time.

Program Name: *Citizen Artist*

Year: 2002-03

Planning Group: CORE CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

We studied a great deal of public art and artists, with students working on individual and group projects - primarily multimedia, book arts, exhibition arts. It was very difficult to do art without an assigned studio space that students could access at any time, versus hauling everything back and forth each time we worked on them. Found that space was tied up by programs or faculty/staff who feel they "owned" it. It felt very nomadic - students could have had a much better experience if we could have had a home for ongoing projects.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Very practical applications - determining square footage, making scale models, calculating material needs, writings budgets. It was very effective, because the students didn't really know they were doing math!

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

We studied a great deal of history in terms of perspective, interpretation, and world politics in order to give students content concepts for their work. We also studied literature that reflected times/issues we were dealing with. Very effective - it opened freshmen eyes to issues outside of their experience, helping them see complexity in issues.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Issues of privilege, power, and difference in society. Important to core themes of activism in the program.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Very practical applications - determining square footage, making scale models, calculating material needs, writings budgets. It was very effective, because the students didn't really know they were doing math!

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

We did expository writing - helped students organize information in order to create a convincing argument. It was tough for students, but they also have said they know they benefited - many had not been asked to write papers in specific formats before. We began the program with autobiographical writing - excellent way to "get to know" each other and explore their own lives and issues to make personal connections with program themes. Students wrote proposals for projects which were funded - they were very excited about learning how to get money to make art. Longer creative essay assignments at the end of the program are freaking them out, but they're starting to get

it - that writing is a means of learning about what you want to know more about. Research projects and reports were also done, to varying degrees of success.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Primarily graphic design and programs associated with graphic design. I was very surprised at how many students had very limited computer knowledge. They were able to make very professional looking products, of which they were proud, so I'd say it worked well.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Everything we did involved critical thinking and analysis - in fact, the idea was to get students from their prior place of accepting what you hear, to thinking more deeply about information as you learn it. Many students have commented that they gained a lot in this area in terms of where they were at the beginning of the year.

9. How did you go about advising your students?

Most of my career has been outside the academy, so I feel I could give the students a perspective on real world applications for their knowledge, and I also worked hard to hook them up with organizations and people I know to give them field experience. I also made sure that their "products" had an application in the world, either through exhibition, or permanent placement in the community.

Questions 10A and 10B not included at this time.

Program Name: *Community Information Services*

Year: *2002-03*

Planning Group: *EWS SI*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Tiny bit of web design

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Computer programming.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Social implications of technology were a key ingredient of the program. I think it's key to integrate this into technology programs, but the difference in style of students, material, and activities makes it difficult.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

If computer programming is "quantitative reasoning", then yes. It worked well. It was key, not an addition.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

We had writing on every seminar reading.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

This was the whole point! They wrote web applications for communities.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included and how well did it work for your program?

Class discussions, seminars, workshops, and readings for seminar and other readings. It worked well. This is a good way to look at intersection of technology and society.

9. How did you go about advising your students?

Generally informally, but a little bit in class discussions where we discussed how they could incorporate class learning and liberal arts education into their work lives.

Questions 10A and 10B not included at this time.

Program Name: *Crime in America*

Year: 2002-03

Planning Group: IA SPBC CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

We looked at connections between crime and popular culture through film and fiction – short stories and novels. This worked extremely well. Student reaction was quite positive.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Much of the reading was from sociology (criminology) with significant chunks of economics and business. This worked well, though students would like to have seen more psychology.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

We included some materials on crime statistics and accounting (corporate crime). We probably didn't include enough of either to give students a real appreciation for the topics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

We had writing assignments due almost every week. These included discussion papers, essays, creative works. We did a couple of writing exercises in class. Worked well, especially the creative writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so and how well did it work for your program?

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included and how well did it work for your program?
These were built into the writing assignments.

9. How did you go about advising your students?
Faculty were available to students in their seminars.

Questions 10A and 10B not included at this time.

Program Name: *Data to Information*

Year: *2002-03*

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Discrete mathematics for 12 credits; computer science for 27 credits in various topics.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Some coverage of history of computing and technology (3 credits); coverage of ethics of computing (3 credits)

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Some coverage of computer and society (3 credits)

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Some quantitative work in Discrete Mathematics.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Weekly seminar papers through the year.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

All computing work was done on computers, of course.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included and how well did it work for your program?

Seminar discussions.

9. How did you go about advising your students?

During conferences, classroom question and answer sessions, and informal meetings with individuals throughout the year.

Questions 10A and 10B not included at this time.

Program Name: *Education, Values, and Society*

Year: 2002-03

Planning Group: *EWS SPBC*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Very minor, in time, but the last event in the program. A visiting artist came to show her work and talk about art/ethics.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Ethics/philosophy a key program theme.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Education and social systems were key themes, as was cultural analysis.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

I spent the whole quarter preparing for the final project - succinct (150 word) explanations of complex ethical constructs. The vocabulary and writing styles showed marked growth for many.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Much emailing of papers and my responses we sent by email. A virtually paper free program till the end.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

We worked on ethics by comparing Japanese and US education today. The stark contrast in the system provided much more careful analysis than I am used to seeing.

9. How did you go about advising your students?

I shall do so during evaluation conferences. Did so also at the beginning for MIT hopefuls. Some individual contract advice too.

Questions 10A and 10B not included at this time.

Program Name: *Energy: Working Towards a Sustainable Future*

Year: 2002-03

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

We examined in detail the conventional production of power and renewable power production focusing on chemistry, physics, engineering, and some biology. Students were exposed to a wide range of calculations and conversions. I felt that it was highly successful. Both major texts integrated scientific and social issues.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

We used one 800-page book for the first three weeks to understand basics of world history from 1850-2000 with a focus on oil. This really helped students understand some of the basis for our current activities in Afghanistan and Iraq. The book was *The Prize* and students felt that every single American should read it.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

We read three political economy texts and discussed global politics, the economics of energy, conflicts over resources, and third world issues, especially the relationship between cheap available energy and prosperity versus lack of resources and poverty and much more. Highly successful.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Quantitative reasoning was used in both understanding the science and the economics of energy. This occurred both in the classroom and in 5 days of fieldwork.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Students each completed a rough draft (6th week) and a final draft 9th week of a 1500-3000 word referenced research paper. They also wrote abstracts of 10 research articles and reviews of 20 websites. The intensity of work in the rest of the program led to some slippage in this area, especially since reading averaged +/- 500 words/wk.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

We had 3 workshops on library research methods including web research and mining technical databases. Students did extensive work on the web and many used computers in their 20-minute final reports to the class. Moderate success.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Exceptional progress in this area. Exams were essay type requiring broad integration of material - writing skills were critiqued on both exams and papers.

9. How did you go about advising your students?

The second week of the class, I had a 20-minute meeting with each student. I always ask about short-term and long-term plans in final evaluation conferences. I was in my office with the door open for drop-ins a full 40 hours per week. In the evenings on the 4-day field trip, we did a lot of talking about plans.

Questions 10A and 10B not included at this time.

Program Name: *Environmental Analysis*

Year: 2002-03

Planning Group: SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

We visualized information through computer graphics in GIS programming. The "art" of presenting data in a visually appropriate manner was reinforced. This is a stretch, but if visual information is not presented in an artistic manner, the concepts just don't get through. This works for the program as it exercises different skills and gives variety to the academic work.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

The program combines geochemistry, hydrology, analytical chemistry, GIS programming, and statistics in a setting that emphasizes collection and analysis of water samples and writing about results using information from all of the above disciplines. The integration of analytical reasoning in chemistry, geochemistry and hydrology combines well with the visual quantitative analysis from GIS programming. Practical laboratory and instrumental analyses of samples collected in the field round the blending of hands-on, computer-based, statistical, and analytical reasoning. It worked great! We all learn a lot and want to spend our lives doing more of it.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

No Comment

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Most of the statistics examples involved social science problems. It is difficult to teach problem solving in statistics without discussing the social aspects underlying the questions. Examples such as salary bias among groups provide sound methods to talk about the bias and to show how statistical analysis of the same data set can exacerbate or conceal information.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Statistics, thermodynamics, hydrology, chemistry, analytical laboratory, GIS programming were all required and used quantitative reasoning skills.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Writing was emphasized from day one. Key here was the ability to relate quantitative work in written expression and to relate theory to practice. Students maintained laboratory notebooks that were read weekly for information, style, and the ability to relate academic concepts to practical application in lab. Students wrote many technical

papers dealing with laboratory studies such as determining the method detection limit of an instrument. Students wrote research papers about field projects each quarter. At the end of the year, students were required to formulate a question based on their analytical results from water studies during the year. They wrote a technical paper evaluating the question as a null hypothesis, used models such as Phreac (USGS) or GIS to support the question, and theoretical chemical analysis to describe the basis of the experimental work. These exercises were interspersed with much shorter - but challenging - essays where students needed to explain results of calculations in writing. In other words, "tell me what the results mean, don't just give me a number." Writing emphasis works well in the sciences. It is difficult, because the students must write about the reality they have created from calculations or from laboratory studies. Most have been trained to write about perceptions and have difficulty learning to write about quantitative reality.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Technology - do you mean computers? We use a host of technologies in our program, but also computers. We did library research methods training. GIS programming, PowerPoint-based oral presentations of research work, web-based research. Students created a program web page and maintained an archive of photographs from field trips and other program activities. You need to do better than this for definitions. My immediate response was "Our students have learned to use elevators, telephones, paper clips, vehicles driven by internal combustion engines, ..." and the list goes on and on.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Critical thinking means quantitative reasoning and factual writing, I guess. Hopefully it does not relate to the gibberish on our email from people who say they teach critical thinking. We ask students to evaluate information and to test information. Once they have tested data, we ask them to state their results in words. Dealing with error is uncomfortable to students who wish to focus on accuracy. Stating a result in terms of confidence intervals and probabilities is difficult. The results are great for those who can begin to incorporate the concepts of error into their personal worldviews.

9. How did you go about advising your students?

We talk to them. We are here from 7:30 to 6:00 every day. Students learn they can drop in and chat. We have regular presentations of available internships and job openings. These students are mostly seniors and want to know about working and going on to graduate schools. They are a very mature group.

Questions 10A and 10B not included at this time.

Program Name: *Ethics and Difference*

Year: 2002-03

Planning Group: EWS CTL SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Students performed skits, also made drawings of life experiences, as a way of expressing their feelings and thoughts about issues related to the program themes.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Student read, wrote about, and discussed works of philosophy. Students also read and wrote about some poetry.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Students read, wrote about, and discussed a variety of psychological and sociological studies and analyses on disability and chronic illness.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Students read and interpreted graphs, charts, and tables of statistics; students also learned about technical concepts concerning epidemiology.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote brief weekly papers and a final position paper about chronic illness and disability

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Students needed to access some readings on the web and in library databases.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included and how well did it work for your program?

Students developed some ability to discuss and critique philosophical theories, as well as central concepts concerning chronic illness and disability.

9. How did you go about advising your students?

Primarily in individual evaluation conferences.

Questions 10A and 10B not included at this time.

Program Name: *Farm to Table*

Year: 2002-03

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Faculty presentations, lectures, and workshops sometimes relied upon scientific data. Students learned some taxonomical information about plants, were exposed to some basic chemistry related to soil science and to human nutrition. Many students used scientific, peer-reviewed journal articles for their major research projects.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Students read essays and some fiction relating to land use and agrarian philosophy and ideology.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Students read and were exposed to lectures on the history of agriculture, sociological research relating to local and global food systems, and other assigned readings that included economics, business practices, and political science themes and data. Several students researched peer-reviewed social science journals and government documents for their final research projects.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students completed several small papers that demanded they link program concepts with themes found in assigned readings. Each student also conducted research for a major project that included a final 10+-page paper and annotated bibliography. First-year students were required to work with tutors in the writing lab for all their written course materials.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Some students used PowerPoint and created web sites related to their final research project and class presentations. We offered a technology workshop to those interested in using PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students took quizzes related to major themes in their assigned readings as preparation for seminar. Additionally, their writing assignments were designed to promote analysis of assigned readings, course lectures and workshops, guest speakers, and video/film material. They also had access to several online academic sources. Constant analysis of major themes and connecting themes to their final projects offered a layered approach to learning that emphasized critical thinking and demanded they develop their skills in this area. The approach worked well for most students, especially the upper-division students.

9. How did you go about advising your students?

We held office hours each week, met them individually for mid-quarter evaluation sessions, engaged in email communication, and, finally, helped advise them for future work during the final evaluation conferences.

Questions 10A and 10B not included at this time.

Program Name: *Fiction and Nonfiction*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

We read a number of literary texts, although they were from modern writers and , therefore, not strictly part of the canon.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

We taught our students how to conduct fieldwork based on a Folklore model, which grew out of Ethnography. Students took their field data from Facts through Analysis to Interpretation.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

The entire program was about writing. Students wrote a major nonfiction piece and a major fiction piece in the winter quarter, and sent them out for consideration for publication. In the spring quarter they wrote three pieces for publication: one fiction, one nonfiction, the third one of their choice.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so and how well did it work for your program?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students were actively engaged in discussion about consistency of behavior in character development. They were encouraged to move toward consistency to make their characters more believable. They also were given a presentation by an outside expert on the Enneagram nine function model for personality assessment.

9. How did you go about advising your students?

In conference and by e-mail. Our program had a strong advising component as a natural fallout from students writing nonfiction narratives containing litanies of personal abuse, trauma, and other life experiences. When we became aware of these issues, we spent time with the students helping them make decisions, for instance, about whether they should seek counseling.

Questions 10A and 10B not included at this time.

Program Name: *Foundations of Computing*

Year: 2002-03

Planning Group: EWS SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Web design, colors, and Graphical User Interface (GUI) layout.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Algorithms, analytical reasoning, problem solving. A major requirement to be successful in the program.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Societal implications of computing and computers.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

The psychology of problem solving. Comparison of the brain and the transistor. Possibility and limitation of computers. Major part of program, and it worked well.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Algorithm development was a major emphasis in the class; it was successful.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Students posted questions and responses on WebX. Reports and demonstrations.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

PowerPoint presentations, web site presentations – major emphasis including programming, design, Web X, etc.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Programming IS problem solving and critical thinking. Debugging requires in-depth understanding and analysis.

9. How did you go about advising your students?

During class time, Email, IM, and eval week.

Questions 10A and 10B not included at this time.

Program Name: *Foundations of Visual Arts*

Year: 2002-03

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Students learned printmaking, drawing, and painting skills, sculpting, fiber arts, metal, and woodworking.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

No Comment

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Students studied art history.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

In the design of patterns for fiber arts, such as their weaving projects and other areas of the program where measurements and calculations were necessary to the specific project.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students did weekly writings from an art history text. They also kept weekly journals.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Students did some computer work.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students did critiques of actual pieces of art as well as various readings. They also did self-assessments.

9. How did you go about advising your students?

Students were given personal time to help them find individual themes that they were to work with in the class. I also met with students individually as needed and was available for assistance during office hours. Students also had a fifth week conference and their final evaluation conference.

Questions 10A and 10B not included at this time.

Program Name: *Freshwater Ecology*

Year: 2002-03

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Very well.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Very well.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Very well.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Very well.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Very well.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Very well.

9. How did you go about advising your students?

Typically one-on-one, both during the quarter and at quarter's end.

Questions 10A and 10B not included at this time.

Program Name: *Global Cities*

Year: 2002-03

Planning Group: EWS CTL SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

We looked at literature and history as part of our study of London, Tokyo, and New York. We also spent time working with essay responses to each text. Novels, some poetry, and lecture time as well as seminar. The novels in particular were useful to make connections to wider culture and to sense of place.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Our reading list included a number of texts that analyzed aspects of life in the global cities we studied. We also had guest lectures in political structures and labor studies. In addition, students were responsible to find, read, and analyze newspapers from the three cities. They also worked on issues surrounding work, money, and social justice issues. Some students worked for 12 credits, and their focus on terrorism in the three cities also had a clear emphasis in the social sciences.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

We certainly worked in writing, but not really on it, except for faculty response to students' essays - (that happened at least once each week).

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Students were required to use Web Crossing in a number of ways. They posted each response paper, so that seminar peers could read them before the seminar discussion. They also used Web Crossing to coordinate big collaborative projects due at the end of the quarter. Each research group also used technology as at least a portion

of their presentation at the end of the program. Finally, Carlos Diaz worked with me to create a workshop for our students on how to use the information technology available in the Library and on-line, and they have worked extensively with these resources.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

In each response paper, students were asked to provide analysis of the argument posited. In addition, we designed workshops for them to begin looking carefully at the formal structure of popular media, (e.g. how does the composition of a photograph convey meaning?)

9. How did you go about advising your students?

We made ourselves available to meet with students during the quarter, held end-of-program evaluation conferences, and also responded in a very timely manner to requests for advice or help via e-mail or the web crossing site.

Questions 10A and 10B not included at this time.

Program Name: *Good Life in the Good Society*

Year: 2002-03

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Major philosophy component - very successful.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

The philosophy of politics and economics were major components, as well as some substantive classical economic theory - very successful.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Two shorter papers per week, to test understanding of readings, and two substantive papers - very successful.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so and how well did it work for your program?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Strong emphasis on analytical dissection of philosophical arguments.

9. How did you go about advising your students?

Individual conferences about seminar work and writing, plus extensive comments on their writing.

Questions 10A and 10B not included at this time.

Program Name: *Great British and Irish Moderns*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

No Comment

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students made some progress.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

No Comment

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students made some progress.

9. How did you go about advising your students?

During evaluation sessions and other times when asked.

Questions 10A and 10B not included at this time.

Program Name: *Group Dynamics*

Year: 2002-03

Planning Group: *EWS SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Roles in group life and social psychology. Emphasis on how they participate and/or take leadership and intervene in group dynamics. It worked very well.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students kept daily journals as well as writing weekly papers and critiques of readings. It worked very well.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

The class used a web-based community system to work together discussing readings, projects, and various other issues relating to the class.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students did critiques of peers' work as well as analytical critique of class readings and lectures.

9. How did you go about advising your students?

I worked with students on a one-on-one basis as well as net meetings through e-mail services when needed.

Questions 10A and 10B not included at this time.

Program Name: *He Said, She Said*

Year: 2002-03

Planning Group: *EWS SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Students read and considered literary sources for information on gender. Some students also specialized in religious studies.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Obsessively! Students focused on psychology and social analogy of gender.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

To teach critical analysis of popular focused research projects, for example, web-based self-test systems and self-evaluation health books (self help books). Students also were taught critical analysis of mathematics as used by these systems.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote one major paper as well as weekly seminar reflection papers. I do not feel that is something that can be considered as a major component.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Students used Web-X to do pre-seminar reflection and planning and to facilitate seminar discussions.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students were pushed to think critically about the difference between scholarly and social science writing, about different disciplinary approaches to gender and about gender itself.

9. How did you go about advising your students?

We held regular meetings with small groups to advise about their individual projects and work. Students were also required to complete self-assessment forms, which were discussed at the liberal arts forum. We also had mid-term evaluation and final evaluation conferences.

Questions 10A and 10B not included at this time.

Program Name: *Health and Human Development*

Year: 2002-03

Planning Group: *IA SI SPBC CTL*

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

It worked well.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Worked well.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Worked

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Worked well.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Worked well.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Debates and position papers were scheduled. Worked well.

9. How did you go about advising your students?
5th week conferences during fall and winter quarter.

Questions 10A and 10B not included at this time.

Program Name: *Hispanic Forms in Life and Art*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Weekly films; some students completed research on artists/art movements.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Program was largely literature, history, and writing 8hrs/week, plus Spanish language 8 hrs/week.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Some anthropology texts were studied both fall and winter quarters.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Weekly close reading note cards; 4 major essays fall and winter quarters; research project winter quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Some students chose to use tools for presentations at the end of winter, but this wasn't required.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Essay assignments; 2 seminars each week (student-facilitated).

9. How did you go about advising your students?
Individual conferences twice a quarter.

Questions 10A and 10B not included at this time.

Program Name: *Image Conscious*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Much art history and visual analysis of images. Students loved it.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

The whole program was humanities-based.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Essays, exams.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so and how well did it work for your program?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Seminars, workshops, writing assignments.

9. How did you go about advising your students?

Met with them (students). Made announcements in class.

Questions 10A and 10B not included at this time.

Program Name: *Imaging the Body*

Year: 2002-03

Planning Group: CORE EA ES

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Fall quarter: Weekly art appreciation lecture (survey of western art - 2D). Weekly life drawing session (2hrs)

Winter quarter: 3 lectures on art appreciation. 4 2hr. critiques. 4 credit independent project making a body of images.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Fall quarter: Weekly lectures and homework on anatomy and physiology. Weekly experimental anatomy lab.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Seminar readings on issues of science as social construct, anatomy, physiology, and basic evolutionary biology; guest lecturers on aging and forensics.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Seminar reading Power Privilege and Difference.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Fall writing workshops each week. Students wrote/revised 2pg. essays (4 total). Winter major research/writing project (10pgs 4 credits). These were also critiqued in workshops.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Only winter quarter: research into anatomical/biological issues using specific search engines/databases. Learned to find information and identify/evaluate peer-reviewed, peer-reviewed studies.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included and how well did it work for your program?

Seminars were devoted to reading/discussing books critically. As were art critiques and lectures concerning critical assessment of works of art.

9. How did you go about advising your students?

Fall: mid-quarter conferences 20 minutes per student. Winter: office hours

Questions 10A and 10B not included at this time.

Program Name: *Introduction to Environmental Studies*

Year: 2002-03

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

We studied chemistry and ecology related to global climate change and agricultural pollution. It worked very well.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

We looked at public health and policy implications of global climate change and agricultural pollution. It worked very well.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Unit conversions and calculations for chemistry. It worked well.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Bi-weekly seminar paper (writing tutor feedback fall quarter). Writing workshops fall quarter. Quarter-long research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

½ course used SPSS. ¼ class used Power Point and Excel. ½ class used chemical instrumentation. Entire class used library research tools, including two workshops

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Research projects; role play scenarios; workshops; thesis-based essay.

9. How did you go about advising your students?

Lin Nelson organized an advising day - brought in planning unit coordinator, an advisor, and past students. Also did one-on-one advising.

Questions 10A and 10B not included at this time.

Program Name: *Introduction to Natural Science*

Year: 2002-03

Planning Group: S/

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

This program is entirely about science and mathematics. We covered first year chemistry, biology, and two quarters of physics with college-level algebra. This also included labs.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

You cannot teach science without quantitative reasoning. It was an essential part of the program. We showed students how certain concepts of math are used in all areas of science.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Lab report writing and preparing posters to present library research work.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

It worked great. Students searched for articles in the library on a specific topic and prepared a poster. We also used technology to do lab analysis.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Just about everything we did in the program involved critical thinking.

9. How did you go about advising your students?

Since this is a recurring program, students were advised into the program by their former teachers and other students who knew about the program. During the winter quarter, we had an advising panel in the program. We invited faculty from other science programs to provide information about their programs to our students. This helped many students to decide what to take next year. We also advised students 1-on-1 as to what they should take based on their career goals.

Questions 10A and 10B not included at this time.

Program Name: *Justice at Work*

Year: 2002-03

Planning Group: EWS SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Reading and interpreting history was a major emphasis. The texts and films were largely historical, and students learned in workshops how to locate and interpret primary historical materials. We also had a very "literary" first text, a memoir, and social science piece. Some of the students appreciated and wrote about the relationship between the narrative structure and the message, but we didn't teach this, although we solicited it. Student projects required some historical research.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Our major emphases were law and history. Students learned, through workshops and assignments, to read and interpret cases, to do basic legal research, and to apply an analysis from one legal case to another. They also looked at law in light of class and race power relationships and interrogated the values and assumptions behind legal systems and decisions. This was absolutely great. Neither faculty member could imagine teaching law and history separately again.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

We already had our hands full with legal and sociological reasoning!

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

We crafted assignments for each book and asked students to write for specific external audiences. Our emphasis was on defining terms, quoting and citing correctly, and structuring a written argument. They made lots of progress. They also had to write for institutional audiences (unions and government agencies) through learning to use various legal forms.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

We did online research as well as library research. I'd have to say that many of the students learned that paper sources, contrary to their stereotypes, are easier to locate and use sometimes than internet legal ones. We taught them to cite electronic sources properly.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

We created several workshops that involved comparing and contrasting views of the law, especially using visual learning techniques to help them find the structure of their thinking about social problems and controversies. We did a "mind-mapping" exercise, workshops that involved creating timelines and identifying contrasting motion on legal rights. We created a final presentation method in the winter that demanded they think on their feet by responding to questions from a mock Senate Labor Law Reform Panel, with outside guests. We had workshops where they had to apply reading about union organizing and bargaining to a "strategy game" scenario.

9. How did you go about advising your students?

We asked on our initial survey if they would like some academic advice from faculty, and we followed up on these. We also talked about their goals and history in our conferences.

Questions 10A and 10B not included at this time.

Program Name: *Leadership and the Big Picture*

Year: 2002-03

Planning Group: EWS GRH SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

No Comment

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

No Comment

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

For 12-credit students - yes; for 8-credit students - no.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

No Comment

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so and how well did it work for your program?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

No Comment

9. How did you go about advising your students?

In class.

Questions 10A and 10B not included at this time.

Program Name: *Life on Earth*

Year: *2002-03*

Planning Group: *CORE ES SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

The program covered biological, geological, and chemical concepts relevant to the origin and evolution of life. There was a weekly workshop devoted to developing math skills. Also labs emphasized the use of math to analyze data. These activities worked very well.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Seminar readings related to understanding science in the context of society. Seminars worked very well.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Lectures, labs, and math workshops developed quantitative reasoning. Worked great.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

In seminar students were given various writing assignments. In fall quarter there was a weekly writing workshop that presented topics such as outlines, research, thesis development, etc. Writing assignments/workshops/tutors worked very well and helped students improve their writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

In the labs students used various techniques to analyze water quality. In addition they learned how to use Excel to organize, analyze data, and solve math problems.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included and how well did it work for your program?

Critical Thinking was developed through analysis of data from labs and research activities. In addition seminar discussion promoted critical analysis of the readings. These worked well.

9. How did you go about advising your students?

There were mid-quarter evaluations. Core connector's met with students about support resources and registration. These activities worked well.

Questions 10A and 10B not included at this time.

Program Name: *Light and Terror*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Art history workshops. Analysis of visual images (paintings, drawings, costumes). Discussed theatricality

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

It was all "humanities."

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Essays, exams

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so and how well did it work for your program?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Seminars, workshops, essays, essay exams

9. How did you go about advising your students?

Met with them, discussed their options in class.

Questions 10A and 10B not included at this time.

Program Name: *Marine Life*

Year: *2002-03*

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

As this was a science program, students studied basic ecology and oceanography. Students also did statistics.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Students used statistical analysis and field methods.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students did written proposals and a major research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Students used PowerPoint to present final research paper information to the rest of the class.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

The research that students did for their final papers required a great deal of critical thinking.

9. How did you go about advising your students?

There were a great many seniors in the class that did not need much advising, but for the juniors, we advised with them regarding what classes they should be thinking about taking after our program. A great many students end up taking merely classes they "like" or "find interesting" rather than looking at the bigger picture, which is, what do I need to fulfill the requirements for entrance to grad school. We looked at their overall academic portfolio of course work and helped identify what was missing, what would be required for a grad school program.

Questions 10A and 10B not included at this time.

Program Name: *Masculinities and Femininities Across the Globe*

Year: 2002-03

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Very minor emphasis - we read articles about brain and hormone differences between the sexes. It worked okay, but would have been better with a biologist on board.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

If humanities includes cultural studies, then yes - students did a 3-credit team research and presentation series on gender in another culture (including a section of general cultural studies).

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

In addition to a team research and presentation series on cultural studies, students did a 6-credit independent research project on gender, which included a cross-cultural component. It worked very well!

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Workshop constructing visual displays from and interpreting tables of data on gender and education. Students were bored. Students included statistics in their presentations - great comparative device.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

6-credit research paper - including 3+ drafts and multiple peer reviews. It worked very well for improving skills. Took a lot of class time. One-page summaries of each team presentation, seminar papers, seminar discussion questions.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Loads of library research - Sarah Pedersen's workshop was helpful re: "how to." Many teams used PowerPoint in their team presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Seminar papers were geared toward this, as were discussion questions, and independent research projects. Worked well for some students – others didn't go much beyond description.

9. How did you go about advising your students?

Regular meetings on demand outside of class. Mid-quarter informal conferences on demand. Lots of e-mail.

Questions 10A and 10B not included at this time.

Program Name: *Mexico: Art and Ceremony*

Year: 2002-03

Planning Group: EWS EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

The students made two masks to use in improvisational and scripted drama. The masks drew upon what they were learning about Mexican art history. It worked beautifully since they also read a book about the history.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Art history and drama were the two most important components in our program. They went very well. Readings, lectures, plays, etc. all emphasized humanities.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Cultural anthropology was an aspect of our program; it worked fine. I incorporated relevant aspects in my lectures and the readings.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

The students wrote an essay response for each reading assignment for a total of 9 or 10 papers. They also learned how to analyze art. I gave my students feedback on each paper (as did my co-teacher). This helped to improve their writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

For library research.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Seminars, lectures, workshops, writing assignments. Worked fine for the students who applied themselves. A final exam (take home essay style) helped students synthesize. They shared their exam in a discussion session which was also helpful.

9. How did you go about advising your students?

Informally - through office hours and class time spent discussing requirements. Also through an evaluation conference.

Questions 10A and 10B not included at this time.

Program Name: *Molecule to Organism*

Year: 2002-03

Planning Group: S/

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

If you can call designing an experiment art (which I do!), then I suppose we did have an emphasis.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Well, I suppose it should be self-explanatory as this year long program covered Organic Chemistry, Biochemistry, Genetics, Cell and Molecular Biology, as well as advanced topics such as Cell Signaling and Developmental Biology.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Students were asked to read for seminar passages from (for example) Oliver Sacks', 'The Man Who Mistook His Wife for a Hat', and relate it to the study of genetics. That is, Sacks' writings generally describe some "mutant" (a genetic use of the word). Scientists also use the study of mutants to learn how wild type pathways work.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Seminar readings/discussion this year covered controversial and contemporary topics such as censorship of scientific research, bioterrorism, eugenics, the human genome project, intellectual property rights/patent law... to name a few.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Again, it is rather self-explanatory, but in every aspect of the program, students were engaged in QR - be it making up solutions for a lab or calculating resting membrane potentials of cells.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students kept a lab notebook all year. They also were required to write formal lab reports. They also were asked to write summaries/critiques of scientific articles, write papers related to cell signaling diseases (to cite a few examples).

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Students participated in a great deal of library research. They also made presentations using PowerPoint, used Excel to graph data, etc. Although I'm not certain that this falls in this category, students were also exposed to a great deal of scientific instrumentation (GC-MS, FTIR, NMR, etc.) which they then used to identify an unknown compound.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Almost all of science involves critical thinking. It's kind of difficult to cite specific examples, as critical thinking underlies the foundation of science.

9. How did you go about advising your students?

The faculty team members advise students on an informal basis almost daily. Students have questions about life after Evergreen, types of career paths that they might pursue, what to take next quarter, etc. We also had a formal session detailing the steps and requirements for graduate school in the sciences and pre-health and pre-vet careers.

Questions 10A and 10B not included at this time.

Program Name: *Multicultural Counseling*

Year: 2002-03

Planning Group: *SPBC*

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Expressive arts therapies - weekly lab integrated into counseling skills and emotional literacy work. It worked well.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Overview of research methods - qualitative, quantitative, and mixed methods. Applied critical analysis of research methods in literature review. Worked well.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Personality theory, abnormal psychology - diversity and social justice issues. It worked well.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Critiquing of quantitative research methods and primary source articles - worked well.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Weekly seminar papers and writing assignments. Two major critical literature reviews and assessments. It worked very well.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Assigned literature review and PowerPoint presentation - worked well.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Faculty and student designed psychological case studies and diversity and social justice issues - worked well.

9. How did you go about advising your students?

Evaluation conferences. Often ate lunch in the program room to be available for advising and graduate school consultations.

Questions 10A and 10B not included at this time.

Program Name: *Music in Culture*

Year: 2002-03

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

No Comment

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Math topics related to music theory were introduced, including ratios, probability, and numerical symbol systems in various cultures. Worked well.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

No Comment

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

This was the "culture" part. We studied a number of specific cultures (Ireland, Indonesia, the Caribbean, and more) and pursued topics in cultural studies such as migration, urbanization, modernity/modernism, memory, identity, and politics.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

One credit was awarded per quarter. Studies included lots of geographic and demographic facts and figures. Research projects had to include graphs. Music includes a good number of mathematical aspects.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Weekly seminar papers, concert reports in the fall, a big research project including a series of short prep assignments, two drafts, two presentations to the class.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Excel for graphs; Power Point for presentations. Web resources for research.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included and how well did it work for your program?

Included in our quantitative reasoning studies, and, when relevant, when an observation in the texts raised an interesting issue. For example, an otherwise very astute critic marveled that Charlie Parker never played the same solo twice. The probability that he could ever have played EXACTLY the same long solo twice is quite small. We had some interesting discussion about this.

9. How did you go about advising your students?

Some class time spent on topics like academic planning, job searches, choosing a program, pros and cons of contracts, current governance issues at the college. Some time in individual conferences on future plans. An "open door" policy (not many took up my repeated invitations, though).

Questions 10A and 10B not included at this time.

Program Name: *Myth of Memory*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Collaborative memorial design project; critique of memorial architecture/sculpture.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Major focus on history, religion, and theories of discourse.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Issues of collective identity and politics.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote two papers each, one group paper and one 3-question take-home essay exam.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so and how well did it work for your program?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Everything we did was about critical thinking.

9. How did you go about advising your students?

During evaluation conferences.

Questions 10A and 10B not included at this time.

Program Name: *Organizations, Entrepreneurship, and Management*

Year: 2002-03

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

It worked moderately well - only about half the class was comfortable with numbers.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Through seminar readings and essay questions - this worked very well.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Social science In both seminar readings and text. Since management includes so much about psychology, human behavior, etc. it was a good fit.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

It was a challenge for many students, and I believe all come away with enhanced skills.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Framed questions for essays on seminar books. Many reports and presentation on projects, and case study write-ups.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Excel for business analysis (model building, functions, etc.). Internet for program research.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

I used Browne and Keeley's book - "Asking the Right Questions - A Guide to Critical Thinking." After several weeks of applying the exercises to our seminar readings, we applied its entirety to all further readings through essay questions.

9. How did you go about advising your students?

By talking to them and spending a lot of time with them.

Questions 10A and 10B not included at this time.

Program Name: *Patterns Across Space and Time*

Year: 2002-03

Planning Group: CORE EA SI

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Drawing and animation, hands-on workshops creating patterns based on QR activities, sound recording and soundtrack production, digital and time-lapse photography. Also Adobe Photoshop and After Effects, and sound editing programs for the production of animated works. It worked very well in conjunction with the QR topics and students interest in making things.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Math of Growth and Form which involved algebra, graphing, geometry. The physics of motion, waves, uncertainty and chaos, including experiments and computer programs to visualize physical and natural phenomenon. The diversity of skill levels in these areas made it difficult to reach all students at the same time.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Philosophy, literature, and history related to the sciences and the arts: philosophies of perception, study of animated films, early cinema, modernist art (cubists, impressionists, Paul Klee), use of patterns and fractals in art and architecture. Fine, it was critical to linking together concepts in science and art by putting them in context.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Weekly QR and computer workshops. It was a critical component of the program.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote weekly seminar papers, were assigned to mandatory weekly meetings with writing tutors, wrote synthesis essays, and a research paper in addition to keeping a writing journal. It was also a critical aspect of program work in that it gave students a chance to integrate their learning.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

We used the CAL, Mac Classroom, Multi Media Lab, Audio mixing benches, Animation Labs, in addition to Lab equipment for demonstrations and experiments. Students did final project presentations many of which involved multi-media (Power Point, After Effects, Final Cut Pro, Flash, audio) and use of equipment from Media Loan. They did research papers which involved Library research tools. Getting 40 plus first-year students through various equipment proficiencies was chaotic. Working cross-platform (PC/MAC) in the CAL and Mac Classroom was a challenge. But this was important to us to make students more versatile and computer literate.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

We taught them by rote. It's the only way with Core students. Ha! Just Kidding! Questioning perception, representations of reality, etc, is all about critical thinking!

9. How did you go about advising your students?

Mid-quarter conferences, eval conferences, visits from our Core connector, office hours.

Questions 10A and 10B not included at this time.

Program Name: *Physical Systems*

Year: *2002-03*

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

No Comment

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

No Comment

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

No Comment

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

No Comment

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

No Comment

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

No Comment

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

No Comment

9. How did you go about advising your students?

Questions 10A and 10B not included at this time.

Program Name: *Picturing Plants*

Year: 2002-03

Planning Group: IA ES EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Studio art throughout the year, including printmaking, drawing, photography, book arts, and botanical illustrations.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Plant biology labs and lectures in fall and winter quarters. Plant taxonomy labs, field trips, and discussions in spring.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Seminar readings of literature.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Seminar readings

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Expository writing in fall and creative non-fiction in winter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Seminar readings.

9. How did you go about advising your students?

In evaluations and other one-on-one meetings with students.

Questions 10A and 10B not included at this time.

Program Name: *Political Economy and Social Change*

Year: 2002-03

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Mathematics (algebra, geometry, elementary statistics) was used in the context of introductory economics. It worked very well.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Economics, political economy, and sociology played the largest role in the program. They worked well.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Students engaged in symbolic modeling activities (e.g. elementary game theory), manipulation of large data sets on Excel, etc. These activities contributed very positively.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

There was a combination of low stakes in-class writing, short assignments (seminar papers), medium-length assignments (essays), and research papers. Together they played a large and productive role.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Students downloaded statistical data from websites, loaded them into Excel, and manipulated them (transformations, charts, etc). These workshops were very positively evaluated by students. We also created an email discussion list, which had lots of traffic.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Multiple perspectives were introduced concerning virtually every topic. Students role-played, seminared, and wrote to weigh competing arguments. This is the crux of political economy.

9. How did you go about advising your students?

This was done informally on an individual basis, mostly in response to student initiative.

Questions 10A and 10B not included at this time.

Program Name: *Postbellum*

Year: *2002-03*

Planning Group: *CTL*

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

There were several lectures on music history, and several of the assigned texts also employed musicological analysis. We also screened a number of silent films, which the students analyzed collectively.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

This was an intensive, upper-division program in American history and African-American literature. So much of the content involved the Humanities.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Much of the history we did was social history, with approaches thoroughly grounded in the social sciences.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote three essays, two of them 5-6 pages in length, and a final term paper, 10-12 pages in length. Students seminared in small groups of classmates and faculty over these essays.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Students used JSTOR and other on-line databases in researching their term papers.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

All of the work involved critical thinking in historical and literary analysis.

9. How did you go about advising your students?

In the beginning of the quarter getting-aquainted meetings, in a lecture session the week of the academic fair where we discussed self-evaluation writing and options for spring programs, and in evaluation conferences.

Questions 10A and 10B not included at this time.

Program Name: *Postcolonial Literature*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

I consider literature as an art as well as poetry, so yes, there was an art component to the program. Students also did critique of visual art as well.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Heavy emphasis on cultural studies and postcolonial history.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Middle East studies history. Geography as well as African history and geography.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students worked in writing groups and were always writing papers or revising them. They also wrote three major papers and various literary analysis papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Students did a great deal of online research. They also used the web as a source of alternative news sources for issues dealing with the Middle East and Africa.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Student did critical analysis of literature they read as well as comparative analysis across cultures.

9. How did you go about advising your students?

I held informal meetings with students and worked with them in their writing groups, to help them with various aspects of their research projects as needed. I also held fifth week conferences and final evaluation conferences.

Questions 10A and 10B not included at this time.

Program Name: *Postmodernity and Postmodernism*

Year: 2002-03

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

I used a number of films as symptomatic of postmodernity. The students viewed them and analyzed them through seminars and response papers (academic journal entries). It was an integral part of the program. I believe it worked.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

I used five prose-fictions as exemplifying either postmodernity or postmodernism. The students read them and analyzed/interpreted them through seminars, response papers, and expository essays. I also used two books that dealt with postmodernity and postmodernism directly. In addition to these books I used 12 theoretical essays for the students to discuss during the essay seminars. I believe this strategy of including theory in a literature-based program made it more substantial and meaningful.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

I used five prose-fictions as exemplifying either postmodernity or postmodernism. The students read them and analyzed/interpreted them through seminars, response papers, and expository essays. I also used two books that dealt with postmodernity and postmodernism directly. In addition to these books I used 12 theoretical essays for the students to discuss during the essay seminars. I believe this strategy of including theory in a literature-based program made it more substantial and meaningful.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

I used a number of films as symptomatic of postmodernity. The students viewed them and analyzed them through seminars and response papers (academic journal entries). It was an integral part of the program. I believe it worked. I used five prose-fictions as exemplifying either postmodernity or postmodernism. The students read them and analyzed/interpreted them through seminars, response papers, and expository essays. I also used two books that dealt with postmodernity and postmodernism directly. In addition to these books I used 12 theoretical essays for the students to discuss during the essay seminars. I believe this strategy of including theory in a literature-

based program made it more substantial and meaningful.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

I used a number of films as symptomatic of postmodernity. The students viewed them and analyzed them through seminars and response papers (academic journal entries). It was an integral part of the program. I believe it worked.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

I used a number of films as symptomatic of postmodernity. The students viewed them and analyzed them through seminars and response papers (academic journal entries). It was an integral part of the program. I believe it worked. I used five prose-fictions as exemplifying either postmodernity or postmodernism. The students read them and analyzed/interpreted them through seminars, response papers, and expository essays. I also used two books that dealt with postmodernity and postmodernism directly. In addition to these books, I used 12 theoretical essays for the students to discuss during the essay seminars. I believe this strategy of including theory in a literature-based program made it more substantial and meaningful.

9. How did you go about advising your students?

Had a mid-quarter conference with each student.

Questions 10A and 10B not included at this time.

Program Name: *Power and Limitations of Dialogue*

Year: 2002-03

Planning Group: IA CTL SPBC

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

I regard film as an art, therefore yes, it was a great emphasis. We viewed and analyzed films as well as extracted text from the films for the students to analyze and examine for content; dialogue from the films are taken from the film and analyzed and processed. The films developed a common language, and this became a common language with the students and teaching that was shared as a common language in the class. Films were more of a central tool for learning than books, and I had the shortest book list I have ever had because the films were so integral to the teaching and learning of this program.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

The mathematical concept of 'region of validity' was a very important topic, and we did a great deal of work with systems theories. We also did work with scientific controversies in environment. Students were challenged by it and would be less inclined to say they feared math and science after studying these topics.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

The entire course was a philosophy course though we did no real reading of philosophical texts. The entire framework was philosophical, because it challenged and compared ascendancy of debate and truth vs. dialogue and community building. It worked very well ...

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

The study of current controversies and conflicts in society was a major issue as well as ageism vs. racism, men vs. women, and environmentalists vs. loggers. All books read were of a social science nature though not philosophy, e.g. In Timber Country by Beverly Brown or another book called Welfare to Workforce. We also read from a book by Barbara Ehrenreich. Worked very well.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

The mathematical concept of 'region of validity' was a very important topic, and we did a great deal of work with systems theories. Students were challenged by it and would be less inclined to say they feared math and science after studying these topics. With the exception of what we did with theoretical math that we used, we did no applied mathematics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote 10 short weekly papers and kept a weekly journal as well as 2 integrated papers. There was also a midterm and final exam. Worked very well, I was very pleased with it.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

There was a web requirement in which students were to monitor media coverage of specific incidents and create their own list of important web sites they could draw upon for information in the future. They were required to share this information with the class.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Systems theory redefined critical thinking. The whole program was about "What is critical thinking?" Based on theory, it is impossible to think critically on your own, therefore we introduced a new way of critical thinking. Unless you are in a community of critical thinkers it is impossible to do this on your own.

9. How did you go about advising your students?

I promised them all at least one hour of one-on-one time as well as their final evaluation conference. I met with them fifteen minutes in the first week and then three more thirty-minute meetings before their evaluation conference.

Questions 10A and 10B not included at this time.

Program Name: *Puppet and Object Theater*

Year: 2002-03

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Art was included in the form of study of puppet theatre, experimental puppetry, and movement. An emphasis on artistic process structured the program.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

In design and budgets for one of the major projects. Students designed a grant process, applied and awarded a grant for design of a portable experimental puppet booth.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

In the study of aesthetics and cultural studies related to the history of experimental performance and cultural context.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Design and budgeting for a grant proposal that was awarded to the students for design of an experimental puppet booth.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Students had grant-writing workshops and wrote grant guidelines, and grant applications.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

We use digital recording of performances, web-based image research, and graphic programs.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?
Weekly critique sessions based on artistic students work and the idea of experimentalism.

9. How did you go about advising your students?
Individual meetings, lunches with small groups, office hours, and evaluation workshops.

Questions 10A and 10B not included at this time.

Program Name: *Representing the World*

Year: 2002-03

Planning Group: EWS SI CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Students created artistic representations of various things to understand how math and science representations work. One student created color representations of music and another student did a painting as a representation of the various emotions.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

The main focus of the program was the history of math and science. Students learned Euclidean geometry and algebra as well as Cartesian geometry and elementary calculus. The history of astronomy was also a very important focus of content.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

The entire class was organized historically. Several books were used to provide historical context to math and science.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Aside from traditional math, students learned map-making skills and how to apply math and geometrical concepts to solving a variety of practical problems. There was lots of hands-on measuring and calculating.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote reading response papers and in-class writing assignments to create a variety of different descriptions. They also wrote final reports on their individual projects.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

All students used calculators. Many used computers and other electronic technology for individual projects. Some used technology extensively in creating innovative representations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students solved a variety of problems in groups, for example, map making and surveying as well as data gathering and evaluation. They also had seminar activities, which challenged them to think critically about the readings.

9. How did you go about advising your students?

One-on-one advising sessions were available for the students when needed or requested. I also held fifth week conferences and final evaluation conferences.

Questions 10A and 10B not included at this time.

Program Name: *Respect: Process of Universal Humanity*

Year: 2002-03

Planning Group: IA SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Students brought it to the program. There were a number of students in the class that were very interested in art and helped to integrate that element of teaching and learning into our program. It worked exceptionally well.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Every three Sundays, Raul met with the Reservation-Based students and gave a three-hour quantitative reasoning workshop. It was multicultural mathematics... for example with regards to the indigenous peoples of Peru, South America, and North America and how they used QR with relations to everyday life...like with astronomy, agriculture, etc. and in regards with the seasons...It is all interconnected to everyday life.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

We did a great deal focusing on literature and what people write. We also worked with students and what they chose to write about with regards to their own experiences and life stories. It worked very well.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

We worked with political economy. There were a great number of activists in the program who needed to feel able to come to class and learn things they could take back to the community. There were also a number of teaching students who were in school to develop their own pedagogies for teaching in the future. Students also were greatly into native shamanism. Worked very well.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Through the workshops on QR that Raul gave. For example, he would tell them to draw a circle, draw a line from the center out, and find the measurements and radius to make the experience hands on rather than memorization. He challenged them to figure out pi themselves as well.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students' stories, readings, and papers, as well as web crossing process where people respond to works from home through the internet. This was all more reliable than paper and saved on the destruction of trees.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Lots of presentations, especially with PowerPoint, to show what they were doing. A number of students were into music and learned to mix music and edit the music they created themselves. They made compact discs of their music as well. It worked very well.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Seminars where students got together to show what they were interested in. Due to the war in Iraq, the issues and topics discussed were very heated and passionate. We encouraged them as peers to seek information on and off campus through various seminars, meetings, lectures, etc. It worked very well.

9. How did you go about advising your students?

We maintained continual contact with our students through class, office hours, and the internet. We continually kept them aware of the resources available to them on and off campus.

Questions 10A and 10B not included at this time.

Program Name: *Rules of Nature/Rules of Life*

Year: 2002-03

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Some students elected to include art in their oral presentations.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

We had several major labs on a moss study that was installed on campus. We analyzed data and wrote up lab reports.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Book readings in seminar and guest lectures on ethics and incarceration.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Book readings in seminar and guest lectures on law, ethics, incarceration, and equal opportunity laws.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Analysis of field exercise with help from the CAL and workshops from the QRC.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students did six short and two long writing pieces. They learned the value and content of citing scientific references.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Students did Power Point presentations for their two oral presentations, used library and internet to do research for papers, used Excel for statistical analysis at the Computer Applications Lab.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?
Requiring synthetic thinking in seminar and synthetic writing in assignments.

9. How did you go about advising your students?

Weekly office hours, core connectors, referred students to Academic Advising.

Questions 10A and 10B not included at this time.

Program Name: *Science Seminar*

Year: 2002-03

Planning Group: *SI*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

We discussed artistic representations of chaotic systems such as the Mandelbrot Set. Worked fine.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

All our readings were about science and math, mostly qualitative. Easy way to introduce the topics to students without background. Not enough rigor for more curious students. Motivated deeper digging.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

We discussed/read about philosophy and history of science/math. Worked fine.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

All our readings were about science and math, mostly qualitative. Easy way to introduce the topics to students without background. Not enough rigor for more curious students. Motivated deeper digging.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Students were expected to write a 1-page essay every week.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

View graphs for mini-lectures. They were resistant. I kept reminding them and showing them how to get their notes copies.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?
Seminar and problem solving.

9. How did you go about advising your students?
Individually and in class discussions.

Questions 10A and 10B not included at this time.

Program Name: *Seven Continents, Eleven Blocks, One Community*

Year: 2002-03

Planning Group: TAC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

First, our students did a variety of collaborative projects during the academic year. Some of these projects included emphasis from various arts. Second, we offered a humanities course (Aesthetics) in which we not only focused on the philosophical foundations of aesthetics, but also considered the arts and various art works in our discussions and student presentations. Although there was no actual art class, this approach worked well for what we were attempting to do.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

In each of the three quarters this year, we offered a course with a major science emphasis (the biology of HIV in the fall, a lab science component of a statistics class in winter, and a human biology course in the spring). Mathematics was offered in the form of statistics (winter) and quantitative analysis (spring). The courses worked extremely well. Coupling lab science with the statistics offering was especially effective as each component reinforced and further explained the other.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Several classes in literature and writing were offered during the year. We also offered a course in aesthetics. The literature and writing classes afforded many students the opportunity to read literature they might otherwise not have read. Similarly, the course in aesthetics introduced students to philosophers and philosophic schools of thought that were new to them. Thus these courses also worked very well.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

The program was, in the main, a social sciences program, so this discipline overarched virtually every course offered in one way or another. Of course, there were also a couple of social science content courses offered during the year. Having social science as the overarching discipline provided a wonderful context for exploring a variety of local, national, and global issues related to our program theme and the sub-themes of the Lyceum and Seminar series each quarter.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Two courses were offered that featured quantitative reasoning prominently: (1) a statistics and biology course and (2) a course in environmental policy and law where students had to do quantitative analysis. Both worked very well.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Writing is spread across our curriculum (extensive journal writing and project writing for our Lyceum and Seminar series; major research and writing in every course; one course per quarter in which writing is the major element. All of these approaches to writing are very effective and work well for us.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

This is something that occurs almost uniformly across the curriculum to the extent that every course requires research and the issues usually researched are structured around real-world problem solving. In addition, there is a multi-media class every quarter, and a media literacy-based class at least twice during the year that features technology prominently. All are very powerful.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

We offered one class in critical thinking this year. In addition, our Lyceum and Seminar series is designed so that the combination of thematic focus, requirement to do a year-long collaborative project around issues of community concern and focus on issues of class, race, and gender all work to promote critical thinking.

9. How did you go about advising your students?

At the beginning of each academic year, each student is assigned to an academic advisor who also serves as that student's seminar leader. In winter and spring quarters new students entering the program are also matched with an advisor. The advisor assignments are made based upon the expressed academic and career aspirations of the students. The faculty advisors do the majority of advising. The program coordinator does specific advising of students where needed and requested.

Questions 10A and 10B not included at this time.

Program Name: *Silver Sky*

Year: 2002-03

Planning Group: IA CTL ES

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Bookmaking, block prints, and drawings for poetry collections were some of the visual arts components, besides some music projects and lots of original poetry.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Regional botany – plant identification; readings and field trips on local geography, ecology.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Writing, readings in regional history, literature, poetry; response papers and essays on these topics. Oral interviewing of poets and writing biographies.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Social and political context of the Pacific Northwest, particularly the relationship between human use of natural resources and the effects on the politics, social structures, and economics of the region was covered in lecture and readings.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Demographic and natural resource figures and trends were used in lectures on the history of the Pacific Northwest.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Original poetry, biographies of established poets, critical essays, journals, seminar response papers – writing of many kinds was a central theme.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Students collaborated on a CD anthology of Northwest poets for distribution to Libraries; many students also used digital technologies to compile their own works on CD, plus a program anthology of student works. Difficult experience for many, but it turned out well.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

A series of critical essays on poems and poets, triad peer groups for poetry critique.

9. How did you go about advising your students?

Individual and small group meetings; interviews and focus groups for some students with Institutional Research Director.

Questions 10A and 10B not included at this time.

Program Name: *So You Want to Be a Teacher*

Year: 2002-03

Planning Group: CORE SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Taught plaster mask making. Students used masks to explore and represent the multi-cultural nature of their lives and of themselves as learners. Students were encouraged to use visual representations to respond to seminar books during 2nd quarter of program.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

History, psychology, sociology. How? Reading, researching and comparing primary documents, child development, nature of history and historians work and bias, connecting social/political/economic issues to trends and practices in schools and in relation to power and oppression. Worked extremely well - see students' evaluations of program if interested.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Comparative demographics and visual representations; data collection and comparison concerning school funding and distribution in WA public schools. It worked fine - we had intended to do more but...

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Spent considerable time on thesis-based expository essays. Students needed workshops on constructing introductory paragraphs, creating and supporting thesis, referencing texts. Students wrote weekly papers, read each other's papers in workshops, provided feedback, revised. Over two quarters also worked on 3 synthesis papers. Weekly learning logs required evaluation, synthesis, and application of themes and issues in program. Students essays improves steadily over the two quarters. All but two students were able to write competent expository essays by the end of the two quarters.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

We taught all students to create their own web pages, to use WEB X for pre-seminar discussions, to use data sources in the library and on the web, to use PowerPoint and hyper-text documents to organize and present their work. All but 2 or 3 students became proficient with seeking information, using the computer skills taught, and in integrating technology in their research and presentation of work.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

This was what the entire program was about. Perhaps it would be easier if you went to our web page and looked at the assignments for the two quarters: <http://academic.evergreen.edu/f/folder/02-03home.htm>. You might also want to see the students' self-evaluations to see their perceived growth in this area.

9. How did you go about advising your students?

We met individually with each student during Orientation Week to make sure they were settled and aware of the resources on campus. At that meeting we inquired about their reasons for coming to Evergreen, their expectations, areas they might need support in. We made sure they knew about First People's, Access Services, and KEY, as well as the Writing and QR Centers, and Academic Advising. At mid-term, we met with each person again and went over their work in the program. At the end of the quarter, for their portfolios, they had to complete a self-guided learning plan and written assessment of how their work was addressing the Six Expectations. During winter quarter, we met with them individually again at mid-term and began advising for spring quarter. We also conducted a long range planning workshop and had them revise their academic plans.

Questions 10A and 10B not included at this time.

Program Name: *SOS: Media*

Year: *2002-03*

Planning Group: *EA*

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

Students created individual and collaborative media arts projects throughout the year. It worked exceptionally well.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Math - quantitative work with the creation of budgets, grant proposals, business plans.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Creative writing. Worked very well.

4A. Did your program include Social Sciences?

No

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Math - quantitative work with the creation of budgets, grant proposals, and business plans.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Creative writing, script writing and critique, technical writing (grant proposals). It worked very well.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Web design, computer-based digital editing, sound design. Worked very well.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Media literacy component. Worked very well.

9. How did you go about advising your students?
Quarterly conferences during 5th week.

Questions 10A and 10B not included at this time.

Program Name: *Suburban Nation*

Year: *2002-03*

Planning Group: *EWS ES*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Art was included as an aspect of urban design and as method of presentation (photography) for some of the small groups.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

We had workshops on locating and graphing census data; project group assignments included finding and interpreting census data for the community they were studying. One of our books had a great deal of statistical analysis of wealth in the United States, particularly the wealth gap between blacks and whites. To read it well, students had to understand inflation and growth rates, too. We did a workshop on using the consumer price index to interpret economic figures. We had a very small bit of environmental science; a brief presentation on salmon habitat combined with field observation on field trips.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

We had readings and literature and a workshop on novels. Students did some historical research for their projects and interpreted the historical influences on the development of suburbs. They chose a novel to read and interpret based on their studies of the social science and history of suburbs.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

The focus of the program was urban/regional planning, introducing it as a discipline. We also used texts from the fields of economics and sociology as well. Student projects on particular communities allowed them to apply the interpretive skills from social science to a specific community.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Workshops on locating and graphing census data; project group assignments included finding and interpreting census data for the community they were studying. One of our books had a great deal of statistical analysis of wealth in the United States, particularly the wealth gap between blacks and whites. To read it well, students had to understand inflation and growth rates too. We did a workshop on using the consumer price index to interpret economic figures.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Student wrote responses to each book, wrote poetry in class, and collaborated on a paper for their program. They drafted and peer-edited their self evaluations too.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

This was uneven. We didn't teach any particular technology but had a class web page with useful internet sources for research. Some of the students used PowerPoint for their presentations on the suburban community they studied.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

We took three field trips and asked them to evaluate how the ideas, proposals, and critiques of suburbs, particularly in the urban planning text, applied to real communities. We asked them to compare and contrast the views of various authors and to form their own perspective in their weekly essays. To me, the best evidence of critical thinking is the ability to take a variety of influences, sort them out, and create one's own view by using them. They were asked to do this in their projects; we asked them to formulate a public policy proposal that would make the community they studied a better place. We also used their ability to build upon, compare, contrast, and synthesize as the main criteria for upper division credit. Like every other area, the results were uneven, but wonderful in some regards.

9. How did you go about advising your students?

We asked in our initial survey if they would like some academic advice from faculty, and we followed up on these. We also talked about their goals and history in our conferences.

Questions 10A and 10B not included at this time.

Program Name: *Taking the Pulse*

Year: 2002-03

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Statistics taught every Wednesday morning. Great.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

Moral philosophy. Great.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Business/finance and sociology. Great.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Statistics taught every Wednesday morning. Great.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Group writing fall quarter. Independent research paper winter. Great.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

2-hour minimum per week research log. PowerPoint presentations. Calculators for statistics. All great.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Papers, case studies, statistics, seminar, group work...

9. How did you go about advising your students?

Ongoing as needed and in evaluation conferences at 5 weeks and end of term. Not much time available for this, however.

Questions 10A and 10B not included at this time.

Program Name: *Trees and Humans*

Year: 2002-03

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

We visited the studios of four artists who work with wood in Seattle; had a guest lecture from a visual arts faculty on "Trees in art," and some students did artwork for parts of their projects on trees.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

We carried out readings and experiments on mosses that grow on trees; collected, entered, and analyzed data in the CAL; learned how to read and write scientific papers and cite references correctly.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

We read a number of literature books on trees; had a guest lecturer on Trees and poetry and another lecture on Trees in film.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

We did readings and field trips on forestry and the forest industry; we had a guest lecturer on sustainable forestry.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

We did a few labs on statistical analysis of data for our moss experiment.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

We had a guest workshop person from the Writing Center talk about popular writing; students wrote five papers - two scientific, one popular, and two reflective essays.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

We did statistics in the CAL for our moss project.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students were asked to look for emergent properties of the relationships between humans and trees from many different disciplines, to critically read seminar books, and to respond to lectures with questions and critical thinking.

9. How did you go about advising your students?

Jointly and one-on-one during office hours. I sent students to the Writing Center and QRC as needed.

Questions 10A and 10B not included at this time.

Program Name: *Weird and Wondrous*

Year: 2002-03

Planning Group: CORE CTL EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included and how well did it work for your program?

We ran two three-hour art groups each week, with half the students in one and half in the other. Studio assignments in collage, assemblage, and other media introduced creative work as a way of responding to the program themes. These classes included technical demonstrations, slide talks on modern and contemporary artists, basic design, and critique: in the fall students created a passport, a map, a piece about money, a box inspired by Joseph Cornell's work, and pieces about risk, transformation, and dirt. In the winter we focused on size and scale, and students made a model and 2D representation of a piece too huge to be built, followed by a peephole box showing their design for a room in a museum of wonder for the college; then they worked on a series about self-representation, producing pieces about fear, something worth remembering, and two of their own dreams.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

We showed Powers of Ten as part of our studio work on size and scale, our last book was devoted to relating the process of thinking in scientific discovery to the process of experiencing new art, focusing on the geometric argument in Plato's Meno and the history of scientific work on the rainbow, a visiting physicist did a two hour lecture/workshop on space/time effects in special relativity as an introduction to Lightman's novel, Einstein's Dreams. Students were introduced to a very few scientific and mathematical ideas in a qualitative way, but not to working through the details.

3A. Did your program include Humanities?

Major

3B. If yes, how were the Humanities included and how well did it work for your program?

The program involved considerable work with literature, an important book on the intellectual history of the European encounter with America's (Greenblatt's *Marvelous Possessions*), and some work in history of science - lectures, readings, writing a weekly exercise and a weekly paper about those readings in the fall and a weekly paper about them in the winter.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Students heard half a dozen lectures on Freudian and Jungian theory (including one by a visiting Jungian therapist); read, discussed, and wrote about a couple of books drawing heavily on those ideas (Hyde's *Trickster Makes This World* and Fowles's *The Magus*); and used them steadily in discussing other literature, art history, and films - particularly in our other work on Surrealism. They also read the central portions of Van de Castle's *Our Dreaming Mind*, and heard a visiting lecture on contemporary dream research. We also read an important book in structural anthropology/anthropology of religion (Douglas's *Purity and Danger*) and introduced students to Piagetian theory through a brief article of his on the conservation experiments, a film of children working with them, and a lecture/workshop on central concepts from his theory. Some students got somewhat tired of the psychoanalytic interpretation, but these various ideas from the social sciences provided a good deal of the central theoretical glue that held the program's work together.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Each week in the fall, students wrote a short exercise and a paper on our readings. In the winter, students wrote two short papers a week, one on the text and one on the film. Students also wrote essays as part of a mid-term exam integrating our work each quarter. Each student also did independent research on a weird and wondrous topic in the fall and on an artist's life and work in winter, writing a final paper and giving a fifteen-minute presentation to the class each quarter. In addition to comments from the faculty on each of these, each student read and responded to another student's paper each week in the winter. Faculty gave half a dozen short talks about common mechanical problems during the program.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Each student did independent research on a weird and wondrous topic in the fall and on an artist's life and work in winter, writing a final paper and giving a fifteen-minute presentation to the class each quarter. Most students used the internet in their research. Most students attended a workshop on library research given by the reference librarians in the fall. Many used books in their research, but relatively few used other resources like the full text databases introduced in the workshops. Students attended an introductory or an advanced workshop on digital imaging (depending on previous experience), and most of them used one or more pieces of media equipment in their final presentations - Power Point shows, projected digital scans, video, audio, etc. Though a logistical headache, this did introduce quite a few without previous experience to this equipment - there was a dramatic increase in media use in the second set of presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Paper assignment focused on developing a good argument in support of a clear thesis; a good deal of seminar discussion focused on understanding the author's position and considering its application and plausibility. This is an endless task, but we think most students made respectable progress in it.

9. How did you go about advising your students?

We met with students for individual conferences about their work in the middle and at the end of each quarter; had several presentations by faculty and the core connector from Academic Advising about the first year of college, academic planning, and the Five Expectations; and had students write a piece about their own current relations to those expectations and discussed those with them as part of their final conferences. At a number of places in the program, particularly through our fall work on Piaget and the last book of the program we tried to relate our central theme - ways of relating to and coping with new experiences - to the students' own experiences beginning college and encountering new and unfamiliar ideas, works of art, and expectations. Sara Rucker-Thiessen was our Core Connector. She did an excellent job of maintaining a presence in the program in support of our freshmen's unique needs, speaking with the students on a regular basis right up until the last week of classes.

Questions 10A and 10B not included at this time.

Program Name: *Weird Science*

Year: 2002-03

Planning Group: EWS SI

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

The class was about the scientific method. We did science, we read about the method, and studied the scientific work of others. We asked original questions, formulated plans to gather good data, analyzed the data statistically, and assessed the results.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were the Social Sciences included and how well did it work for your program?

We look at results in public policy, especially health matters that relied on science. It worked well, but students had their minds made up in advance.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

It worked well. We used Excel throughout to statistically analyze data and make graphical representations of information. We measured a variety of physical quantities and made specific predictions based on quantitative models.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote a synthesis paper/project on the topic of their choice. Scientific writing and research methods were included in the program.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

We used Excel every week to make calculations and to present data in a variety of forms. Students learned a lot of techniques.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Most of the material in the class was presented as some form of hypothesis testing or careful examination of claims, especially with respect to validity of arguments.

9. How did you go about advising your students?

We met at week 5 and week 10 to assess progress and to suggest programs for upcoming quarters. We asked how this program met current needs and looked for ways to meet future needs.

Questions 10A and 10B not included at this time.

Program Name: *What's Your Question?*

Year: 2002-03

Planning Group: CORE SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Math was included as part of introduction to statistics and quantitative research design. Concepts of normal distribution, mean, median, mode, and range were covered.

3A. Did your program include Humanities?

No

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Half the program was about qualitative research design.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Quantitative reasoning as included as part of introduction to statistics and quantitative research design. Concepts of normal distribution, mean, median, mode, and range were covered as well as experimental and quasi-experimental design.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote seminar papers each week. In addition, the major project of the quarter was to conduct a research project and write it up. Instruction was given in how to write a formal research report, including APA formatting.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so and how well did it work for your program?

Some students chose to use web pages and PowerPoint to present their research findings. It was not a required part of the program, however.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Students were required to analyze seminar books weekly based on research design strengths and weaknesses. They also were given several research articles to analyze and critique for research design.

9. How did you go about advising your students?

We met with each student individually the first week of the program, and then again at mid-quarter, and for final evaluation. These conferences were a mix of advising about progress in the program, as well as preparing and planning for next year and future academic studies.

Questions 10A and 10B not included at this time.

Program Name: *Where Roads Meet*

Year: 2002-03

Planning Group: EWS CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

Fall quarter we studied Islamic art and architecture, how art is based in geometry and patterns and the influence of Islamic art and architecture on the European Renaissance. Readings, slide presentations, guest speakers. It worked very successfully.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Class read, seminared, and wrote response papers on the book "Islamic Sciences," which discusses the history of science in Islamic cultures and how science is part of Islam's holistic view of life and the universe. Very successfully.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

Students read, seminared, and wrote response papers on middle eastern literature and poetry as well as the historical relationships among Judaism, Christianity, and Islam, particularly the Golden Age of Spain. It worked very successfully.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

Winter quarter students read, researched, seminared, and wrote papers on contemporary middle eastern politics, particularly in Israel/Palestine and Turkey/Algeria as well as the politics of 19th and 20th century colonization. Very successfully.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

Two quantitative reasoning workshops, one on critical analysis of data presented in the media, the other on the relationship between Islamic art and math. Very successfully.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Students wrote response papers on 12 books, wrote 2 drafts of 2 10-12 page papers (one nonfiction, one research-based fiction), did extensive peer editing. Very successfully.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

Students did two Power Point presentations, did extensive library and internet research for their two major papers and Power Point presentations. Also did an internet workshop on researching the funders and philosophies of various think tanks. Very successfully.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

Seminar discussions were focused with students required to bring two written questions based on the text. Papers were also focused with written expectations and guidelines given to students. Very successfully.

9. How did you go about advising your students?

Mid-quarter and end of quarter individual conferences, academic advising worksheet.

Questions 10A and 10B not included at this time.

Program Name: *Working in Development*

Year: 2002-03

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included and how well did it work for your program?

We studied native, traditional, international cultures, so we looked at, and practiced, some of the art and music.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

Students had completed EC-AG and their projects involved permacultures; agronomy, eco-forestry; pathologies.

3A. Did your program include Humanities?

Minor

3B. If yes, how were the Humanities included and how well did it work for your program?

We read a play and a novel as part of our seminar work and listened to two speakers' self-compositions.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were the Social Sciences included and how well did it work for your program?

We discussed economics and free trade heavily through literature and speakers central to the program.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

We analyzed validity and source of data/tables presented from the first but did not generate our own data.

6A. Did your program include writing?

Major

6B. If yes, how was writing included, and how well did it work for your program?

Faculty feedback: Students completed 4 credit term projects in three distinct drafts and essays on seminar texts.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so and how well did it work for your program?

We were scheduled in L2205/2126 with consoles PowerPoint capacity for presentations they fashioned themselves.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included and how well did it work for your program?

This more than anything, is the emphasis of a critique of "development," "aid," "production," paradigms.

9. How did you go about advising your students?

In evaluation conferences and email feedback; in mid-quarter informal conferences and response papers.

Questions 10A and 10B not included at this time.

Program Name: *Advanced Management Topics*

Year: 2003-04

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Financial management concepts and skills including break even analysis, common sizing and ratio analysis, time value of money: present value and future value.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Human resource mgmt was a major focus in the readings, in the colloquia and in the case studies.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

In the financial management portion and in the case studies.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students were required to write focused question essays, write up major project reports and write up their case study presentations as well as weekly focused questions for seminars.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Internet research, financial analysis: spreadsheets

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

A quarter long critical reasoning workshop and its application in essays, discussions, and in case study methodology.

9. How did you go about advising your students?

Personally on a continuing basis.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Virtually everything we did was advanced work. The Good Managers program is billed as an advanced topic in management offering, and the prerequisites are adhered to. We build on the basics they on with them.

Program Name: *Africa and the Black Atlantic World*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

The readings and lectures focused on traditional African music and its influences on the music of Black populations living in the United States, the Caribbeans, and other parts of South America.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Our program was mainly a Humanities-centered program because the readings and lectures dealt with fiction, poetry, drama, history, and sociological writing about race. The readings also dealt with music.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

The readings, lectures, and workshops dealt with sociological issues such as the effects of racism in Black societies worldwide, the relationships between racism, poverty, and formulation of identities in Africa, the United States, and the Caribbeans; race and immigration of contemporary Africans to the United States, commodification of culture and its influence on the music of Blacks in Africa, the U.S. and the Caribbeans.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

The readings and lectures referred to statistics about slavery, percentages of Blacks living in prison or in poverty, the economic conditions of Hip-Hop artists and their impact on the African-American community.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

The students wrote one personal narrative (3 pages long), two response papers (7 to 8 pages long) and one lengthy research paper (12 to 15 pages long). The students read, corrected, and commented on one another's essays. The faculty read and corrected such essays.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

The students were given a mini-lecture by faculty on how to conduct successful research on the library databases of the Evergreen State College. They were pointed to specific search pages from the databases and from the web that yielded relevant information about our program materials and themes.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The students were encouraged to think critically by assessing the books we read according to the contexts in which they were written, the ideology of the author, the themes of the program, and the objective point of view of the reader. Students were encouraged to learn across different points of views and negotiate meaning without disregarding the perspectives of their peers.

9. How did you go about advising your students?

Twice a week, I spoke to students about the importance of and strategies for thinking about careers, doing research, being a graduate student when they complete their undergraduate studies. I constantly talked about ways of applying Black Atlantic studies.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The students were given the opportunity to read about twenty books of history and fiction dealing with relations between Africa and the Black Diaspora and discuss them in academic papers. Moreover, the students had the opportunity to watch 11 films and documentaries about the themes of the program and apply them to their reading, writing, and thinking. The students discussed the books and films elaborately. In addition the students had the opportunity to listen to the lectures of a number of guest speakers' and faculty's lectures on the topics of the program.

Program Name: *Age of Irony: 20th-Century America*

Year: 2003-04

Planning Group: EWS CTL SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Guest lectures, student projects

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

We spent major blocks of time with novels, poetry, film, cultural studies, cultural criticism (theory)

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We spent major blocks of time reading and learning history, sociological analysis, labor studies, social movements: Civil Rights, The Progressive Era, Second World War, Feminist movement.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote 2 page essays each week responding to reading. Students also wrote history articles winter quarter for the program web-zine. We had writing workshops at least once each quarter, fall/winter. Some students worked on fiction or poetry spring quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students learned research methods fall quarter for their annotated bibliography. They had library workshops on and off campus, worked extensively with primary sources, worked with maps/docs. They learned to use DreamWeaver at an all day workshop and posted work on the program web-zine.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Essay responses, concept workshops, text and work with critical theory as applied to cultural studies, literature, history.

9. How did you go about advising your students?

We met with students at evaluation conferences, talked with them about their academic plans winter quarter, especially.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Some student projects were advanced, both in the kind of research methods they used, the approach, and the quality of the final work.

Program Name: *Algebra to Algorithms*

Year: 2003-04

Planning Group: *SI*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students used computer programming to generate pleasing and colorful images.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Precalculus math, introduction to computer science and programming, and problem solving.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Weekly reading, seminar, and writing.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Pre-calc math, intro. Computer science and programming, problem solving

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Three papers

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

- Computer programming; Some project presentations used PowerPoint or involved demos.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Pre-calc math, intro. Computer science and programming, problem solving

9. How did you go about advising your students?

Individual advising session for project, at eval conferences, advising on academic plan. ^

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Ancient Stories / Modern Lives*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Only art history and some students chose to do art as part of their research project. Some theater. We put on a classical Greek comedy.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Major emphases: classical studies, ancient history, American history, American literature, philosophy, ancient literature, multicultural literature

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Is history social science? If so, major emphases: ethnic studies, contemporary politics.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

We worked on logic in reading Socrates which I think requires quantitative reasoning skills even if not numbers.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly writing, major research project

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library research project winter quarter

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Everything we did involved critical thinking skills.

9. How did you go about advising your students?

Individual conferences, some help from advising.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students could do the work at whatever level they were capable of. The texts were certainly "advanced."

Program Name: *Art in the Americas*

Year: 2003-04

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students created individual and collaborative works of art that grew out of their personal identities within their cultures. They designed individual multimedia, mixed media, and/or performance installations that examined their place in American culture.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Students had to use some math to design some projects, but received no math credits.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

The program offered Art History and some history of the Americas to contextualize the study in arts.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Some of the readings, particularly Garcia-Canclini on Cultural Hybridity, talked about anthropology and sociology and the way culture is described in those disciplines.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students had to use some math to design some projects, but received no math credits.

6A. Did your program include writing?

Unknown

6B. If yes, how was writing included in your program?

no comment

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Unknown

7B. If yes, how did they do so?

no comment

8A. Did your program include activities designed to promote critical thinking?

Unknown

8B. If yes, how were such activities included in your program?

no comment

9. How did you go about advising your students?

By talking with them individually about their needs.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This was a junior/senior level program and students were required to do advanced work in art and art history. The books they read were certainly upper division books.

Program Name: *Art of Local History*

Year: 2003-04

Planning Group: IA ES CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students used artistic expression to create autobiographical maps related to an autobiography writing assignment -- the first step in making local history personal; they also studied and practiced the craft of bookmaking/bookbinding/book arts and several used this expression as part of their final autobiography assignment. Additionally, students attended many field trips to museums, most of which were history-based, however, public art was included in the final field trip of the quarter, when they spent an entire day at the Centralia IWW mural with those who organized and helped paint this important community artwork. Finally, students spent one day per week in computer-design workshops learning programs and design techniques pertinent to designing webpages for a local historical society. Museum exhibit design analysis was a major focus of the program. Also, each student was required to fill out and contribute to a group discussion oriented toward analysis of museum exhibit designs for each of the four museums they visited.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

The strong history emphasis in the program was oriented toward the Pacific Northwest. Students read *No-No Boy*, a novel about a second generation Japanese Washingtonian who questioned and sought his identity in a war-torn world after World War II. Additionally, students read stories and poems originating from the Nisqually/Squaxin Museum and heard a lecture from a tribal elder while touring the exhibit. They then spent hours in seminar discussing the novel, native stories, poems, and museum experiences.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

History served as the major content focus for the class. Pacific Northwest history and local, South Puget Sound history was highlighted. Thus, students read first the book, *Privilege, Power, and Difference*, about the nature of power and its expression in racism, classism, sexism; from there students read and engaged in discussions about local and Pacific Northwest history. Lectures and assigned readings included Pacific NW history of native people, articles related to the Corps of Discovery with special emphasis on Sacagawea and York, a special guest lecture by David Nicandri (Director of the Washington State History Museum and specialist on Lewis and Clark); they visited and critiqued the Washington State History Museum in Tacoma, Washington; participated in and heard a guest lecture by Melissa Parr, Curator of the Olympia Capitol Museum and chief investigator for the Leschi Exoneration project; participated in and heard a lecture by Mary Mallow, Maritime Historian (Sea Education Association, Woods Hole, Massachusetts) on the Pacific Fur Trade. Students also learned basic archival/library research skills and conducted research at the SW Regional Archives and the Washington State library, and Special Collections at the University of Washington. Additionally, students were mentored by three members of the Olympia Historical Society, the organization for/with which they are engaged in creating online exhibits. Some students conducted oral histories with area residents. All visited the Squaxin Island Museum and read several articles and web-site articles about local, native culture. They participated in and learned from lectures on historiography related to Pacific NW history, and heard lectures from specialist, Edward Echtle, on the history of Asians and Asian Americans in the Pacific Northwest/Olympia; they toured the Wing Luke Museum—a community museum in Seattle oriented toward

the history of Asians and Asian/Pacific Islanders in the Northwest, guided by the museum director; they also read, *Washington: A Centennial History*, and attended and participated in a lecture and discussion about the roles of civil rights in state and national history; they participated in library history research workshops led by their faculty—a civil rights historian and librarian; read articles about the Northwest timber industry and union organizing; they visited the Centralia I.W.W. mural with the committee that organized and created the mural, and participated in a workshop oriented toward the Centralia Massacre of 1919; heard a lecture about Pacific Northwest environmental and labor history given by Professor Tom Rainey, and participated in workshops given by local union organizers and activists well-steeped in the history of the Centralia Massacre and timber industry labor issues. Finally, students read Mr. Wilson's *Cabinet of Wonder*, in order to understand, argue, and wonder about the meaning of expression, history, and identity promulgated in the vast discipline called HISTORY and in the museums that offer history as "truth."

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Basic writing skills formed the backbone of the class. Students learned from and participated in several writing formats: autobiography, creative writing, academic writing, research notes and citation research writing, journal response writing, writing for the web. Three writing tutors from the TESC writing lab assisted each student through multiple drafts of each major writing assignment. Additionally, staff from the LRC conducted workshops on autobiography, research-paper writing, and self evaluations.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students enrolled in this program attended weekly web-program workshops that introduced them to creating webpages for the Olympia Historical society. They were expertly and patiently guide through creation of webpage formats that included the Dream Weaver program, Adobe PhotoShop, and FTG transfer. Additionally, students attended mini-workshops on digital camera, camcorder, and min-disk proficiencies. Each week, staff from Academic Computing conducted 2-4 hour workshops with students that were painstakingly oriented toward the program goal of creating virtual museum exhibits for the Olympia Historical Society. Finally, program faculty conducted workshops on web design, critique, web-text creation, and layout.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Each student individually and in group-work was required to respond to and analyze program texts, workshops, computer design classes, museum exhibits, and guest lectures through writing and seminar. Additionally, each student completed several papers that synthesized course materials and lectures, museum exhibits and films. Finally, each student, individually or as part of a group, responded to reading assignment questions and museum exhibit questions orally and in writing. Each student produced an end-of-program research paper and created, or created as part of a group, an online museum exhibit. Each of the final assignments required an annotated bibliography.

9. How did you go about advising your students?

We met with them during collective office hours two days a week before class and by appointment. We introduced them to and relied upon the help of our Academic Advising liaison. We reviewed portfolios during week four and issued letters of warning or of encouragement during week 5 of the quarter. We also communicated with the

program as a group through email and individually through email and telephone. We met with individual students by appointment.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Two students are doing advanced work. In addition to the regular program requirements, they are required to read 4 texts in Pacific Northwest History: Schwantes, _The Pacific Northwest; Robbins, _ Hard Times in Paradise; Boxberger, _ To Fish in Common; and one text of their choice along with three peer-reviewed journal articles. From this they produced an annotated bibliography and a 7-page thesis paper related to a theme of their choice in Pacific NW history.

Program Name: *Art, Creativity, and the Sacred*

Year: 2003-04

Planning Group: EWS EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

The program studied art history as its major emphasis and had an additional component of students creating their own hand-bound book.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

A study of art history, history and spirituality of the Renaissance

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

If history is a social science - yes - if not - no.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote in a seminar journal all quarter in response to program texts. Students also completed an extensive take-home essay final examination.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some students gave PowerPoint presentations, other students did web research for their final project and exam.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminars, especially those with diverse viewpoints that were presented, encouraged critical thinking. My formal analysis of art workshops gives the students additional tools of critical thinking. Their final exam encouraged critical thinking - especially analysis and synthesis.

9. How did you go about advising your students?

Throughout the quarter, through my weekly office hours, and at the end of the quarter evaluation conferences which I scheduled as longer than usual so I could help students who needed guidance in choosing their upcoming programs.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This was an advanced art history class. Students read classic texts in the area we were studying and were quizzed and tested to aid their retention, analysis, and synthesis of what was presented. In-depth bi-weekly lectures presented material at an advanced level. A final project allowed students the opportunity to achieve greater depth in a specific area they were most engaged with.

Program Name: *Astronomy and the Cosmologies*

Year: 2003-04

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Astronomy

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Cosmologies of ancient and diverse cultures

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

no comment

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

no comment

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

no comment

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

no comment

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

no comment

9. How did you go about advising your students?

Online and in person

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

<http://academic.evergreen.edu/curricular/astro2004/home.htm>

Program Name: *Atoms, Molecules, and Research*

Year: 2003-04

Planning Group: S/

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

The whole program focused on senior level chemistry.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Cannot do "quantitative" chemistry without quantitative reasoning.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Lab reports, abstracts of research work

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students became proficient in use of analytical instruments, software specific to chemistry, MS Office software, PowerPoint for research presentations, library on line search software.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

no comment

9. How did you go about advising your students?

Conducted a "career week" to help students learn about careers in chemistry. In class, spoke about possible programs for next year, worked with each student (1 on 1) as well.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Everything in the program was advanced.

Program Name: *Author, Author*

Year: *2003-04*

Planning Group: *CTL*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

As background influence on the New York Poets of the 40s, 50s and 60s.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Scientific method as applied to observations of humans; folklore/anthropology model

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

World literature of the 20th century and the cultural myths behind it.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Study of small and large groups as humans in customary and uncustomary settings to form a foundation for character development.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Calculating book content through the spatial reasoning of layout and design to produce a physical book at minimal cost. Letterpresses and computer.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Beginning, intermediate and advanced poetry, fiction, creative nonfiction accompanied by academic essays on writing and literature.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Library, internet and phone interview research. Learned Adobe Indesign software for layout and design of publications. A core group worked on the two letterpresses in the print shop.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Studies in literary criticism of the 20th century and instruction in methods of workshop critiques of written work.

9. How did you go about advising your students?

Quarterly conferences, handouts or professional and academic materials.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students who have worked in previous creative writing critique groups received more freedom in choosing their independent projects and more requirements to submit finished work for publication.

Program Name: *Bilingual Education in Teaching*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Most of the central topics were approached from social science's perspective: language acquisition and development, education of linguistic minorities, issues of language, power, and pedagogy.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Some quantitative reasoning was needed to interpret properly some conclusions from research papers and case studies (they were used as primary resources for the program).

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

The program included formal papers, short responses to readings, a mid-term home exam, a portfolio containing regular reflections on teaching methods and approaches and a long research paper (15-20 pages). All the assignments required linking cultural thinking to writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

They conducted extensive library research over both quarters for their final paper.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The complexity of the linguistic, cultural, and social issues discussed in the program require and promote strong critical thinking skills.

9. How did you go about advising your students?

I provide abundant written feedback on their work. I also schedule several individual meetings over both quarters.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students have the opportunity to conduct advanced research for their final project. They also have the opportunity to work in the field with the requirement of constantly informing their practice with theory.

Program Name: *Christian Roots*

Year: 2003-04

Planning Group: IA ES EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

- Relief print making of book arts; -Visual literacy

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

- History of Science; European ethnobotany

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

European History

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Writing workshops and assignments

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

- PowerPoint presentations; Literature research for book art project

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

- Intellectual journals; Expository essays; Seminars; Lectures

9. How did you go about advising your students?

Mid-quarter meeting; End of quarter conferences; Individual meetings as needed

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Chronic Illness, Disability, and Deafness*

Year: 2003-04

Planning Group: *EWS SPBC CTL*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

We used art to talk about subjective responses to many of our key concepts - other works of art were texts. Also did art an entire class period and accepted student art instead of papers for some assignments.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We used art to talk about subjective responses to many of our key concepts - other works of art were texts. Also did art an entire class period and accepted student art instead of papers for some assignments. Also used poetry as texts and explored metapho

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Theory and methods (sociology and psychology). Also readings.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

In spring quarter, we spent several weeks on accurate and critical reading of charts, tables, and graphs.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote weekly papers, several of which were high stakes; formal academic papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Posted all writing on Blackboard and responded to peers' writing there. Also did limited research on the WWW.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

In spring quarter, we spent several weeks on accurate and critical reading of charts, tables, and graphs.

9. How did you go about advising your students?

At their request.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

We talked frequently about what in a paper would make it upper division and they did at least one integrative paper per quarter.

Program Name: *Constructing Citizens*

Year: 2003-04

Planning Group: SPBC

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

1) Art as civic dialogue - a topic; 2) Panel of artists; 3) Artist expression part of research project

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

1) Cultural studies; 2) Political philosophy

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

1) History/Political economy - helped to provide context of program themes; 2) Sociological concepts

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

1) Regular written responses to texts/reading - two times per week; 2) Analytic paper - involved writing center and writer's workshop; 3) Collaborative/group research project

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

1) Library research for collaborative project; 2) Incorporated visual technology into research projects

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Constant returning to program inquiry questions.

9. How did you go about advising your students?

During one-on-one conferences

10A. Were there opportunities for students to do advanced work in this program?

No?

10B. If yes, please elaborate...

Do you mean beyond the syllabus? Unclear what you really mean... (1 quarter all-level)

Program Name: *Constructing the North American State, 1750-1800*

Year: 2003-04

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Several students read fairly highly mathematized books for their critical review essays.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

History is considered both in the humanities and the social sciences.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

- Political science; Political theory; Political economy

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Again, in several of the students' critical review essays

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

- Critical review essay of three books; Position paper to accompany major role-play around the constitutional convention.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Library research, internet research, primary source material research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

This is the basis of the program

9. How did you go about advising your students?

Meet with them at beginning of quarter; meet with them midterm; meet with those having difficulty; meet for 1-hour evaluation conferences; advise for program selection.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This was an upper division program. Several students were working at the graduate level.

Program Name: *Culture and Participatory Research*

Year: 2003-04

Planning Group: *SPBC*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Creative work was required but not necessarily art... (some students did art...)

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students had to identify specific examples of work related to what was being studied.; Oral presentations were given etc.; Examine how literature has been written that supports colonialism

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Whole program is about working with juveniles so emphasis is on how to do respectful/participatory work with them. Visit each week with juveniles in 2 institutes. Study about privilege/race/class/gender issues.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Not major this year. Emphasis was on content, not writing skills. I want in-depth analysis of texts read.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Final presentations were to combine 3 subject areas: culture, conflict, and participatory research. Did a lot of researcher; students were extremely engaged. Some did videos. Some did interactive presentations, art work, workshops, and exercise. They had to research what the kids in the institutions wanted to learn about since they do not have access to internet, etc.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

- Came into contact without preparation with kids who were incarcerated.; They had to be ready to meet/deal with these kids without just reading about the information. They may have set points of view when entering the program but through critical thought/research etc.

9. How did you go about advising your students?

Open office. They are free to come at will. I try to be very open, approachable so they feel comfortable coming to me when needed.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Dance, Creativity, and Culture*

Year: *2003-04*

Planning Group: *IA EA SPBC*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Dance, creativity studies, expressive arts explorations, theatre, puppetry, mask theatre, collage.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Lighting, sound, media, costume design

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Literature, Philosophy

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

- Psychology (Peace psychology etc.); Anthropology

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Technical theatre

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

- Seminar response papers; Script writing; Research writing

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

- Media and technology for multimedia production; Sound engineering; Database searches; Power Point presentations

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

- Critical response papers; Seminars

9. How did you go about advising your students?

Quarterly conferences ; Mid-term conferences

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

It was an advanced program.

Program Name: *Data to Information*

Year: *2003-04*

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Data to Information is a computer science program with a strong Discrete Mathematics program.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We had a book seminar (weekly) each quarter.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Discrete mathematics component each quarter.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote papers for seminar.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Again, it's a computer science program, so they did a lot of programming.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Computer Science and Discrete Math both promote critical thinking.

9. How did you go about advising your students?
What?

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...
Students had the option of earning upper-division credit in the math and CS parts of the program.

Program Name: *Documenting the Northwest*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Barbara Earl Thomas, a Seattle painter and writer, showed her artwork to the class and talked about it in a three-hour presentation.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Most of the program involved studies of the Northwest using the disciplinary lenses of the humanities.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

We read several texts that analyzed Northwest society using social science approaches.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students researched and wrote a 25-40-page researcher paper. Building up this we considered archival and ethnographic research techniques in weekly research seminars and workshops.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students used on-line databases to conduct some of their research.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Virtually all program activities involved critical reading, writing, and thinking skills.

9. How did you go about advising your students?

We held several individual conferences with students and held a self-evaluation workshop.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The research paper involved advanced work and a number of students made it into their equivalent of a senior thesis.

Program Name: *Doing Science*

Year: 2003-04

Planning Group: EWS SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

They did draw scientist test which measures how people view science (non quantitative assessment)

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

The whole focus was scientific reasoning and how to use statistics to test hypotheses and support conclusions that people have.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Susan Precisso came and did a lecture on Victorian culture and how it affected views of the world / ideas of evolution and how societal evolutionary thinking was evolving. Char Simons also came and spoke of Islamic science, the role of it in maintaining c

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Zita spoke about how science relates on a social construction.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Taught descriptive/influential statistics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote four major papers. Also, in-class writing group project.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Internet research. One group used video projectors in background as they did their lecture. The students did a lab experiment where they set up temperature sensors to measure temperature over time as exam. Computer simulation was done afterwards.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Always a major focus of the program. The students did examples of scientific reasoning, going through in detail the context of a study, creating a hypothesis for it, and noting how evidence either supported or negated conclusions. Allen had an example from FOX News that was so terribly flawed it was astonishing.

9. How did you go about advising your students?

On our web page information is posted with all sorts of information on what to do after the program etc. (academic services) to help them consider what to do next.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

That possibility is always there considering their own personal writing and projects.

Program Name: *Ecological Agriculture*

Year: 2003-04

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Drawing of insects and plant materials, but not for artistic attributes, but accurate - not sure if counts.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Math: Calculations in some exercises. Upper division - extensive algebraic calculations.; Science: 6 cr. Agroecology fall; 12 cr. soil science winter; 8 cr. plant breeding/crop botany spring

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Fall: 4cr. worth of seminar - included reading and discussing books and articles; Winter: 4cr. of vision paper and 2cr. Spring library research paper

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Fall - 6 cr. of "social systems of agriculture"; 4 cr. worth of ecological and community economics lectures and exercises

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Calculations in some exercises. Upper division - extensive algebraic calculations.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Fall - 10 page paper with six peer reviewed references, several shorter papers (1-2 pages); Winter - 5-7 page "vision" paper and lab report (5-7 pages); Study questions both quarters

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Fall - library research - databases, web of science; Winter - use of library databases for references for lab report

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

You would hope they would be critically thinking at all times. ; Exams were often in form of scenarios where had to;
Fall workshop on "analysis of arguments" - had two exercises and micro themes

9. How did you go about advising your students?

During eval conferences and sometimes after class

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Special exercises - nutrient cycling (6-12 hrs) need to think through. More extensive use of library (12 peer-reviewed references) for advanced credit)

Program Name: *Engaging Cuba*

Year: *2003-04*

Planning Group: *SPBC*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Some visits to art museums in Cuba. Students could include art, poetry, and journals.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Read short stories, poetry by Cubans. Saw feature and documentation films - discussion. Writing on their photography.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Examined different perspectives on Cuban economy, politics, U.S. foreign policy.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Examined data on Cuban society - social and economic statistics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

1) Writing for a zine; 2) Writing papers; 3) Writing a journal

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some did slide show, PowerPoint

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Examined different perspectives on Cuba

9. How did you go about advising your students?

We spend 45 days traveling in Cuba - advised students everyday.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

1) Attended a day conference on Marxism in Cuba.; 2) Heard lectures from leading Cuban intellectuals on Cuban economy, politics, energy policy, U.S. foreign policy.

Program Name: *Environment, Health, and Community*

Year: 2003-04

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We focused on Public Interest Science and Science Policy. That is, one focal point has been the emerging public health sciences, from public policy, community and advocacy vantage points. Students learned some of the basics of evolving environmental health science and policy. No science credits were awarded; credits are in social science and policy.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

In a minor and supplementary way. From a community development, public interest, and public policy perspective, we explored public health history and community ethnography.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

This group contract involved substantial work in sociology, anthropology, political science (policy), history and community development. Our readings focused on the confluence of environment, health, and community through the work of a range of social scientists, policy analysts, historians, and public advocates. Much of our work was at the crossroads of environmental health policy and social movement participant/observation.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote many short pieces, from reports on library/web research explorations to more personal journalistic reflections. Students also crafted a number of book analyses, as well as integrative analytic pieces. Students also wrote (in winter quarter) a project proposal. Spring quarter involves substantial protracted writing of an individual project—from erudite analysis to citizen-focused public educational materials.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Substantial library and web research. Some video and PowerPoint for presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students had to take on the challenge of developing and carrying out an independent project, with ongoing consultation with faculty, other students and community consultants. These projects demanded several drafts, intermittent public presentation and an open final presentation, inviting critical feedback about substance and process.

9. How did you go about advising your students?

As this was a small on-going group, I had steady contact with students, much of it one-on-one. This has especially been the case spring quarter, when students consulted me about their projects each week and developed ideas about how this year's work connected to their emerging academic plans (classes, internships) and hopes for future work.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Spring quarter the focus has been on high-level, independent projects, nested in the class as a learning community. These projects involve demanding public policy and community links, some requiring community accountability and plans for continued project development.

Program Name: *Evil: Concepts and Realities*

Year: 2003-04

Planning Group: EWS SPBC CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Readings, seminar, conceptual workshops.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Social psychology through text, lecture, seminar, activities

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

"Levensky/Sinclair" model; Writing workshops - once-a-week papers - each short paper was revised once - students read and critiqued each other's work on WebX.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students used WebX for paper critiques, general seminar follow-up.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Critique of arguments in papers.

9. How did you go about advising your students?

Mid-quarter check-in, evaluation conferences, informal discussions.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Exploring Biogeochemistry*

Year: 2003-04

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Major topic of study was science. Math used to quantify chemical cycles.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Analysis of nitrogen compounds in water (lab) required daily quantitative reasoning skills. Weekly problems also emphasized quantitative reasoning.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students researched and summarized primary literature in final poster. Weekly lab reports.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Lab analysis: ion chromatograph, UV spectrophotometer, computer; Statistics: computer/Excel; Research: web and library research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Weekly study questions that explored material and required critical integrative thinking. Field research project, designing study.

9. How did you go about advising your students?

Mostly one-on-one, in class breaks and office hours.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All work was upper division science.

Program Name: *Fiction and Nonfiction*

Year: 2003-04

Planning Group: *CORE CTL*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

We read published works of modern literature.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Students were taught the basic model of how to conduct ethnographic field research. They were required to make 3 off-campus site observations culminating in an Interpretation paper on observable human behavior.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students were required to send out four pieces of writing for publication. They wrote several creative pieces, participated in writing workshops, and critiqued each other's writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some students added research information to their nonfiction writing, but it was not a program requirement.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

This played out in developing characters and keeping them consistent.

9. How did you go about advising your students?

I talked to them when they requested a meeting with me and maintained a weekly office hour for drop-ins.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were encouraged to write larger pieces and some took that on. It was not a program requirement.

Program Name: *Finding Your Voice: Advocacy and Change*

Year: 2003-04

Planning Group: EWS EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Finding Your Voice included workshops in singing and speech, and songwriting.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Students were required to include quantitative data in their political speeches, and to research the sources of those numbers. The QR center staff gave a workshop to the class to help the students find and understand statistics.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students studied poetry writing and peer-edited poems.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We studied the psychology and sociology of social work, as well as philosophy of local politics and community organizing.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students were required to include quantitative data in their political speeches, and to research the sources of those numbers. The QR center staff gave a workshop to the class to help the students find and understand statistics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Writing was one of the principal foci of this program. In addition to critical essays on seminar readings, students wrote about a single issue in a variety of formats, including autobiographies, letters to the editor, poetry, song lyrics, cheers, and political speeches.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students were taught to use the library for research and also given internet research assignments.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Through seminar discussions and peer editing of each other's written work, students were encouraged to critically analyze texts and to share their analyses with each other.

9. How did you go about advising your students?

Each student met with his/her seminar leader for a brief advising consultation early in the quarter, and will meet more extensively at evaluation conferences.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students who were ready to do more advanced writing could work to their own level in this program.

Program Name: *Fishes, Frogs, and Forests*

Year: 2003-04

Planning Group: CORE ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students had a photography workshop, and they put together photo-essays on some aspect of human interaction with nature. They also wrote two creative papers in Fall quarter.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Most of the content of this program was ecology and evolution.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Jin Darney gave a lecture on "how to read a piece of long fiction." After that, students read one novel, *The Living* by Annie Dillard, and we discussed it in seminar.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Several lectures by the primary faculty and by guest lecturers were given on economics, and fewer on anthropology. 2/3 of students did quarter-long research projects that involved economic and legislative research on some newly proposed environmental bill (state or federal).

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Basic statistics were taught; use of graphs was frequent in lectures on ecology and evolution; and two workshops on "quantitative reasoning for the informed citizen" were conducted, using, in part, readings from Paulos' *Innumeracy*.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

There short-to-medium length papers—two creative and one research-based non-fiction—were assigned in Fall quarter. Students wrote two additional medium-length non-fiction papers in Winter quarter, in addition to producing much longer papers based on their quarter-long research. In addition, students were assessed on their writing through workshops and on take-home exams.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

1. A lot of library and web-based research, including workshops from librarians and writing center staff.; 2) Students doing field-based research projects made much use of the CAL to access campus-wide data. ; 3) All students gave oral presentations using PowerPoint in week 10 of Winter quarter.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Hopefully, everything that we did! All scientific investigations were meant to challenge them, make them think, rather than simply memorize or accept "facts."

9. How did you go about advising your students?

1. Available for one-on-one conferences most days.; 2. One-on-one conferences with all students in week 6 of fall quarter, in addition to end of quarter conferences each quarter.; 3. A lot of feedback on all their written work, with specific advice to seek the help of the Writing Center or QRC, if it seemed appropriate.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Motivated students interpreted the assignments that we gave by producing much more advanced, high-quality work than the "default" response, which were usually shorter, less detailed, and less well researched.

Program Name: *Forensics: The Science of Crime Scene Investigation*

Year: 2003-04

Planning Group: *IA SI SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Students participated in 18 four hour lab sessions over the 10 week quarter and conducted investigations into forensics anthropology, DNA analysis, blood typing, hair/fiber chemical analysis, inorganic/organic soil analysis (to name a few).

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

no comment

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

In seminar, students studied in-depth the OJ Simpson trial and examined how the criminal justice system works (or doesn't work).

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

All of the labs and workshops were quantitative in nature. Students collected data that was subsequently analyzed by mathematical modeling, graphing.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students maintained a comprehensive scientific lab notebook in which they learned technical writing skills. In addition, they wrote several papers related to their seminar settings.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Again, critical thinking skills are inherent in laboratory science work. Students needed to be able to examine the data they generated/collected and make some sense of it.

9. How did you go about advising your students?

Informally, on a need basis.

10A. Were there opportunities for students to do advanced work in this program?

unknown

10B. If yes, please elaborate...

No Comments

Program Name: *Foundations of Visual Arts*

Year: 2003-04

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students were asked to design and make five individual three-dimensional art projects and to create a collaborative art installation at the end of the quarter. They also were required to do research on a sculptor or new genre artist and to write and prese

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Students need to measure, plan, and in some cases use formulae to work out their three-dimensional design.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Art History and writing Art Criticism are both Humanities disciplines

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Several students did historical and political research in the creation of their works.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Several students needed to work out problems in geometry in order to work out designs for various shapes when welding steel rod into sculptural forms. All students had to write a ten-page research paper on a contemporary sculptor or new genre artist.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

All students had to write a ten page research paper on a contemporary sculptor or new genre artist.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students did online and library research and put together PowerPoint presentations for the class. They also used various sorts of wood and metal technology to build and construct their projects.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Design problems always include critical thinking, as one must make choices about what one wishes to communicate to viewers and make a series of decisions about materials and images to communicate through. Critique of the work where students share their understanding or lack of it with the artist also pushes everyone to think critically about how one uses visual language as a communication device.

9. How did you go about advising your students?

I talk with them one on one as they request it and will advise all of them, as well, during evaluation appointments at mid-quarter and at the end of the quarter.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Four Philosophers*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Literary art: prose fiction and poetry, both of central importance in the curriculum of Four Philosophers.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Lectures and some readings dealt with the intellectual history of modern science, in particular, physics (Newtonian mechanics), chemistry (periodic table, place-holder concepts such as phlogiston) and biology (Darwin and Dobzhansky).

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Philosophy, prose fiction, poetry, intellectual history are the principle subject matter of Four Philosophers.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

History and political theory.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Expository writing in the form of essays and weekly in-class examinations; in addition, small group research projects involved much writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Once a student used a computer-video projector outfit to present a video of an interview with one of the major philosophers dealt with in 4 P. Library research on philosophers, philosophy, writers: all did this regularly. Solve problems? Well, I suppose so.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

It is a program in philosophy.

9. How did you go about advising your students?

Individual appointments, group discussion.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Four Philosophers was predicated on the fact that study in the humanities is not a priori delimited by categories such as "basic," "intermediate," and "advanced." Some students eventually did advanced work; most did not. But the opportunity to do it was there in that sense that, for all interests and purposes, every serious student was encouraged from the start to go as far as he or she could go. Aptitude and interest, not ceilings such as "advanced," conditioned the quality of work attempted and completed.

Program Name: *Fungal Kingdom*

Year: *2003-04*

Planning Group: *ES*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students made drawings of lichens and mushrooms, including detailed sketches of microscopic views.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

The major focus of the program was biology, ecology, and taxonomy.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

We did some quantitative work in population growth of microorganisms.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students were required to write two summaries of research papers and present them to the class.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library research, used computer/CDROM mushroom identification program.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Students had to read, summarize, and present several research papers. Weekly study questions were written to create opportunities to students to critically think about program material and synthesize it.

9. How did you go about advising your students?

Personal one-on-one meetings at student's request. Informal graduate school selection strategy workshop during one field trip, and conversations during evaluations.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The entire program was upper-division science work.

Program Name: *Government and the Economy*

Year: 2003-04

Planning Group: *EWS GRH SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Read a lot of books dealing with history and philosophy.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Economics, Political Science

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Economic graphs, charts, equations

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Two-page paper each week plus a ten-page paper

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students did PowerPoint presentations and web research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminar, of course. Presentations on week's work synthesizing prior week's work. Their papers exhibited critical thinking.

9. How did you go about advising your students?

During evaluation conferences

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Program Name: *Growing Up Global*

Year: *2003-04*

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Use of films and novels from different historical periods

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Most major readings; workshops on principals of social science research and library research.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Workshops. Read Joel Best's *Damned Lies and Statistics*. Interpreted graphs in our books in class.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly essays. Workshops on outlining, paragraphing, use of evidence. Several papers had to be extensively revised in light of faculty feedback.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Learned how to use the net and how to evaluate net sources in several workshops.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students did abstracts of all assigned reading, identifying a central thesis and argument. We then analyzed arguments and evidence in class. Students had to outline arguments and justify use of evidence.

9. How did you go about advising your students?

One-on-one conferences.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

It was all advanced work.

Program Name: *Health and Human Development*

Year: 2003-04

Planning Group: IA SPBC SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Descriptive and inferential statistics, genetics, nutrition, anatomy and physiology (no lab), human biology (no lab), and human evolution. Anatomy and physiology was covered, but no A&P credit was given. All others were credit generating.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

- Lifespan Developmental Psychology; Anthropology (both cultural and physical); Research methods in Psychology; Empirical Research in Psychology; Credits in all these areas

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Via descriptive and inferential statistics and applied use of statistics as data analysis for group empirical research.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

- One 5-7 page paper each quarter; Group writing of research project in APA format; Online seminar postings / response papers

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Library research using PsycINFO. All program activities supplemented with Blackboard (exams, announcements, online seminar, etc.)

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Empirical research in social sciences/health topics.

9. How did you go about advising your students?

Week 5 meeting during fall quarter, plus evaluation conferences fall and winter.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Here, There, and Everywhere*

Year: 2003-04

Planning Group: IA SPBC ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Environmental readings, lectures, field trips.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Reading novels, poetry, guest speaker

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Main topic

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Prospectus and 15-20 page research paper

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Presentations and research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminars, etc. Basically everything we did promoted critical thinking.

9. How did you go about advising your students?

In seminars and one-on-one as they requested.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Hydrology*

Year: 2003-04

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Science was a major focus of this program. Students did several quantitative problem sets each week that described hydrologic processes (statistics and algebra). Quantitative methods were discussed in lecture and described in the text. Students worked with both calculators and Excel to solve these math problems.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

A minor emphasis but discussions about land use and public policy regarding ground and surface water. Field trips to the public water supply, wastewater treatment plant, disturbed watersheds etc. were also a component of the program.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Science was a major focus of this program. Students did several quantitative problem sets each week that described hydrologic processes (statistics and algebra). Quantitative methods were discussed in lecture and described in the text. Students worked with both calculators and Excel to solve these math problems.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

There were a few writing assignments including field trip reports and summaries but writing was not emphasized in this program. Some students were required to write scientific papers regarding the field trip down the Colorado River.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Geographic Information Systems (GIS) was a major component for most students. They also used the CAL extensively, using Excel and other modeling programs.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Most of the assignments were designed to think critically about the information that they gained from lecture and reading.

9. How did you go about advising your students?

Many students are Seniors and had questions about graduate schools and employment. We advised students on a one-to-one basis.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This program was designed for advanced undergraduates and graduate students. Upper division and graduate students at other schools commonly use the same texts that we assigned. Past versions of the program have helped our undergraduates get accepted to graduate programs in hydrology and water resources.

Program Name: *Illustrations of Character*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Films; theater; museum visit

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Analysis and interpretation of drama, novel, and philosophical essays, as well as history.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Participation in study of Jim Crow's Children and other Brown v. Board commemoration activities.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Seminar essays, interpretive essays, in-class reflection essays

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critique and composition of argument in writing and discussion

9. How did you go about advising your students?

Individual conferences, regular office hours, evaluation conferences, program tea

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Expectations of more sophisticated work in regular program activities.

Program Name: *Imagining Books*

Year: 2003-04

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Art was a central component of student projects and academic inquiry. Students made books, wrote creatively, and practiced printmaking, graphic design, and multimedia arts.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Through the notion of a "culture of the book," we examined the effects of communication technology on perception, culture, and the arts. Through readings in poetics, literary theory, history, art criticism, and cultural studies, we circled this "culture o

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

There is some quantitative reasoning (not mathematics) in the various artistic processes, particularly in book design and binding, and in letterpress printing.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote weekly, received feedback, and practiced peer review. They wrote synthesis papers at the end of the quarter. Students participated in writing workshops and developed creative text for their final projects as well as project proposals.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students received training in 3 computer graphic design applications from Amy Greene in the MacLab. Some students chose to present ideas and information using AV equipment in the classroom.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Workshops, critique sessions, and seminars all challenged students to evaluate their work, ideas, and those of others. These evaluations were also extended to our inquiries into “book culture” and the history of print technology and language. Student writing is geared toward the development of ideas and critical responses to texts.

9. How did you go about advising your students?

Individual meetings, regular memos as “check-ins” and during studio time and office hours.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Yes, IF that means the sort of freedom that allows students to create advanced avenues of study and to do work commensurate with their level of experience and ambition. Essentially, assignments and workshops were set up so that students who already possessed experience would still have time and encouragement (challenge) to do serious work.

Program Name: *Introduction to Environmental Studies*

Year: 2003-04

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Computer labs using Excel. Students collected and analyzed vegetation data. Major theme in lectures and seminar.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Seminar, lectures, and associated writing assignments; film series and associated response papers.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Lecture and seminar with associated writing assignments

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

We did statistical analysis of the vegetation data collected by the students.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

- Seminar papers; Film response papers; Research paper on one of the Earth's biomes during winter quarter

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students learned Excel spreadsheet software and how to make PowerPoint presentations. They used both online and print resources for research paper.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Throughout program, but in fall quarter, students were randomly assigned to portray an interested party during a mock hearing on the current debate of forest practices and rules for state lands in western Washington. Some students volunteered to attend an actual hearing. (See attached).

9. How did you go about advising your students?

Informally during lectures and seminar, plus a 3-day retreat at the end of winter quarter. We also met individually with students that approached us with questions.

10A. Were there opportunities for students to do advanced work in this program?

Yes and No

10B. If yes, please elaborate...

As an all-level program, we feel that we did challenge students in their thinking about critical environmental and social issues. Although many responded with a sophisticated grasp of the material, no upper division credit was given.

Program Name: *Ireland: Living Between Worlds*

Year: 2003-04

Planning Group: IA EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

We sang at every class meeting. Students created artistic responses to program texts once each quarter. In winter, students created plays integrating program themes in lieu of writing major papers. We used films centrally each week.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students read literature, read and wrote poetry, and focused on important aspects of culture. I also taught them to speak and read Gaelic.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We offered significant instruction in Ireland's political and sociological issues and problems, and they read a number of politically charged texts.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

In fall they wrote 2 major integrative essays (7-10 pages) and a 14-page essay-type exam. In both quarters they wrote 2-page responses to program texts each week.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some of them used PowerPoint for their presentations; all of them were required to use the program listserve.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminars and class discussions

9. How did you go about advising your students?

We met twice each quarter and I was very responsive to e-mails and phone calls.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

In winter quarter their collaborative projects required them to go beyond simply integrating program materials; they had to present it to their colleagues in an original, creative format that required them to pull out the most important aspects of the subject (Irish America) and reframe it according to issues of race, class, gender, and religion.

Program Name: *Islands*

Year: 2003-04

Planning Group: IA EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students learned still photography, drawing, web page design in workshops. Most of the students' trial presentations incorporate art.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We offered lectures on island biodiversity, evolutionary biology on islands, botanical identification and island botany. Students used a bit of math in PhotoShop.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Seminar focused on island literature (beginning with Robinson Crusoe, of course) including novels, short stories, myths, memoirs, and essays. Students researched the art of the islands. A weekly film series reinforced program themes so we taught them how

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Seminar readings and films included visual anthropology, sociology, and a bit of psychology. Students designed a cultural scene using photography and cultural analysis. A great lecture introduced them to interviewing skills.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

We offered lectures on island biodiversity, evolutionary biology on islands, botanical identification and island botany. Students used a bit of math in PhotoShop.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students learned the intensive journal process and maintained daily journals. On their islands, they blogged weekly. Students wrote weekly essays for seminars and workshops.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Workshops introduced students to PhotoShop, digital photography, web design, weblog design. See our blogs at <http://mediaspace.evergreen.edu/islands>. We offered audio technology, editing workshops, as well as video production for those who used it in their research and final presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminar discussions emphasized critical thinking, as did workshops on visual analogies, on literary analogies, and on writing.

9. How did you go about advising your students?

We met individually with each student at least once per quarter; we met informally with many students.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Because much of the work was project oriented, advanced students could perform at their own level.

Program Name: *Issues in Contemporary Art*

Year: 2003-04

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

This was the main emphasis of the program. Students did mainly painting, photo, and sculpture.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

Perspectives are not math. You can do perspectives without math.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Reading

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote papers biweekly.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Any mechanical appliance is technology. Painting/cooking = technology. Making of shoes is technology.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical functioning critique is only critical thinking if it challenges your own way of thinking.

9. How did you go about advising your students?

One-on-one contact with students on a daily basis. First thing I tell students is, if they are serious about art, get out of Evergreen.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

It was all advanced work. It is the only area in our curriculum where you can.

Program Name: *Labyrinths*

Year: *2003-04*

Planning Group: *CORE EA*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students participated in a weekly four-hour drawing class, a weekly 4-hour printmaking class, periodic critiques and slide lectures, and a field trip to the Seattle Art Museum. Students completed five finished drawings and ten prints per week outside of c

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Our reading dealt with mathematical puzzles, the geometry of the labyrinth, and a bit of topology.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students studied the mythology of the labyrinth, related myths, and specific topics in art history.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Our reading dealt with mathematical puzzles, the geometry of the labyrinth, and a bit of topology.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote short weekly response essays on the readings and 10-15 page research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Writing, seminars, visual art critiques

9. How did you go about advising your students?

During office hours, one-on-one basics

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Looking Backward*

Year: 2003-04

Planning Group: IA CTL SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Embedded everywhere: readings (novels), films, etc. History was a foundation for the work.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Economics was a central element of the program, and we routinely considered sociological matters as well as politics.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

This version of the program did not have the introductory statistics elements of earlier versions.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students were required to write two 1-3 page reflections on the reading for each seminar session of the week. They also wrote two formal 5-7 page essays per quarter and prepared summaries and bullet points for the major economics text of the term (e.g., Heilbroner, *The Nature and Logic of Capitalism* for fall.) Program faculty responded to each piece as students averaged about 30 pieces of writing each quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students utilized library resources for their end-of-quarter Symposia at the end of each term. Students created DVD offerings and PowerPoint presentations as each of six groups made presentations each term. The groups were Science and Technology, Cultural Issues, Race, Women's Issues, Politics, and Economics—and students could take their work as deeply as they chose to take it.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students were expected to offer a thesis and argue it in their writing. They read conflicting text materials and had to compare and contrast them in seminar discussions. They were expected to approach each reading with a critical eye and work to relate their reading each week to the major themes of the program. They made panel discussion presentations on the economics readings and were expected to take a critical stance. They were required to locate and report on historical articles as well as contemporary articles to help them generate an objective "distance" from materials.

9. How did you go about advising your students?

Jerry Lassen met with each student in his seminar groups twice per quarter. I was available before and after lectures and seminars to discuss writing, reading, and problem issues. We both held large group sessions on self-evaluations and the like.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were approached as we encountered them. Looking Backward was an all-levels program and we expected level-appropriate work. We also encouraged and tracked growth and improvement. Hence, we assumed more advanced work from Juniors than from First-year High School Directs at the beginning of the program. As the year unfolded, everyone who stayed in the program for the full academic year showed growth and refinement in thinking, writing, reading comprehension, and the like.

Program Name: *Mathematics in History and Science*

Year: 2003-04

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

The entire content of the program was mathematics and the history of science.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

History of science

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

The entire content of the program was mathematics and the history of science.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Weekly essays

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Twice weekly seminar discussions and a short section on logical fallacies

9. How did you go about advising your students?

Regularly during the quarter in after-class individual lessons and in-class Q&A sessions. Also during evaluation conferences.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Media Rhetoric*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Many seminars on books.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Seminar books (psychology, sociology, cultural studies) regarding revisionism and propaganda.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Seminar papers, research papers, and other papers. All read and subject to critique.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Used media technology to prepare presentations and create media campaigns.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminar discussions

9. How did you go about advising your students?

I discussed their plans in evaluation conferences and by request.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The entire program was predicated on advanced work, including reading level and criterion and professional media pieces.

Program Name: *Mediaworks*

Year: *2003-04*

Planning Group: *EA*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Film, video, animation production, daily sketch journals, students all doing their own independent performances. Creative work this quarter.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Media and visual literacy. Critical analysis of art work. History as applied to specific works and art movements.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Issues as they related to or are expressed by various artists.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students had to produce an Excel budget for spring quarter projects.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Major emphasis fall quarter, strong emphasis winter, minor in spring. Essays in response to weekly readings, media response journals, production journal, production proposal, background research paper for production proposal.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Media production research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Media and visual literacy - papers, discussions, production work in response to particular themes.

9. How did you go about advising your students?

Office hours, academic fair, in-class discussion, media alumnae panel.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Spring quarter each student did an independent project that gave them an opportunity to integrate specific themes, techniques, and strategies into their own work.

Program Name: *Modeling Motion*

Year: 2003-04

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Physics, calculus, and computer programming.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

The course was QR.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

- Written lab work; Project papers

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

- Computing for programming; PowerPoint presentations

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Workshop discussions

9. How did you go about advising your students?

Office hours; Conference

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Molecule to Organism*

Year: 2003-04

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Science was the major focus of the program. Math was extensively used to solve problems in science, particularly in lab explorations.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

1. In seminar: students read key historical papers from scientific literature, e.g. an article in a 1924 edition of "Science" by Thomas Hunt Morgan, the founder of modern genetics.; 2) In class: the history of key scientific discoveries was discussed almos

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

In seminar discussions centered on ethical and political issues surrounding science, e. g. genetic screening of human embryos, and stem cell research.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Math was used to predict and analyze experimental data and was used throughout class and lab. Students were required to develop strong skills and proficiency in logs, algebra, unit conversions, significant figures, probability, graphing, and in carrying out Ferme math.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students were required to write weekly lab reports (two per week) in their lab notebooks; they submitted a few formal lab reports, and were required to write seminar papers. Clear objectives were set by the faculty for each assignment. All assignments were handed in, feedback was given, and revisions made.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

1) Most lab experiments and projects were based on the use of scientific instrumentation, including spectroscopy equipment (IR, NMR, UV-Vis), spectrometry equipment (GC-MS), computer software (genomic databases, kinetics graphing software to study enzyme reactions). ; 2) Student oral and poster presentations were carried out using PowerPoint and Adobe Illustrator.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical thinking is the basis of science therefore every activity was aimed at developing and refining students' critical thinking skills. Workshops and labs were designed to promote critical thinking and to push students to think "outside the box".

9. How did you go about advising your students?

1) Formally at the end of each quarter in their evaluation conference.; 2) Informally advising was going on throughout year in all sorts of venues: chats after class, on the way to class, in the corridor, in lab while waiting for a reaction to complete, at class potluck, etc. etc.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This program was all upper division; it more than adequately prepared students for entrance into the following graduate programs: medical school, dental school, nursing school, chiropractic school, naturopathic college, Ph.D. programs in biology and chemistry. In addition, students were well prepared to enter the workforce in a scientific career.

Program Name: *Music Composition for the 21st Century*

Year: 2003-04

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Advanced music composition program. Daily focus.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Art history tied to social context

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Art history tied to social context

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Research papers: weekly, 1 page; quarterly, 5-10 pages

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Lots of computer work. Synthesizers, samplers. Electronic music devices. Audio recording equipment. Playbook systems.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Much work on "critical voice" for feedback in student work

9. How did you go about advising your students?

They came to me. Personally, or via email.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

These students were the upper division music students. Their assignments required that they work at a level commensurate with advanced college level composers.

Program Name: *Narrative Poems of the Golden Age*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

no comment

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

History

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly papers, weekly essay questions

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

conducted research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

study of history, weekly essays and papers, conducted research

9. How did you go about advising your students?

Critiquing papers and essays; office hours; final eval conferences

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Whole program

Program Name: *Our Place in Nature*

Year: 2003-04

Planning Group: CORE CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Linoleum block, typeset, monoprint and photography were required program components. Students were instructed and encouraged to find ways to correlate their art work with their writing and research projects.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Through diverse and multiple readings, students studied various ecosystems and natural environments, and they gained a basic understanding of scientific theory that investigates them. The students did not practice science in our course, but they read many works of environmental science by noted anthropologists, botanists, ethnographers, etc.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Philosophical investigations of the human place in the natural world were the core of our program, and we returned to this theme on multiple occasions. History was also a major component of this course.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Political, economic, anthropological and sociological queries helped to bolster our central question: What do we mean by "nature" and how have humans changed it and our perceptions of it?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Primarily through means of deciphering the merit of economic arguments concerning the "value" of "natural resources."

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Fall term - Weekly syncretic essays; mandatory writing workshops; mandatory writing tutor visits.; Winter term - Three drafts and a final version of a 15-page research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library research encouraged but not mandatory for final paper. Similarly, students were encouraged to use whatever technology they felt might most effectively convey their research in a group presentation. Many turned to web-based presentations, film productions, slide projections, and audio recordings for this program.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Every seminar!

9. How did you go about advising your students?

Bi-quarterly schedule meetings, feedback on all papers, and drop-in office visits when students so desired.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Some students clearly excelled in the learning process and opted to research their individual topics in both greater depth at greater length. Advanced bibliographic searches were not required for our term project, but many students chose to follow upon our encouragement to do so.

Program Name: *Perception*

Year: 2003-04

Planning Group: CORE SI CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

We had an entire portion of our program dedicated to studying art and the perception of art (music, visual art, film, etc). Each week, students watched and analyzed a film, they also studied several artists in-depth (Vermeer and Robert Irwin) and studied

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Science was an integral part of the program. Students attended weekly lectures on human sensor physiology (fall quarter) and animal sensory exotica (winter quarter), worked weekly to solve applied problems in small group workshop sessions and carried out weekly laboratory experiments. At the end of winter quarter, students were required to conduct an independent research project of their choosing. The results of these projects were presented at a mini-scientific symposium at the end of winter quarter.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students were required to read approximately one seminar book per week and write two papers. Some examples of texts used were William Blake's Songs of Innocence, Song of Experience, Virginia Woolfe's To the Lighthouse, Thomas Mann's Doctor Faustus, to nam

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Fall quarter, students spent ten weeks studying child development and learning (mostly Piaget but some others too). They volunteered for a half a day at a local elementary school or the Evergreen Childcare Center to observe firsthand how children learn. The students were expected to maintain a journal in which they wrote about their observations of the children and how they might connect them to the theoretical knowledge they were getting from lecture/workshops.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

This is rather intimately linked to the response given concerning science/math. Almost without question, every aspect of the science that the students were involved in had a quantitative reasoning component. What that component was varied with the lab experiment or topic. On some weeks, students collected data and were asked to graph and analyze it. Other weeks, students made measurements of the refractice properties of light using different lenses and applying Snell's Law, calculated the refractice index.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students read approximately 17 texts over the two quarters. Students were asked to write two papers each week on the topic (usually assigned) related to the reading. One of the weekly papers was approximately 3-5 pages in length and was often a thesis driven essay. The other paper was generally short, approximately 1-2 pages. Additionally, each quarter, students were expected to carry out research and write a detailed paper. (Fall quarter the general topic was some extraordinary sensory experience while in the winter quarter, it was to analyze three works of art/music from an artist of their choosing). In addition, students were asked to write weekly in their laboratory notebooks. They also maintained a school journal based on their observations related to their work with elementary school children winter quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

At the risk of sounding redundant, students used technology in many aspects of the program from laboratory research in the sciences to library research for their research papers.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Again, this should be obvious - it's almost impossible to leave this program without having to have developed their critical thinking skills - from lab research to film analysis.

9. How did you go about advising your students?

Mostly on an informal basis as needed, although we did make an effort during the evaluation conferences to discuss their future plans both for spring quarter and the 04-05 academic year. We also had Sara Rucker Thiessen fall and winter quarters as our Core connector and she regularly met and talked with our students.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Not for upper division credit but there were opportunities for students to undertake more advanced work. Case in point - students were required to develop and conduct an independent laboratory project at the end of winter quarter. Some students tackled quite elaborate questions.

Program Name: *Performing Gender*

Year: 2003-04

Planning Group: IA SPBC EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Performing arts: theater workshops, individual and group performance projects

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Basic information of percentages and averages in sociology workshop.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

History and cultural regarding gender/sexuality identification and differentiation.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Sociology lectures and workshops on gender and sexuality theory; content analyses of media (TV, film)

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Basic information of percentages and averages in sociology workshop.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly seminar papers, content analysis write-ups, integrative essays, optional research paper

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Completed media workshops (digital cameras, I-Movie, multimedia lab); students used these tools and (sometimes) PowerPoint in their performance projects. Some students videotaped interviews and constructed films of their results.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Through previously-mentioned writing and other assignments.

9. How did you go about advising your students?

Being available whenever students needed to meet, via e-mail and in person. Inviting advising and student services staff to class.

10A. Were there opportunities for students to do advanced work in this program?

Yes (winter quarter)

10B. If yes, please elaborate...

Sociology - optional research paper; Theater - optional upper-division acting work

Program Name: *Physicist's World*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major - Physics; Minor - Math

2B. If yes, how was Science and/or Mathematics included in your program?

Science - Physical theories about the nature of the Pythagoreans and Presocratics to the present - was the central organizing theme of the program. The role of mathematics in physical science was a related theme.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Use of Greek plays, Sophocles' Oedipus the King; use of works of philosophy, Hume and Kant; Plato and Aristotle; Descartes and Positivists; use of works on philosophy of science, Thomas Kuhn, Kepler, Galileo, Newton, Einstein, others.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Discussion of role of science as an instrument of social and political policy and decisions in the 20th century; nuclear weapons programs, nuclear power problems, national laboratories; environmental policy, etc.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Through the role of mathematics in physical science; through the nature of mathematical proofs; and through the use of the Pythagorean theory as a unifying idea in mathematical physics.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Expository papers on topics and questions from the seminar texts; plus a longer research paper on a topic of each student's choosing in winter quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library research for winter research topic; internet research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The entire program was structured to develop and promote critical thinking, especially through the book seminars and seminar readings as well as through hands-on workshop activities.

9. How did you go about advising your students?

Individual conferences on a case-by-case basis

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Physics of Astronomy*

Year: 2003-04

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Physics; astronomy

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Philosophy, history of science

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

no comment

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

no comment

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

no comment

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

no comment

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

no comment

9. How did you go about advising your students?

In person and online

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

<http://academic.evergreen.edu/curricular/phyastro/home.htm>

Program Name: *Physics, Visual Perception, and Flash*

Year: 2003-04

Planning Group: EWS SI

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students drew their own animations, both on paper and in Flash. Also, some theory of perspective and other issues of visual perception were discussed and illustrated by viewing works of art and photos.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Students learned the physics of light and motion. They completed labs and worked on homework problems. They learned about vectors, received a cursory introduction to calculus, and hopefully gained an appreciation for the power of some mathematical notation. In addition, they were introduced to the psychology of perception. Finally, they were introduced to computer programming through very brief use of ActionScript in Flash.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Students read about the history of science and the mystery of shadows as introduced by the book *The Shadow Club* by Robert Casati.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

As already mentioned, students discussed problems in physics related to light and motion. Vectors, calculus, mathematical notation, and computer programming were each covered briefly. Students were encouraged to think through physics problems rather than just using formulas, but algebraic manipulation was used over and over.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote five one-page response papers for the seminars.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students created Flash animations as part of the program. In addition, they used the Web to access course material and participate in online discussions using the Blackboard course management software.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Both within the physics portion of the program and in the seminar discussions of The Shadow Club, students looked at issues and attempted to evaluate different plausible answers.

9. How did you go about advising your students?

I did not do any advising except in casual conversations with students. It is an expectation that advising issues will be included in the self-evaluation of the students and in the evaluation conferences. But I don't feel that I can take a strong advising role in a one-quarter program.

10A. Were there opportunities for students to do advanced work in this program?

unknown

10B. If yes, please elaborate...

Program Name: *Political Economy and Social Movements*

Year: 2003-04

Planning Group: SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

We did some work with film and creating/making murals but this was a very small element.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Did statistics to measure poverty levels and various economic and sociological issues in society. Most math style issues were done using not really anything more than 9th grade math.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Read "People's History of the United States" by Howard Zinn. Did a great deal of historical research. Also looked deeply at issues such as how people in past generations organized revolts/protests in relation to and reaction to political and economic issues.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Fall quarter had a heavy focus on U. S. history. Winter quarter looked more into similar social/economic issues but in a global way: why poverty seems so much more extreme in specific countries and regions than in others. Also we tried to look at ways by which society might be able to organize away from capitalistic issues.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Did lots of graph work around poverty issues. Making people look closer at graphs, charts, and tables to see how people gather information. And also in doing so, to decide for themselves whether or not they agree with this information if they feel those represented are done in an accurate truthful way.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

People did weekly response papers to readings. Synthesis papers and one major research paper/project.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

We had a list serve that students could use as well as some students who used PowerPoint in their presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Readings on globalization and read from both perspectives. Students were forced to take both sides of an issue to fully try to understand both perspectives on specific issues. For example, loggers versus environmentalists.

9. How did you go about advising your students?

I had pretty open office hours and had a great deal of lunches with students on or off campus. In many instances, I felt more like a counselor than their faculty number, but it's really nice to think I am helping them out in a number of facets of their lives.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Yes, but not formally. There were options when people did their research projects to do more in-depth work if they wanted to, as well as my giving them extra readings in economics and more advanced research options when requested.

Program Name: *Positive Psychology*

Year: *2003-04*

Planning Group: *EWS SPBC*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Video production on aspects of positive psychology.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

In depth examination of the social science of positive psychology.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Appreciation of social science to daily living. Seven experimental activities.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

In depth examination of the social science of positive psychology.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Evaluation of test development, psychometrics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

- Response papers; Scriptwriting

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

- Video Production; IMovie

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

I include a great amount of material on critical thinking in each course program

9. How did you go about advising your students?

One-on-one, small groups, discussion of psychology training, current trends, careers, and graduate school

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

- Preparation for research opportunities; Data analysis; Public speaking

Program Name: *Practice of Sustainable Agriculture*

Year: 2003-04

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Drawings of weekly plants. However, farming itself is an "art" as well as a science.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

A few exercises with calculators

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Reading books and discussion

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Understanding the social and economic aspects of running a farm.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

A few exercises

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

-Weekly synthesis papers and weekly study questions; 8-10 page research paper on crop

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

PowerPoint used but not required; Paper on crop used library databases

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Problem solving

9. How did you go about advising your students?

During eval conferences

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Complete all work well. Use of references in paper.

Program Name: *Queer Looks, Queer Books*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

We did bring a speaker who did a performance piece on being transsexual.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We read a sociology text on gender and sex.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

It was a program on literary theory/critical theory.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Sociology text

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Many papers assigned

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

They did some research but not much beyond the material assigned in class.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Debates, student collaborative learning workshops, student writing discussion groups, a mock talk show, every writing assignment

9. How did you go about advising your students?

Lots of meetings, one on one.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The material and pace of this class was more akin to a graduate seminar at a different college/university.

Program Name: *Rainforest Research*

Year: *2003-04*

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Students doing independent science projects

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Statistical hypothesis testing part of all projects

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Technical scientific writing, reports of research projects

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

- Internet / Library research; PowerPoint presentations of work

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Independent research projects

9. How did you go about advising your students?

Two weeks of one-on-one contact, weekly e-mail progress reports, editing of research reports, examination of data sets

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Independent scientific research

Program Name: *Real World Computing*

Year: *2003-04*

Planning Group: *EWS SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Computer science, use of open source software.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Readings, writings and seminar discussion on the topic of the effect of the Open Source philosophy on other parts of society.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Journal entries on the program readings.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students did group projects to define, design, and implement projects using open source software.

8A. Did your program include activities designed to promote critical thinking?

No

8B. If yes, how were such activities included in your program?

9. How did you go about advising your students?

10A. Were there opportunities for students to do advanced work in this program?
unknown

10B. If yes, please elaborate...

Program Name: *Shakespeare*

Year: *2003-04*

Planning Group: *CTL*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Theater arts. Each week students rehearsed and performed scenes from different plays.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

We read eight early modern plays and literary critical and historical secondary material as well. Faculty lectured on early modern cultural studies as well. Students learned to do and to write literary analyses.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote weekly papers as small groups and wrote several longer individual papers as well. Students received a lot of feedback and guidance on each paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

This program required that students apply what they learned in lectures to the texts they read. While we modeled the creative work of close reading, they ultimately had to do this on their own – in seminar discussions, in essays they wrote, and in the performances they designed and executed.

9. How did you go about advising your students?

Required conferences with seminar leaders at week 5 and week 11. Always available when students wanted to discuss anything about this program or future studies. Talking about next quarter was a key aspect of the final eval week – the work we did as a group, getting students to talk about their plans with one another, as well as with us.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

I guess technically, no. We didn't offer upper division credit. However, students could certainly do advanced work in writing and performance, the former by working in conjunction with faculty on writing strengths and weaknesses and on conferencing about ideas presented in lecture or about which students were developing their own ideas.

Program Name: *Shakespeare: Body and Soul*

Year: 2003-04

Planning Group: EWS CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Theatre and oral interpretation skills were integral.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Our background studies of Shakespeare included substantial information about Renaissance science history, especially the difference between modern and Renaissance beliefs about cosmology and medicine.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Literature and critical studies were an integral part of the program.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Background studies in Shakespeare included Renaissance politics, sociology and gender.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

All students wrote weekly papers on seminar readings. The assignment was to write a 4-page personal story, interpreting your own life through Shakespeare and Shakespeare through your own life.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students found internet research resources invaluable in studying the sonnets. One student needing special accommodations for reading was able to download Shakespeare's works and have her computer read them aloud to her.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students were encouraged to approach Shakespeare's works from many angles, and to critically review the standard systems of critically analyzing Shakespeare.

9. How did you go about advising your students?

At evaluation conferences.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Writing and performance work were both self-determined, so students could work as deep as they were able.

Program Name: *Silk Roads: China, the Middle East, and the New World*

Year: 2003-04

Planning Group: EWS SPBC CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Art workshops and lectures led by Hirsh Diamant; students had to keep a weekly art journal both quarters of the program where each week they took the theme of the week and illustrated it with images and text.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Char led a QR workshop on critical thinking about the use of numbers in assigned texts (The History of Money). Students worked in small groups to identify a passage from the book that included QR, then do library and Internet research to track down the original source of the numbers used by the author, their opinion on the accuracy, how useful the numbers were in helping them understand the author's point, and if not helpful, how QR could have been used more effectively. For the students' travel writing article, which was their major project for spring quarter, they needed to come up with a quantitative question to address in their article, and use QR in a meaningful way to address that question in their papers; Simons lecture on Islamic math and science and its relationship to the European Renaissance.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Winter quarter we examined the spread of art, architecture, religion, music, and folktales along Silk Roads (China to the Middle East)

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Poster presentations on specific Silk Roads countries, emphasizing socio/political/economic data; meetings and briefings with NGOs and political institutions in Lebanon, Jordan, and Egypt during travel component of program.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Char led a QR workshop on critical thinking about the use of numbers in assigned texts (The History of Money). Students worked in small groups to identify a passage from the book that included QR, then do library and Internet research to track down the original source of the numbers used by the author, their opinion on the accuracy, how useful the numbers were in helping them understand the author's point, and if not helpful, how QR could have been used more effectively. For the students' travel writing article, which was their major writing project for spring quarter, they needed to come up with a quantitative question to address in their article, and use QR in a meaningful way to address that question in their papers; Simons lecture Islamic math and science and its relationship to the European Renaissance.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Response papers to required texts; reflection papers on students' community service and curriculum work in the schools; major travel article (two drafts + extensive peer edits)

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library and computer lab workshops to aid research for their travel articles; some video production for curriculum work in the schools and community events staged by the program (Sacred Music and Poetry of the Middle East concert, Chinese Lunar New Year, Renaissance Bazaar, Silk Roads film festival). Also PowerPoint for public presentations on their Middle East travel.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Travel to China and the Middle East with reflective assignments incorporated, and meetings/briefings with individuals and organizations; book seminars; art journals; reflective papers.

9. How did you go about advising your students?

Two individual conferences per quarter with each student; frequent contact outside of class via phone, e-mail, office hours; referrals to Academic Advising; career and academic counseling.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Upper division credit upon request and merit; individual contracts which expanded and/or brought more depth to class themes.

Program Name: *So You Want to Be a Psychologist*

Year: 2003-04

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

All credits in psychology

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

APA style of writing of abstracts and research papers

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

PowerPoint presentations; Use of PsycINFO for library research

8A. Did your program include activities designed to promote critical thinking?

No

8B. If yes, how were such activities included in your program?

9. How did you go about advising your students?

Major emphasis on career and graduate school preparedness through speakers and discussions

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Something Out of the Ordinary*

Year: 2003-04

Planning Group: CORE SPBC EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

no comment

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Multicultural studies and readings; Anti oppression workshops and focus; Use of Critical Moments

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Psychology - history of psychology, psychoanalytic psychology, transpersonal theories of psychology, abnormal psychology

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

- Writing workshops on clarity and grace - fall quarter; Creative writing workshops and guest presenters - spring quarter; Ongoing assignments

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Video and Sound production workshops, multimedia labs, incorporated various media into their projects, creation of videos, CD-ROMs.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Synthesis papers, seminars, art project critiques

9. How did you go about advising your students?

First two quarters met two times specifically for advising. Third quarter met half-hour with each student every other week. Lots of informal opportunities. Construction of learning plans and assignments.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were asked to not only engage in new skills, but to also further skills brought to the program. Assigned advanced readings each quarter and theoretical material. Designed individual projects to meet different advanced needs.

Program Name: *Sport and Society*

Year: 2003-04

Planning Group: EWS SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Students conducted a survey and used Excel to undertake a basic statistical analysis.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Analyzed several poems, read a book of literary essays and discussed them.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

This was a psychology and social science program – the survey, readings on sociology of sport theory as well as conceptual and research articles on sociology of sport. Analysis of how sport affect society and vice versa.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students analyzed and did presentations and wrote a paper of interpretation of our survey results. Did statistics and survey where students collected data from faculty, staff, students, and intercollegiate athletics at Evergreen and did an analysis on this.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly papers, responses to one peer each week; students also each wrote an autobiography and a field observation paper; 12 credit students additionally wrote a position paper and a group paper on sociological issues in sport. Students did a critique of readings and three major writing assignments.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students submitted their own weekly papers and communicated with each other via Blackboard; used laptop and digital projector and/or overhead projector in presentations. Library, Excel, web research, and PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Encouraged in discussion; students had the choice to write critical papers for their weekly responses. In everything done, critical thinking is major. It is the essence of education.

9. How did you go about advising your students?

Web chat, office hours, final evaluation conference. On coursework as well as future desires.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This was judged by the quality of their work. Students had to do in-depth analysis of specific issues in sport and violence in sport and had to do a position paper on intercollegiate athletics at TESC.

Program Name: *Steinbeck's Americans*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Through literature. In this program students read the major works of fiction written by John Steinbeck and examined them in the social and intellectual context of his life and times.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

The social context of the life and times of John Steinbeck's America and Americans were the framework in which we viewed his fiction.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Three formal essay assignments plus shorter seminar response papers twice weekly.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical thinking about these works of literature was the essence of the program, responding to the question: What is the writer doing and how does he do it?, going always from the literal meaning of the text to a deeper literary meaning.

9. How did you go about advising your students?

In individual conferences plus weekly in the regular class meetings.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This was an all-level program and students were challenged and encouraged to work and contribute at the highest level of their capability.

Program Name: *Student Originated Software*

Year: *2003-04*

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Computer science is the major discipline.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Some seminar reading involved humanities

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Personality and work style, organizational theory, project management.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Analysis of stakeholders' problems and prioritization of proposed solutions.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Major paper assignments each quarter

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Each project team made one major presentation per quarter in the fall and winter and two in the spring.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Analysis of stakeholders' problems and prioritization of proposed solutions.

9. How did you go about advising your students?

Personality and work style assessment; Quarterly evaluation conference

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

- Advanced computer science course content.; Team projects that required advanced programming skills and ability to work independently to learn new technology.

Program Name: *Studio Projects: Painting*

Year: 2003-04

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students did intensive work in painting and studied art history.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Study of Art History

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote research papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students presented research in groups using PowerPoint, slides, and opaque projectors.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students participated in weekly critiques analyzing images.

9. How did you go about advising your students?

One-on-one informal advising regarding future programs, etc.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were able to work at the level appropriate to their skills in painting.

Program Name: *Symbiosis*

Year: 2003-04

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

All aspects: lecture, lab, field, seminar, exams, worksheets, papers, web pages, PowerPoint presentations.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Mostly in the form of balancing complex chemical equations.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Writing scientific papers and re-writes of papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Every student gave two PowerPoint presentations and made one web page.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

This was an upper division science program.

9. How did you go about advising your students?

Available pretty much on demand.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This was an upper division science program (*16 hours)

Program Name: *Temperate Rainforests*

Year: 2003-04

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

no comment

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

no comment

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

no comment

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

no comment

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

no comment

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

no comment

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

no comment

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

no comment

9. How did you go about advising your students?

10A. Were there opportunities for students to do advanced work in this program?

unknown

10B. If yes, please elaborate...

Program Name: *The Folk: Power of an Image*

Year: 2003-04

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

In lectures and workshops—included Russian, African, African-American, American, and Native-American visual and decorative art and music.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

The focus was on African, Russian, and American cultural history and literature.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We also read and talked about much of the social history of Africa, the United States, and Russia.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote three expository essays and a major folklore collection essay in fall, and two longer expository essays and a 15-20 page research essay in winter. We held writing seminars (peer critique sessions) on the essays in both quarters.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

All the reading, writing, and lectures involved critical thinking.

9. How did you go about advising your students?

In one-on-one meetings with each student at mid-quarter in winter and in evaluation conferences at the end of each quarter.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The research projects in both quarters were an opportunity to do advanced work.

Program Name: *Topics in Advanced Mathematics*

Year: 2003-04

Planning Group: SI

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

The students feel that "math is art" and the study of mathematics is a kind of art appreciation.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Twelve of sixteen credits are math courses.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Four credits involved reading works of fiction by Jorge Luis Borges and Hermann Hesse.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Being primarily a mathematics program, we did a lot of quantitative reasoning.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

I stressed writing and communicating mathematical ideas, not just "getting the answer."

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some students used a mathematical typesetting called LaTeX to typeset their work.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Writing mathematical proofs was an essential part of the program.

9. How did you go about advising your students?

I made myself available in and out of class to answer any questions they had.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Our program was an upper-division science program, so from my perspective, all the work was advanced.

Program Name: *Transforming the Globe*

Year: 2003-04

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Chemistry, physics, and mathematics were the main parts of this program. We tried to link them as much as possible by studying themes such as global warming, air pollution, and nuclear physics.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

It is a major component of chemistry, physics and math.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

We worked with students to develop scientific writing skills. We had the writing center conduct two writing workshops and then had students visit a writing tutor weekly with drafts of lab papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

They used library research, mainly for a debate late in the quarter, but also for seminar papers.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

no comment

9. How did you go about advising your students?

We had conferences with students mid-quarter and eval week. We also met with them any other time they desired to talk about advising.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Tribal: Reservation Based-Muckleshoot*

Year: 2003-04

Planning Group: TRI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

1) traditional cedar strip weaving of hats and mortarboards; 2) Made warrior shawls for graduation

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

1) Math workshop at each weekend class - 3-hour block; 2) Introduction to Environmental Studies - 3-credit class; 3) "Birds Afield" - 3-credit class

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Readings in history and philosophy

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Seminar on Guns, Germs and Steel, on Global Brain. A major emphasis of the program is developing educated, aware, community-involved citizens. Explore what it means to be both Tribal citizens and U.S. citizen.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

1) Writer's workshop at weekend classes, 3-hour block. ; Process of writing, peer reviews at Muckleshoot.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

1) PowerPoint for presentations; 2) Digital video (some edited with iMovie, some not).

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

1) Read, seminared and did exercises from "Asking the Right Questions."

9. How did you go about advising your students?

By appointment, on an individual basis; also at conferences each quarter

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Tropical Rainforests*

Year: 2003-04

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

4-unit statistics component; lectures all science-related; science labs; 3-week field trip to Costa Rica emphasizing ecology and evolution.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

4-unit Spanish language component

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

- 4-unit statistics component; Labs were all quantitatively oriented

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

- One major technical research paper with 3-draft process; One minor writing assignment - journalism; Writing for weekly problem sets

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

- Use of Excel for data analysis; Use of library, internet, bibliographic databases for research; Use of dissecting microscopes in lab.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Weekly problem sets

9. How did you go about advising your students?

Individual conferences

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Upper-division science program; all work was advanced

Program Name: *Turning Eastward*

Year: 2003-04

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

no comment

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Study of Western psychotherapy

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly papers

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Library research, multimedia equipment use, email communications

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Foundation/purpose of program was to look critically at both Western and Asian beliefs and practices.

9. How did you go about advising your students?

Face to face, e-mail, and phone

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Individual and group research projects and presentations

Program Name: *Understanding Your Food*

Year: 2003-04

Planning Group: EWS SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

ChemDraw and crude sketches of scientific glassware and collages.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

The bulk of the material was chemistry, physiology, and nutrition.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Seminar text readings and discussion!

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Dietary intake analysis and calculations related to chemistry.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Seminar papers and lab write-ups

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

WebPages, ChemDraw, spectrophotometers were used routinely

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Yes, people thought more about what they ate.

9. How did you go about advising your students?

As needed.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students self selected to participate in upper division nutrition research

Program Name: *Up Close*

Year: 2003-04

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

One botanical illustration workshop at beginning of quarter; Illustrated natural history/field journal for required lab notebook

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

- Introductory plant biology labs and lectures; Field trips on plant identification and ecology

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

History of science seminar focus

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

- Two hour writing workshop each week; 7-10 page research paper; 8 seminar tickets (1 page); Journal writing

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

- PowerPoint; Library research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminar discussions; Critical analysis requirements in papers

9. How did you go about advising your students?

Mid-quarter; During social periods on field trip; Final evaluation meeting

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Working Small*

Year: 2003-04

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

This was an advanced visual art program - art was what the program was about. Studio art was the basis for all assignments.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Reading: Dust and The House

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Readings in art history; Regular papers; Research

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Design, measurement, scale

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Regular paper assignments in response to seminar reading and research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

- Slides - PowerPoint; Internet research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminar, Writing, Critique

9. How did you go about advising your students?

Rob Cole gave an advising lecture the fifth week of winter quarter to introduce curriculum for spring. I made announcements of changes, additions, and contract sponsors.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Work in series based on topic of their choice, independent research. Exhibitions of their work at end of fall and winter quarters. Attended professional conference in Seattle with shops on artists' portfolios, documenting their work.

Program Name: *Working the Waters*

Year: *2003-04*

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Piloting and navigation includes some algebra and geometry.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Poetry and literature

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

History of maritime trade, economics, working on the waters

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Piloting and navigation includes some algebra and geometry.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Seminar papers, rewriting, working with writing tutors on a regular basis.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Inquiry-based writing, seminar, generally solving problems while out on the water.

9. How did you go about advising your students?

In evaluation conferences as well as one-on-one when working with them.

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

No Comments

Program Name: *500 Years of Globalization*

Year: *2004-05*

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We worked with quantitative data through tables, graphs, and charts as they appeared in our reading material.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

History

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Political science, political economy, history, anthropology, geography, and sociology.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Working with the tables, graphs, charts that appeared in our reading.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

A series of synthetic essays and a major research paper that went through 1. Preliminary Statement, 2. Prospectus, 3. Rough Draft, 4. Final draft. Class and faculty then provided critique.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Varied, according to research project.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Through reading and writing about the subject matter, every class session. Critical thinking underlies all good work in the social sciences.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Primarily through the reading material.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This was an advanced program.

Program Name: *A Few Good Managers Wanted*

Year: *2004-05*

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Financial and spreadsheet analysis for businesses including income statements, balance sheets, cash flow and time value of money, integers, depreciation, etc.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Seminar books and essays.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Financial management

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

10 essays, 3-4 pages addressing focused questions on the reading.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Use of excel in financial analysis. Use of powerpoint in presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Guide to Critical Thinking by Browne and Keeley was used to focus essay questions and case study analysis. Also Guide to Case Study Analysis used critical reasoning in the analysis.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Books on Lincoln and Eleanor Roosevelt.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Case studies and economic analysis of communities as well as market research and business planning.

Program Name: *Acting and Directing: Queer Theory and Practice*

Year: 2004-05

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Performing art, visual music. Painting and film.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Math with tempo of body, location of voice, budget productions.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Concentrate on gay and lesbian history, queer theory, psychology, character, created safe environment, strong sense of community.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Anthropology, sociology, psychology.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Training system that about units, distance, space.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Playwriting; scripts, then producing plays. Adapted from other sources, then produced books and films.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

PowerPoint, digital projector, overhead, sounds systems, lighting, film, video, used computers to research for seminar.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Look at works from queer perspective. Visual critical work, visual activities.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Created a queer community focused on sexuality with being queer as center topic.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students technically developed did more work; carried multiple parts in plays, designers, included stage work.

Program Name: *Algebra to Algorithms*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

We studied programming in LOGO, a visually oriented programming language. Our textbook encouraged students to approach the subject as artists and designers, with an eye toward balance and design. It's a pretty minimal connection to art, but it was a faint theme throughout the quarter.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

We studied algebra-based mathematical modeling as well as computer programming in LOGO. The bulk of the program's work was mathematics and computer science (well, computer programming).

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

We studied algebra-based mathematical modeling. We also studied problem solving, which frequently involved quantitative reasoning.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote two 4-6 page synthesis papers this quarter. They also did some in-class writing in seminar each week.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Programming in LOGO was one of the major parts of the program, so students spent a fair amount of time on the computer. For their independent projects, many students used the computer to find resources to use, and several did their projects in LOGO.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Mathematical modeling, programming, and problem solving were all designed and taught with an eye toward thinking critically about the world around us: How do we break problems or systems down into their parts? What are the principles that underlie various systems? In seminar, too, we read books that encourage critical thinking, and we read and discussed them critically.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *America in the 20th Century*

Year: 2004-05

Planning Group: IA CTL SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Lectures, readings in J.B. Kennedy, "Space, Time and Einstein" and Richard Feynman, "The Character of Physical Law" Supported by videos.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Humanities were one of the 3 foundations of program (see syllabus).

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Social Sciences were one of the 3 foundations of program (see syllabus).

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Economic Elements

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote an average of four pieces each week- two of which were formal seminar reflections on reading for each week.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students did research into historical issues and economic and physics topics.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical reading, thinking and talking skills were emphasized in addition to writing.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

It was an all level program - so advanced work was often an individual effort.

Program Name: *American Places*

Year: *2004-05*

Planning Group: *IA CTL NAWIP*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students did a series of photography workshops and incorporated photographs into a mini-ethnographic project, which was preparation for their major independent fieldwork. They were encouraged to use photography as part of that fieldwork. A number of students included creative writing as part of their major project; some also included artwork, musical composition, or video.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Literature and history were central subjects. We put very strong emphasis on ethnographic research from a humanities perspective: that is, on sympathetic understanding and critical interpretation of people's experience. The research included the recording of life history and the carrying out of a major study in a community, institution, and/or place.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

There was much work involving theory, method, and case studies from sociological, anthropological and political science perspectives.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote weekly responses to texts, kept a journal, and did both long and short essays in the first half of the year. In the second half they composed a major paper based on their field research, which went through a series of drafts based on extensive critical feedback from faculty and peers. These papers, which ranged from 20-70 pages, were discussed in the last weeks of the program as seminar texts.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students used catalog web-based searches to locate sources for annotated bibliographies in preparation for their major project. During the project, they posted weekly journal entries and exchanges on Web-crossing.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The design of the entire program, with the ten weeks of independent research built into the middle, challenged students to define and develop their own work. We approached the study of place as a cultural, political, historical, and geographical phenomenon -- all of which grounds it in critical perspectives.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

The use of many texts and films that embodied experiences and critical viewpoints of different groups, with a special emphasis on Native American communities and issues of positionality in research.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The major independent study enabled a significant number of seniors to do senior projects/theses. It supported ALL students who were prepared to take advantage of the opportunity, including freshmen, to do advanced work. For most students in the program, the major project and final paper was the most advanced academic work they've done.

Program Name: *Animal Behavior*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

this was an upper-division science program (evolution, ecology and behavior) that also included 2 hours weekly of statistics.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

We had some seminar readings from anthropology--biological anthropology mostly, from primatologists on humans and non-human primates as well.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Again--two hours a week of statistics; weekly statistics homework; plus students were expected to formulate research design, collect data, and analyze those data using appropriate scientific and statistical methods and tests. In lecture, we also discussed the math involved in the genetic system called haplodiploidy, in which females and males are related to different degrees to each of their relatives. We derived the relationships using basic algebra in class.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote on several occasions during the program--primarily for two lengthy take-home exams and an extended research paper--and their writing skills were evaluated along with the content. Students wrote early drafts of their Introductions and Method sections and these underwent two separate peer-review processes as well.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Extensive library research of primary scientific literature using electronic databases Students learned and used statistical software (KaleidaGraph and Excel). Students gave two oral presentations using PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

All activities were designed to promote critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

Some of the content in this program pertained to sexism and racism, but we did not deal with these issues explicitly.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Every student conducted a complete piece of scientific research, including inception and hypothesis generation, literature review, experimental design, collection of field data, data analysis, interpretation, and communication in both a research paper and an oral presentation.

Program Name: *Arab and Muslim Women Writers*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Looked at female writers, artists, filmmakers, issues of creative work in the face of political and social censorship.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Strong emphasis on cultural studies, literature, cultural theories.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Significant emphasis on historical, political, socio-economic context of literary production and reception, global power structures, our role as western readers in interpreting Arab and Muslim women's lives and literature.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Yes. Students worked on creative personal narrative, 2 synthesis essays, research or creative writing projects. They attended 4 public lectures w/ writers and a spoken word workshop with Suheir Hammad.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students used library research tools to find background info. On writers and filmmakers, and for their own final projects.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

We examined various feminist cultural and literary theories, alongside women's literature to understand what is at stake in literary production and the politics of representation. We also had a chance to see how differently women writers from the Arab world respond to various issues comparing style, subject matter, etc.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We began with stereotypical representations of Arab and Muslim women and drew on theories of Orientalism and feminism to dismantle stereotypes. The book "Word: On Being a (Woman) Writer", addressed broad concerns of all the above forms of oppression and how women writers work to break through these oppressive structures. We also looked at how we in the west are implicated in policies that oppress Arab and Muslim women, and other women of color.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Program Name: *Art, Words, and Women*

Year: 2004-05

Planning Group: EWS SPBC EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Both art and art history were included. The students created masks and also created performance art pieces in which to use their masks. Students participated in a mask lecture and several workshops too. Art history was a major component of this program - lectures, books, films, and workshops were tools to teach art history. Seminars were used to discuss the art, artists, and history.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Art history and literature were included through lectures, workshops, reading seminars and films.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Through women's studies - workshops, guest speakers, and films and discussions and workshops.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote 2 essays per week and had several workshops to assist them in improving their skills.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Blackboard was an important tool. Students used it twice weekly to post their papers and read other student papers. They received a workshop on it at the beginning of the quarter.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Workshops, seminars, and writing and getting and giving feedback to each other.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Workshops, guest speakers, readings, and discussions.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The quality and quantity of work assigned was advanced although not all students rose to the occasion equally well. Some did and improved their knowledge, their awareness, their writing and thinking abilities through their hard work.

Program Name: *Arts, Nature, Pattern*

Year: *2004-05*

Planning Group: *EWS EA SI*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Daily practice, class workshops, lectures and workshops by invited master artists. Boutiqued painted eggs. patterns in nature. Acrylic, watercolor, pastel paints. Students created art journals.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Computer science was integral. Students learned simple computer languages, built web pages, created and published "counting books" on the web.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

history of humanity, different cultures, relation to mathematics. Computers in education in contemporary culture.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Students did community service in public schools - helped in classrooms created and taught art and science lessons.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Students did research of educational software, quantitatively evaluated effects of software on different age groups.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote reading responses weekly, research paper about educational software. Wrote community service paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Computer workshops weekly.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students found critical relationship with program's texts and articulated relationship in class art journal.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Students participated in procession of the species parade which celebrates diversity and speaks against oppression.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were encouraged to participate fully in art and computer activities. Since levels of preparation were different, advanced students were encouraged to go further than the rest of the class.

Program Name: *Astronomy and Cosmologies*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Daily algebra-based physics and astronomy, including derivations. Data analysis, and graphical representation.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

History of science

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Multicultural studies of cosmologies.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Daily algebra-based physics and astronomy, including derivations. Data analysis, and graphical representation.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Weekly essays and responses: <http://192.211.16.9/webx?14@38.ys6ab9cpu7.0@.685062cb>

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

PowerPoint, web page authoring, Excel for data analysis, Starry night planetarium software, library research, web browsing.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Comparing competing scientific models (e.g. Big Bang vs. Steady State) Comparing different cosmologies across cultures.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Discussed scholarship on mythologies of diverse cultures, noted and analyzed racism other biases in some of that scholarship.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Research projects in astronomy.

Program Name: *Business in Action*

Year: *2004-05*

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We included math skills in connection with financial analysis.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We used novels and films about business to raise ethical issues.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Program was mostly applied social science.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Much of the applied work involved reading and interpreting quantitative financial information and applying it to business decisions.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

We required two short and one long essay.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students made presentations using Power Point. Each presentation had to include a web page. We included workshops on both Power Point and Dream Weaver.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Much of this came in the form of close analysis of texts in seminar discussions.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

We included discussion of issues related to race in business, specifically in small businesses. We had a speaker who addressed these issues.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

We used a business simulation exercise that allowed great flexibility in approach. More advanced students were able to apply more sophisticated analysis to their play of the game.

Program Name: *Chemistry for the Health Professions*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

We studied organic chemistry and biochemistry.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We studied the history of medicine.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

We examined several sociological issues pertaining to health care.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

We performed arithmetic calculations and worked with logs.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Abstract writing was focused.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students learned to use the Chemical Registry file in order to target searches in Chemical Abstracts, which they accessed online using STNeasy. As students became familiar with the Registry system, they were able to work with registry numbers in the biomedical literature and medical databases. In Medline (National Library of Medicine), they combined MeSH (medical subject headings) with registry numbers to refine and focus their search results. Students used the

Science Citation Index to evaluate individual sources and to identify related research. Students presented a 20 minute PowerPoint lecture on their research topic.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Students were required to use critical thinking when comparing compound solubilities and compound boiling points based on slight structural differences. Students were required to use critical thinking and critically evaluate complex topics such as FDA drug approvals, insurance companies, and others.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

We had Ethel Long-Scott come into our program to discuss "Inequalities in Health Care". In addition, portions from the text "Medicine and Culture" by Lynn Payer also allowed me to introduce complex issue of privilege that pertained to our subject matter. I have found that starting touchy subject discussion work best if the initial focus is financial difference. This seems to be a uniting topic for the largest number of college students. Often once this discussion starts other oppression related topics are student introduced.

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Community Food Systems in Nicaragua and Costa Rica*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

We did design and paint a mural with youth of at a community near Matagalpa, La Corona, in Nicaragua.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Social Science - Food systems theme and geography.

Natural Science - Tropical cropping systems.

Math - Conversions between metric and English units.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

In central America we visited areas of cultural importance as well as visited (attended) performances of music and dance.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Food systems, geography and sustainable development were major themes as stated above.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

Conversions

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Papers (10 page) both quarters, plus many assignments of varying lengths.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some used PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Especially through take home exams and problem sets where there were no correct answers and students were evaluated on their thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

I presume you mean Natural Science advanced?

- Topical cropping systems could be advanced and was for many.
- Individual projects, papers could be on appropriate topic and with peer review.

Program Name: *Culture and Participatory Research*

Year: 2004-05

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

The readings in Across Cultures along with other literature.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

The program requires students to examine issues of race and class. They are also peer learners with incarcerated youth.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Free-writing is required each day and the development of stories as weekly assignments.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

We used the text "Asking the Right questions" and reviewed current political speeches utilizing the text. This text was also effective in the discussions of the other texts assigned in the class.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Major

9B. If yes, what strategies or activities did you use that worked well?

Because the students work with Incarcerated youth and the exercises in the program are about diversity and identity these issues permeate the curriculum. Teaching for Diversity and Social Justice is also used as a text. Students in this class are confronted with these issues weekly. We use a great deal of activity which involve students finding the questions within themselves.

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Data to Information*

Year: *2004-05*

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Discrete Math; computer science.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Science and Society; History of Science and Computing.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Discrete Mathematics

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Weekly essays (one page.)

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Web Information for Computing... Programming

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Mathematics and problem solving.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
No

10B. If yes, please elaborate...

Program Name: *Designing Languages*

Year: 2004-05

Planning Group: CORE CTL SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

The computer programming involved students creating visual images, using "Visual Design In Logo" by an artist from MIT William Clayson. In one of the integrative essays towards the end of the quarter, one student commented that this was one example of synthesizing left-brain (programming) and right-brain (artistic design) activities.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

They studied the programming language Logo in the CAL lab where the emphasis was on solving design problems. The students received an introduction to computer science, which is a math-based discipline, and considered part of the science curriculum here at evergreen. Math concepts (geometry and trig) were presented as needed for students to learn the programming language, Logo.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

A survey of linguistic analysis was offered within the program.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

The problem solving necessary to learn how to use, modify and compose computer programs.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students had 4 short essays and one longer research paper. They were required to go to the writing center to revise their papers before submitting them. In addition, they wrote workshop summaries: informal writing in class.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

They conducted library research for their final projects of designing a language. They used the Internet during the program for small research projects, and (hopefully) used technology in the presentation of the projects at the end of the quarter.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

In weekly seminar and workshops in which we asked students to integrate their learning from linguistics and computer science.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Education, Values and Society*

Year: 2004-05

Planning Group: EWS SPBC CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

4 or 12 credits we allocated to the study of beauty.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

We are studying ethics, education and the values traditions in the US and Japan.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We spent a considerable amount of time on methodology - comparing sociology and anthropology.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

We discussed the quantitative factors on soc-sci research.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Multiple drafts of a major paper including detailed instruction on editing oneself, peer editing, framing and refining openings and final edits.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

We used Web Exchange for all collaborative work, and for seminar postings.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The teaching of a ethical analysis is virtually the same as teaching critical thinking - it happened in every class session.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Our work on the differences between US and Japan education challenges US dominant norms all the time. We need a particularly good series of books about kids marginalized in school.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were given a special option to do more substantial soc sciences research. The whole 4 credits section on beauty was designed to offer students to complex analysis.

Program Name: *Embracing Conflict*

Year: 2004-05

Planning Group: EWS SPBC CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Depending on how you define Art, we did analyze films and a play from the standpoint of the visual experience--how an image is composed and frame for the camera and how one translates visual images in theatre--a three dimensional medium.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We studied plays, theatre, opera as well as novels, films and non-fiction.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Through our study of conflict in relation to organizations.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Analytical essays, seminar papers, peer responses. Team project which included development of a research overview, dramatic script and thesis.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Power Point, video screening, library research.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Reflective essays, team research project.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Strong emphasis on how racial and cultural differences can be causal in conflict.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students who did advanced presentation/min-lectures.

Program Name: *Energy Systems*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Calculus-based physics and energy studies, including derivations, data analysis, and graphical representation.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

History of science

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Economics, environmental studies.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Calculus-based physics and energy studies, including derivations, data analysis, and graphical representation.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly essays and responses.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

PowerPoint, web page authoring, Excel for data analysis, calculators, library research, web browsing.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Debates on different energy systems, Analyzing obstacles to alternative technologies, Distinguishing pseudo-science from science.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Analyzed sexist scholarship and gender bias in history of science readings addressed gender splits in some aspects of class work.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Research projects in physics and energy

Program Name: *Environmental Analysis*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

The program included mapping, 2+3D visualization, perspective, etc. field drawing + lab drawings in notebooks. Visual graphics for presentations and reports

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

major themes of program are analytical chemistry, geology, hydrology, thermo, statistics, algebra, trig.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Social and political aspects of governments environmental regulations by EPA, forest service, Ecology, etc. discussed.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Size guesstimates, coordinate systems for mapping, chemical stoichiometry, field measurements of alkalinity, temperature and conductivity, lab measurements of alkalinity, temperature and conductivity, lab measurements of cation and anion concentrations. Method detection limits.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students maintained field and laboratory notebooks, read and wrote scientific papers fall quarter. Winter quarter they wrote 3 formal lab reports and a larger group (3-5 students) formal scientific paper (3 drafts evaluated by faculty). Spring quarter students wrote final papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

The average student participated in 3 combined field/lab projects during the year-each was written and presented to the class. Spring quarter projects required each student to present project progress reports every other week and

a final report the 10th week. Nearly all project reports utilized PowerPoint. Spring quarter lab reports were presented using video projects displaying computer software results.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Research topics involve real world system that require students to develop and interpret results, evaluate complex concepts such as lake persistence and lake stability, and draw conclusions. Homework worksheets and take home exams require being able to integrate multiple concepts in several fields.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Field work, lab work and research project work were all advanced.

Program Name: *European Environmental History*

Year: 2004-05

Planning Group: IA CTL ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

European art history, 1700-1900

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Entire program - history, intellectual history and environmental history.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Major research project; weekly intellectual journal.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library research for journal articles and books.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminar; intellectual journals; research paper.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Major research project; upper division program.

Program Name: *Evolution of the Book*

Year: 2004-05

Planning Group: IA CTL NAWIP

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Eight styles of printmaking, 10 styles of hand bookmaking, digital graphics via Adobe InDesign.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Planning and conceptualizing page layout and design for a substantial book.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Contemporary American Literature

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Working with Creative Writing brings up social science issues for seminar.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Planning and conceptualizing page layout and design for a substantial book.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

The students wrote the poetry and fiction that filled the books that they crafted by hand or by digital layout with Adobe InDesign.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

They used Adobe InDesign, the industry standard, to typeset and layout various styles of books. They also learned to operate various types of presses.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

They were challenged in their writing exercises to confront their belief systems. We asked them to write about important issues--we weren't interested in any cute little bunny poems.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Guest speakers

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Our program offered a good deal of flexibility to include beginners and people with experience--we simply took people from where they were when we met them to wherever we could get them by the end of the program. They accomplished a wide range of work, and we did a lot of individual instruction.

Program Name: *Exploring Judaism*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

There were several opportunities for art experiences in the program- if "art" is broadly defined. We 1) created an artistic interpretation of a biblical text "Handmade Midrash" by Jo Milgrom, baked bread (challah), and finally, we did some folk dancing.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

This class was basically a humanities class. We studied history, religious studies, cultural studies. We explored those areas through lecture, reading, film, discussion, and written papers.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

This class was basically a humanities class. We studied history, religious studies, cultural studies. We explored those areas through lecture, reading, film, discussion, and written papers.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

There were written reflection papers due each week, a mid-quarter synthesis paper and a final project, which included a written research paper (w/option of an additional creative project).

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Many choose to include in their final project some sort of media presentation, such as a power point presentation, a short video or aural clip.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

There were many opportunities for students to engage in discussions with other students, as well as to study texts in a method called chevinitah study - a partner study that definitely involves critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

We touched upon some of these issues at various points. We mainly used discussion, which didn't work well because of the various interpersonal dynamics at play in the class. There was at least one student who was very conservative in his views, and biased against "broad acceptance". It was a challenge!

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Through their final project they were able to investigate a subject in greater depth.

Program Name: *Farm to Table*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Drawings of seeds and seed germination.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

agriculture (4 credits approximately)

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

A few philosophical papers/ideas discussed as underpinnings. Several short stories read.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Food systems theme

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

10 page paper, 6 2-page themes on seminar books.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

A few students used PowerPoint to present.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Exams and exercise sets where reasoning was evaluated.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Faulkner and Friends*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Lectures; Novels; Films based on short stories

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Lectures; interpretation of literary themes and historical context of such material.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote two reflective essays on assigned reading each week and received critical responses to them.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Used internet; DBBD; and other electronic sources/media- and made PowerPoint presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Literary interpretation promotes critical thought.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Reading Faulkner, Credwell, O'Connor and McCullers had students confront race, class and gender issues in southern literature.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students required to do panel presentations on life, times, work, and influence of authors not on central reading list.

Program Name: *Fiction and Nonfiction*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Creative writing: the primary focus, and I consider creative writing an art, don't you?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Writing and discussing literature.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Creative writing, the soul focus. focused less on grammar and more on the craft of writing, technique.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Students learned how to move from collecting facts/details to making analysis/interpretation from these facts as a basis for their analysis. They also focused on understanding human motivations through their readings and writings.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Very minor emphasis, usually done by individual instructor as an aside in lectures or in seminar.

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Florence, The Cradle of the Renaissance*

Year: 2004-05

Planning Group: EWS EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

The program combined art and art history in equal amounts. Students did drawing, painting and hand made book production as their art projects. Students learned about perspective, value studies, beginning architectural drawings studies, etc. They also had 2 sessions of figure drawing. Students viewed the masterpieces of Renaissance art in Florence, Italy, while also creating art on location in gardens, museums and archeological sites.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Understanding linear perspective and learning how to use involves some mathematics (hands on).

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Art history of the Florentine Renaissance was half of the program. Students learned about the context of the Renaissance. Their three academic books, essays, final project and study abroad responsibilities were heavily grounded in the humanities

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Learning about the lives of Renaissance artists

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote weekly essay on seminar texts. Students learned how to write about art and practiced this from of writing throughout the quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students were encouraged to use the WWW in researching one piece of Renaissance art or architecture. Some also used the web in their final project research.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Writing academic essays, one-two per week. Weekly seminars. Slide identification test (that went beyond note memorization)

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The students who had an art or art history background wrote essay or produced final projects at a more advanced level, working with faculty.

Program Name: *Forensics and Mystery Writing*

Year: 2004-05

Planning Group: IA SI CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Science was a central theme to our program. Students explored topics in forensic including the dusting/collecting/analyzing fingerprints patterns, analysis of trace evidence. Collecting/analyzing imprint evidence, geometry of blood splatter and graphical time-of-death determination. Students experienced lectures, workshops and laboratory experiments. Students studied and applied the scientific method. They also were familiarized with standard laboratory equipment in biology and chemistry, safety guidelines and disposal practices. Areas of mathematics that were explored include dimensional analysis, conversions, graphical creation and interpretation, and the use of statistics. Several forensic nonfiction pieces were used in seminars.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

we studied the history of dating time death.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

we explored aspects of forensic psychology including topics of criminology, victimology, crime scene assessment and criminal profiling.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students created graphical representation of time-of-death data and predicted victim time-of-death. Discussions of best-fit line selection, the importance of labels, the significance of axes selection and graphical interpretation followed using student examples. We also explored the significance and consequence of terminology choice when discussing a DNA match.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Writing was a central theme to our program. Students were specifically introduced to writing styles and techniques essential to the genre of mystery writing. Topics of plot, point-of-view, character development, clues, red herrings, dialog, back-story, foreshadowing and transitions were covered. Students wrote multiple two-page assignments, fifteen to thirty page short stories and in some cases one hundred plus page novellas.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Technology played a critical underlying role in our program. Students were introduced to the CAL and participated in workshops involving file structures, image scanning and Excel use. Students participated in a library research workshop. In the laboratory students used the FTIR and GCMS instruments. The students who participated in the Forensics group project prepared and presented case solutions using PowerPoint. Many of these presentations incorporated digital sound and image editing technologies.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The field of Forensic Science is based heavily on critical thinking. We incorporated many workshops and laboratories that encouraged and challenged critical thinking development. When in a workshop or lab the student experience applied critical thinking. When writing mystery pieces the students experienced a philosophical critical thinking. The writer of a mystery work must out-think the reader.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Forests in Space and Time*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Forest ecology and evolutionary ecology were major themes in the program. Nutrient cycling was also a major focus and students regularly did quantitative calculations as part of this topic.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

We looked at human interactions with forests, especially tropical forests. As part of this, we examined Madagascar and the history of fire used by the native peoples.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Quantitation of nutrient flows and pools in nutrient cycles.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote two papers, the second one was a major project (6 credits) during winter quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Library and internet research for independent projects. PowerPoint presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Workshops where students needed to critically analyze real-life situations and reach conclusions or make decisions /management recommendations.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Independent project during winter quarter. Also some students did independent work during the fall since some of the material was a repeat for them.

Program Name: *Foundations of Performing Arts*

Year: 2004-05

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

The program is about performing arts. We studied performing arts through historical, theoretical readings and workshops, hands on, exercises.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

We studied history, which provided us mirrors in the issue of race, gender and oppression as the content of our study as well as in final production. We read literature all the time, which again provided us rich resources for performance subjects and themes.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

We did not focus on social sciences, but for human psychology and social/ economic dynamics and political events information on study and our performances.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

We have weekly seminar papers(2-3 pages) and a big research project. We also assign creative writing projects, which students wrote short stories and scripts for.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

We required students to use library and web research for this research project. They also present some of this research work through power-point presentation.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical thinking and discussion is involved in every aspect of the program.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

The issues of oppression are the core of our program study. We read American history and analyzed the cultural phenomena in racism, sexism, and homophobia. We transferred all these critical investigations into one final program production titled: Birth of a Nation: The untold Story.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The students who are particularly insightful are encouraged to write scripts, which become the basis of our dramatization. These scripts are advanced levels of work.

Program Name: *Foundations of Visual Arts*

Year: 2004-05

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Foundations of Visual Arts is a focused 16 credit program on the production of studio visual art.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Art history survey.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Artist statements, proposals for artwork.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Photography workshop, slide shows.

8A. Did your program include activities designed to promote critical thinking?

8B. If yes, how were such activities included in your program?

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Framing Film*

Year: 2004-05

Planning Group: IA EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Film analysis, through examination of shot composition, mise-en-scene, and project in Storyboarding.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Film analysis, film theory, lots of writing.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

film journals, 2 film reflection papers each week,
weekly film analysis essays/major research project, final Synthesis
paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Film screenings, library research, web research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Discussion of films, College Essay (thesis-driven); analysis

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Films from the third world addressing the condition of women, of peasants.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

students could elect to do an advanced project: a research study, with longer paper; a set up (with historical and film background) for the class screenings; facilitate a seminar.

Program Name: *Geology and Art: Getting Grounded*

Year: 2004-05

Planning Group: CORE ES EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Introduction to ceramics, art history and drawing were major components of the program. Students did a lot of studio work, both ceramics and drawing.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Earth Science including labs, field trips, lectures, and workshops. Most of the work was qualitative but there were some quantitative assignments.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Art history, exploring the connection between man and the Earth, seminar readings.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

A few assignments and workshops that involved basic math and unit conversions.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Three essays on the seminar readings, work with the writing center, field journals.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Field studies, homework assignments asked students to interpret geologic features. Critical thinking was stressed in the geology section.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Health in a Biocultural Perspective*

Year: 2004-05

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

HBP include analysis of human biological diversity and the various conditions that can produce biological diversity.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

The program was, at its core, an anthropology program. We explored areas of biological and cultural anthropology and the diversity of humans in both realms.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

students were required to write two 10 page papers (based on library research) and post weekly seminar discussion online.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students used Blackboard as a mechanism to "jumpstart" seminar discussion. Most used the online databases in the library to do research for their papers. And some used PowerPoint for their final, oral presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students were required to do a great deal of research in primary literature for their papers and workshops. They often had to assess the validity or veracity of different conclusions arrived at from the same set of data.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

The entire program focused on human diversity in every form, so we read ethnographies, watched ethnographic and scientific videos, did research on a variety of topics both for papers, workshops, seminar and classroom discussion.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

If they chose to and produced papers of sufficiently detailed analysis, students could earn upper division credits for their research papers.

Program Name: *How People Learn*

Year: 2004-05

Planning Group: SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

1. Students were regularly asked to do visual representations of concepts.
2. Students worked on individual learning projects - Some of them were music and art based (sewing, knitting, photography, guitar).

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Students read and learned about how the brain operates when learning happens. They also learned what the implications of brain research might have for teaching practice.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

Did some reading on history of social justice and equity in education

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

In this program we examined what biology, developmental psychology, education and the politics of identity could contribute to our understanding of learning. The main goals of the program were (i) to develop a good understanding of cognitive, social cultural and biological learning theories; (ii) to consider how beliefs about learning and intelligence can impact both teaching and learning decision making; and (iii) to explore students individual learning processes, styles and needs. In addition to these goals, we used Robert Kegan's (1994) text, *In Over Our Heads: The Mental Demands of Modern Life* and Terry Tempest Williams (2004), article "Commencement" to prime an exploration into what it is that adults in the 21st century may need to learn how to do.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

To the degree that QR involves looking for relationships and patterns we did a lot of this, but no formal math or numeracy were involved. Students were asked to regularly boil down and map the big ideas of a text using visual symbols and flow charts (eg. Venn diagrams) for a text that was contrasting something.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote at many levels.

1. Lots of reflective writing.

2. More formally - students wrote and re-wrote three 2-4 page papers that integrated and applied program texts and concepts. They participated in weekly writer's groups to give each other substantive feedback for revisions.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

1. The visual maps described above were designed to develop student's analytical reading skills.
2. Students were also regularly asked to analyze learning situations, lesson plans, and experiences using program material. By the end of the quarter students not only analyzed but also re-envisioned things like lesson plans using program material.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

1. Several (at least 4) of our texts addressed themes of equity and who needs to make accommodations in education/classroom.
2. Regularly called students on assumptions and moments when they were speaking for others vs. self.
3. Strong student generated covenant.
4. Faculty visibly modeled and took responsibility for our own work in this area.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Illustrations of Character: Literary and Philosophical Studies*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Studies in literature, philosophy, history, and classics.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

We read two social science books, and did some analyses of contemporary advertising.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

15 page term paper completed in 3 phases. 6 2-page essays, 2 of them rewritten. Weekly tutorial workshops.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Close readings of texts, application of theoretical works to literacy and historical characters, careful tutorials of student writing.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

The class studied and applied ethnic theory, particularly that of Immanuel Kant, which articulates the idea of human rights.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students could have received upper division credit.

Program Name: *Imagining the Past*

Year: 2004-05

Planning Group: CORE CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

we read 10 texts and viewed 10 films. students wrote essays on them, and wrote a short story, as well.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

the readings/films we did looked at a specific historical event; we worked with students on historiography

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

see above. they wrote 3 seminar reflection papers, 2 synthesis papers, and a several-stage short story.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

students researched through the web; all program materials are on the web

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

seminar discussion; critique session trainings

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Imperialism*

Year: 2004-05

Planning Group: IA CTL SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

In the books assigned, lectures, films and documentaries, and student research

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

In the books assigned, lectures, films, and student assignments

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly papers, student group projects, and analytical essays.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some students did PowerPoint presentations, some used transparencies, and others showed scenes from films.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

In the books assigned, emphasis on critical thinking in lectures, and in seminar discussions.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

In the readings assigned, some of the lectures, and the films selected.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

In the student projects.

Program Name: *Interrogating American Cultures Through the Arts*

Year: 2004-05

Planning Group: CORE EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

We had multimedia art (visual), performance art (theatre and dance), and digital video and animation workshop every week the whole year. Students created installations with Betsy Damon (that incorporated all 3 workshops) and finally they performed in schools and public venues as well as taught art.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

In spring, we incorporated grant-writing and budget proposals for all students. Every quarter math was included in all three workshops, whether for creation of visual arts installations or animation or rhythm (complex creations) for dance.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Every week the students read works of literature written by the various peoples that inhabit the US of A - Native, Chinese American, Japanese American, Asian Indian, Filipino American, Vietnamese American, Hawaiian, African American, Hispanic American, Arab American, Jewish American, Euro American, Armenian American, an Irish American

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Students read texts on immigration of the various peoples of the US of A - anthropological, sociological, and historical works.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Yes. In spring, we incorporated grant-writing and budget proposals for all students. Every quarter math was included in all three workshops, whether for creation of visual arts installations or animation or rhythm (complex creations) for dance.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

In the fall students wrote freshman comp./expository writing every week. In the winter they wrote integrative essays combining the readings and viewings for two weeks. They also wrote a research paper that incorporated primary and secondary sources. In the spring they did professional grant writing, project reports, curricular materials for K-12.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

All the students had hands-on experience in the multi-media lab. They worked with final cut Pro 4 and Advanced Peak applications. They learned to videotape their projects, edit them, and burn DVDs.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

All for the integrative essays, the research paper, and professional grant-writing, project proposals and reports involved critical thinking. The expository essays were literary criticism.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We studied Native American literature, Hawaiian literature and literature of many immigrant groups for issues of racism and classism. For sexism and homophobia, we had several texts.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All of the students participated in projects in the spring. For the projects they created installations or developed curriculum to teach students K-12: Urban arts, mask-making, history, recycled art, parallel project.

Program Name: *Introduction to Environmental Chemistry*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Chemistry was the overriding theme of the program. This included quantitative reasoning skills, graphical analysis, dimensional analysis, and plain old chemistry.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

we discussed issues around environmental themes such as climate change, acid rain, and the ozone hole.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Chemistry is inherently quantitative.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Scientific writing was a major portion of the program. Students wrote weekly papers that they reviewed with writing tutors prior to turning in.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library research includes technology.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students critically analyzed environmental data.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Introduction to Environmental Chemistry: The Atmosphere*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Chemistry was 8 credits.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Discussion of how the scientific topics fit into society.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Chemistry

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Scientific writing of lab papers

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Introduction to Environmental Studies*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Statistics

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

History of resource use in Washington. Political science around resources issues.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Statistics

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly papers; final papers

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Film, Computer

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Ask students to look at historical ecological and evolutionary thinking around resources.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
No

10B. If yes, please elaborate...

Program Name: *Introduction to Natural Science*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

Although it may not seem apparent at first glance, science and the design of experiments is an art form but we did not emphasize it strongly.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

This is rather self-explanatory. The program included work in chemistry, biology, mathematics, and physics.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students in the fall quarter studied the history and philosophy of science. They attended weekly lectures, seminars and workshops.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Students studied Bioethics in the winter quarter. They attended weekly lectures, workshops/discussions, and book seminars. They also were required to maintain personal journals and write two major papers.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Every component of the program included a quantitative aspect.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students were exposed to a variety of writing methods including, but not limited to: writing papers based on book seminars (history/philosophy of science, bioethics); weekly laboratory reports in chemistry, biology and physics (3 per week). These were extensive reports.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

We consider the laboratory instrumentation to be the technology. As such, students carried out in-depth labs weekly using major and minor instrumentation. Additionally, in the precalculus component, they learned to use software to conduct data analysis.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Again, every aspect of the program included the development of critical thinking skills. Workshops and labs were most obvious however, seminars too promoted these skills.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Fall quarter, students read a text titled, The Mind Has No Sex by Scheibinger which addressed the issues concerning the role of women in science. The text helped many students, male and female think about issues related to sexism (and other isms).

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This program is considered a lower division program and as such, students received lower division credit. That said, students did carry out extensive, independent laboratory projects spring quarter.

Program Name: *Justice at Work*

Year: 2004-05

Planning Group: EWS SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Very minor emphasis. We often read a poem or played some music at the beginning of class that related to the most general themes of class, race, gender, and work. Or the law. A few students chose to do a final project that combined legal, historical, and creative work.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

About half of our work consisted of studying histories, written, oral and legal.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Labor studies is closely related to sociology, and we did some work studying wage inequality and wealth inequality. We also studied some sociological concepts and questions, like work force segmentation and stratification.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Very minor emphasis, basically upon comprehension of economic statistics used in legal and sociological literature.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote in a variety of forms: journalistic, scholarly, and legal.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

They used the library's subscription to Westlaw and freely-available resources like FindLaw on the web to research, read, and analyze legal issues.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students had to present the arguments in legal cases and in dissents, had to fashion complex arguments using legal and non-legal sources, and had to apply some of the critiques of critical race theory and critical legal studies to cases and questions. They also had to contextualize primary documents and monographs by looking at the writer's status, ideology, historical placement, identity, etc.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

The entire focus of the course curriculum was on the inequality of rights under the law that are rationalized by ideas about class and race. We had less direct focus on gender, but the problems of law were extended and applied to gender and sexual orientation.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The projects and regular assignments gave them an opportunity to apply complex legal and historical concepts to a new subject. The weekly assignments also presented the opportunity for advanced work in critical analysis of an author's work.

Program Name: *Latin America in a Global Free Market*

Year: 2004-05

Planning Group: SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Student's projects

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

Lectures, films and student projects

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

see my program description

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

See my program description

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Bi-weekly papers about our selected bibliography, lectures and films

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

use of computers, internet, e mails for researching about different topics, writing papers and communicating with the faculty and other people. Power Point, Photoshop, Page Maker, Video Editing Software: Final Cut Pro and IMovie.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminars and papers, students led activities

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

9B. If yes, what strategies or activities did you use that worked well?

Being myself a minority I usually don't respond to this type of questions. This is one of the most popular rhetoric at TESC and I discuss it with my students, frequently.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

T.V. Production

Video documentary Production

Working in different community and development projects in Chile and Latin America.

Program Name: *Local Knowledge*

Year: 2004-05

Planning Group: IA EA ES

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Documentary video, photography, public installation as tools for documenting & educating about community issues
Media Studies (literature, film screening) a central feature of the program. Public Art as key component of community life & activism.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Science Policy, especially regarding Public health

- readings, guest lectures, discussion, community consultations.

A few projects included some aspects of science policy and/or public interest science.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Media interpretation, oral history, ethnography, biography, cultural studies, these are all features of the program.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Public policy, legislation, history (local, labor, environmental), community studies, survey and other research methodologies, public documents research and sociology of social movements and public health.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Array of writing features - journal notes & reflections, ethnographic/field observations, response papers, analytic papers, project proposal, public writing, extensive final reflections/analysis on projects.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Online research (public documents, etc.) video and photo documentation. Power-point presentations. Audio recordings for class presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Major emphasis - in seminar, project development and critique, ongoing research, various assignments, consultations with community mentors.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Systems of oppression - and resistance to them - were analyzed in seminar readings, films, discussions, presentations on language and culture, immigration workshop, attention to difference (oppression in classroom and community.)

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Extensive community based work requiring maturity and responsibility. Several projects on the senior thesis level. Also - program grounded in the practice of community based research and education -- demanding and enhancing intellectual, ethical and practical development. For the faculty as well.

Program Name: *Management Skills for Effective Management*

Year: 2004-05

Planning Group: EWS SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Interpersonal communications, behavior, conflict resolution.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Had to figure decisions based on numerical analysis.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students submitted papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

We used Web Exchange for communication and posting essays.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

With teams and solving organizational problems.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Diversity in the workplace.

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Marine Life*

Year: *2004-05*

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

Only Scientific Illustration.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Labs/Lectures/Seminars/Field work/Readings

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Labs/Lectures/Seminars/Research Projects

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Lab Reports, Research Proposals, Research papers. All of which required writing in the correct scientific format.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Labs and fieldwork with scientific instrumentation.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...
Advanced scientific research.

Program Name: *Market, Forum and Village*

Year: *2004-05*

Planning Group: *EWS-GRH CTL SPBC*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students communicated non-verbally through pictures.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

WE read , discussed and wrote about philosophy..

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We studied theories of social interaction.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

WE did a "Prisoner's Dilemma" exercise in game theory.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students weekly responses for a final essay.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students posted written work on blackboard

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students did conceptual workshops to understand and evaluate philosophical theories

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Marxist Theory*

Year: *2004-05*

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Marxist theory of art 5%

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Main part of class.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Basic economics.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Journal

2 papers

book review

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Along with social sciences was a main part of class.

-question everything

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Minor

9B. If yes, what strategies or activities did you use that worked well?
Books by Mary Cedric Robison, Angela Davis.

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...
A senior level class that I have taught as a graduate program at Colorado.

Program Name: *Masculinities and Femininities Across the Globe*

Year: 2004-05

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We studied basic biology of sex (chromosomes, hormones).

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Culture studies and anthropology - 4-credit cross-cultural research project/paper and 4-credit team research and presentations on sexuality and gender in other cultures.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Anthropology (4-credit cross-cultural research project/paper and 4-credit team research and presentations on sexuality and gender in other cultures) and sociology of sex and gender: applied fieldwork exercises, professional sociology research papers.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

A few percentages in one fieldwork exercises-very minor emphasis.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly seminar papers. 4-credit research paper w/prospectus, multiple drafts, annotated bibliography.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Lots of library and online research for their 8-credits of research projects. Regular presentations, often using PowerPoint (students choice).

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

This was one expectation outlined in the seminar papers and research paper.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Having students research sexism and heterosexism in the real world (fieldwork) and in research on other cultures was enlightening to them. Our readings also addressed these 'isms' thoroughly.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Juniors and seniors who consistently demonstrated the ability to comprehend and apply theoretical and empirical information (at an intermediate or advanced level of understanding and integration) in their work.

Program Name: *Mathematical Origins of Life*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

It was mostly advanced math.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Some discussion of the meaning of life.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

It was all quantitative reasoning.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

A research paper and weekly seminar papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

NetLogo for modeling PowerPoint for presentations.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Seminar

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...
It was upper division math

Program Name: *Methods of Applied Mathematics*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

It was mostly advanced math.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

A bit of history and philosophy of math.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

It's all quantitative reasoning.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Quarterly research papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Mathematics for modeling NetLogo for modeling PowerPoint for presentations LaTeX for mathematical typesetting.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Workshops and labs.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...
It is upper division math.

Program Name: *Molecule to Corporation*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Upper division science program looking at biotechnology and pharmaceuticals. Math as part of market analysis, costing production processes.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Discussed history and social relevance of biotechnology. Looked at sociology/religion in relation to biotech.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Examined peoples tolerances and perceptions of new products/terminologies. Why do people buy A over B.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Everyday analysis of lab data, homework. Stock market analysis.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Production of documents/reports as part of research projects. Weekly reports/presentations.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Weekly PowerPoint presentations. Weekly online bio informatics/database sessions. 5 weeks of library work with reference librarians learning to use databases.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Every student presentation was a Q & A session. Pick stocks - why made those decisions. PCR primers - student questioned techniques and applicability.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All upper division science.

Program Name: *Molecule to Organism*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

M20 integrates advanced concepts in chemistry and biology. The program covered topics in organic chemistry, biochemistry, cell biology, genetics, molecular biology, and developmental biology.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Many of the major principles were presented historically, highlighting how a particular experimental finding or concept helped change the development of a discipline. Also, philosophical and ethical issues were considered in the discussion of such issues as human genetic screening and stem cell research.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

The spring program-wide seminar focused on the convergence of science and public policy, and included a discussion of topics as synthesis and abuse of methamphetamines, chemical wastes in the environment, emerging public health crises, and dissemination of scientific communication.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Probability, statistics, basic math skills (including algebra) were used throughout the program in both workshop and lab to deal with questions in genetics, spectroscopy, kinetics, and thermodynamics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Assigned work over the year included regular entries in lab notebooks, formal laboratory papers, critical essays on scientific papers, and written responses to homework questions.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Student experiments regularly used scientific equipment (including major spectroscopy instrumentation) in the laboratory. Formal talks summarizing independent lab projects required library research and used PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical thinking is the heart of scientific inquiry. Every lecture, workshop, laboratory, and seminar required students to apply analytical thinking to solve a biological or chemical question.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

In this upper-division program, students carried out advanced work in both chemistry (e.g. molecular orbital theory and multi-step organic synthesis strategies) and biology (e.g. establishment and interpretation of morphogen gradients in forming the body plan). In the spring quarter laboratory, students carried out individual research projects that ranged from building complex natural molecules and isolating natural products to assessing the cytoskeletal organization of a developing *Drosophila* oocyte and characterizing taste bud formation in catfish.

Program Name: *Nature/Image*

Year: *2004-05*

Planning Group: *CORE EA*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Weekly life drawing sessions, art history lectures, critique sessions, visiting artist talks, individual studio projects and studio work sessions, art museum visits, media literacy workshop.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Science was included through individual student research in the form of two short reports (one on a species, one on a natural phenomenon), and a 15-20 page research paper on an aspect of nature of the student's choice.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Through readings on the historical and cultural construction of our experience and concept of nature, readings in nature writing, and poetry.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Through weekly seminar response writings, two short reports and a major research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students did library research using computers and internet.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Through seminars on the readings, visual literacy work in critiques and visual workshops.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Negotiating Cultural Landscapes*

Year: 2004-05

Planning Group: CORE SPBC EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

1) We studied ethnomusicology both quarters, which included reading about and listening to music from a variety of cultures. 2) We learned to play the ukulele and/or pennywhistle in the Winter and 3) practiced basic storytelling skills. 4) We designed a visual essay in response to one seminar novel.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

Unless this includes statistics. If so, see #5.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

1) Studied cultural context through literature novel: "Bless Me, Ultima", "Herland", and "The Color Purple". 2) Hawaiian and Irish timelines (brief discussion) 3) Cultural studies (programming was organized around culture - American and other) e.g.. Researching another culture and learning and telling one of their stories.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Sociology was a major component of the program through reading, papers on social topics, social fieldwork, and analyses of the fieldwork.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

2-quarter statistics component. Text reading and homework fieldwork and analysis of data, examination of data in newspapers, analysis of program data set, designing own study using program data.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Seminar papers, integration papers, major research paper with progressive due dates and revisions.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library research project, PowerPoint presentations

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Through our writing assignments and workshops.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Regular study of all the above forms of oppression through readings, lectures, workshops, seminar discussions, attendance at Race In Education guest lecture series and Day of Presence activities.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *New Tools for Community Transformation*

Year: 2004-05

Planning Group: EWS-GRH GRH

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Rather than just learning rote calculating methods, we learned a few techniques in probability and statistics and applied them to a wide range of case studies. We analyzed data, its significance, and mechanisms to explain the data.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Through literary and philosophical texts we explored the meaning(s) of community and explained shared values that create community.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

In understanding how economic, political, and social interests converge in communities.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

We looked beyond the results of data and examined the meaning of statistical info, how quantitative superstitions arise and are propagated.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Response papers to seminar reading and critical analysis of case studies.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

They learned html, style sheets and various scripts to CREATE WEBSITES that served community needs.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The quantitative reasoning was critical - what does quantitative information MEAN; what assumptions about data are important; how does quantitative information relate to truth.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Case studies examined SO-CALLED justification for lower intelligence in people of color; participation of women in science less

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Nietzsche*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Aesthetic theory, usage of visual art, listening to and discussing music and opera, presentations that included soundtracks, originally composed music, dance, etc.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Class was on German philosophy.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Papers of various kinds on each work we read.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Research and final presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Each student gave a public analysis of a passage of philosophy outlining its arguments and commentary analyzing it. Same for secondary source. Papers (on analysis of given sections of philosophical texts).

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All work was advanced level.

Program Name: *Old and New Worlds*

Year: 2004-05

Planning Group: CORE CTL EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Literary art: Readings in drama, epic, prose fiction.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

The core curriculum of ONW consisted of readings and inquiry grounded in the three principle humanities disciplines: History, Philosophy, and Literature. The work spanned the ancient, medieval and early modern, and modern worlds, up to the late 19th century.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Yes, if history is included as social science, as it often is, depending on the branch of history under consideration. Our historical studies were centered in social history.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote essays weekly, wrote in-class essay exams weekly, completed 4 longer essays, including a major research paper winter quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

Or yes, if access to and use of internet sources falls under the heading. If yes, the use of "technology" was ubiquitous.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students were shown fundamental patterns of sound reasoning: drawing conclusions from evidence and defending and presenting them.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Substantial study of race and its history in society, along with sustained attention to the history of the West.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Organizing for Democracy*

Year: *2004-05*

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Math, social statistics, graphs.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Read poetry, anti-war books

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Readings, Papers, Internships.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Math, social statistics, graphs.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Fall-weekly papers. Fall/Winter 5 synthetic essays with feedback.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some students used power point, others used videos that they made.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Workshops

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Workshops, readings, and papers.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Some reading advanced. Many opportunities; suggested readings, guest speaker.

Program Name: *Paradigms of Leadership*

Year: 2004-05

Planning Group: EWS SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

looking at society ethics and interaction

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

leadership of groups

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

writing essays

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

research various leaders on line and other references

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Evaluate concepts of leadership

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

As leadership applies

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Patience*

Year: 2004-05

Planning Group: NAWIP

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Student projects included music, vocals, dance, storytelling, paintings, photography, performing arts, film, culinary arts, set design, and design of dwelling spaces.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Science and math were a component of some student projects, such as: the use of math in DJing and in creating music using a sound synthesis technique; mapping, surveying, and planning drainages and layout of a farm and water recourses; basic mycology; budgeting and fundraising; culinary calculations and other independent projects using natural and physical sciences.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Student projects involved cultural studies; language; communication involving the study of writing and dialogue; and readings in spirituality and philosophy.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Student projects included study of psychology, sociology, educational philosophy, political geography and anthropology.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Some student projects incorporated quantitative reasoning for fundraising; for planning business budgets and making business decisions; in mapping and calculating water ratios and depth; and in production of music.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Student projects included business writing, writing business plans, grant writing, journaling, writing newspaper articles, technical writing, writing poetry and music lyrics.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

All students used library and web based resources to research subject matter. Students used a variety of technologies to present learning in written, musical, visual and multimedia formats and to exchange ideas and information on-line. Computer software included Excel, Word, PowerPoint, Macromedia, Flash, Sound Forge, Web Exchange, web browsers and Photoshop. Students used email to exchange information. One student created a website, another created and maintained a Blog.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

A student from Patience wrote about the incorporation of critical thinking in this way: "Patience is unique as the faculty promotes a freedom of learning that inherently encourages critical thinking. Each co-learner is responsible for his learning. As such, each learner must critically analyze who she is, how she learns best, what she wants to learn, and how she will learn. In addition, because no roadmap is given for the student, he must make a plan or syllabus for his learning which includes analyzing what materials and information will enhance or detract from his learning goals. This is just a beginning of the process that my program is designed to promote. Most other programs already have expectations in place; most other learners continue a process already started by their faculty... Patience provides a supportive learning community in which each learner chooses the journey that best fits her objectives. The faculty remains involved, but they don't impose their own processes, allowing a natural growth and development to occur. This essential freedom encourages each learner to ingest, internalize, and process complex ideas and realities in a real, life-changing way. Class time, webx, and the web list provide a forum for constructive dialogue. Thus, each learner has the opportunity to process his learning with his community of learners, inspiring further exploration and challenge in his co-learners."

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Faculty encouraged students to incorporate Paulo Freire's book "Pedagogy of the Oppressed" in their student projects. Student projects included travel to South America and study of issues of racism, sexism and classism. Another project focused on the problems faced by African American students in traditional schools and class privilege or advantage among particular socioeconomic groups.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were encouraged to explore topics in-depth. They reported learning how to guide their own learning in order to successfully complete projects, applying theories and new skills to their final projects. Several students said that they had completed graduate level work. Students completed projects such as writing drug addiction curriculum, completing environmental projects, starting a visual arts portfolio, and performing in a major public performance.

Program Name: *Peacemaking*

Year: *2004-05*

Planning Group: *EWS SPBC*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

This seems like the only place to address the extensive spiritual focus in this program -- lectures, a special study group, readings.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Readings -- fiction, history, and ethics.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Readings -- social science research, community service etc. Visiting lecturers from Legislative and Educational reform programs. Group projects in community peace-making and international affairs.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Written reflections and shared writing but no instruction in how to improve writing. No really poor writers in this group.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Almost all program information and considerable program planning and discussion was done through Web Exchange.

8A. Did your program include activities designed to promote critical thinking?

8B. If yes, how were such activities included in your program?

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We made the proposal for reparations for Blacks in America the culminating activity in the class and spent the whole day working on a multi-party negotiation about the question. Less successfully, we participated in the Saturday morning presentation for Day of Presence, which many students found lacking in suggestions for action.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students proposed individual projects at varying levels -- ranging from introductory volunteer stint at the Dispute Resolution Center to a complex analysis of definitions of justice. The negotiation simulation, which occurred at the very end of the program is one I normally use with graduate students.

Program Name: *Perception, Language and Reality*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Some attention paid to the history of science and mathematics in the 17th and 18th centuries

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Curriculum focused on philosophy--metaphysics and epistemology--and contemporary analytic work.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly writing, as well as a major project, was required. Also responses to other student writing was required.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Web-X was used to post and respond to writing.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Close reading of major texts, and critical discussion in seminar.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Program was all-level. Seminars were student lead and often worked at an advanced level. Projects allowed students to show what they could do.

Program Name: *Photo Projects*

Year: 2004-05

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

The entire program was about photography as art

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

In the form of the history of photography

4A. Did your program include Social Sciences?

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students had to write for each seminar, two response papers, proposals, and artist's statements

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

They learned and used web crossing, web page design, digital editing, and inkjet printing.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Aeminars, papers, and especially through critiques.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?
readings and critiques. Also, through particular photography exhibitions

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...
it was an advanced program. Students needed to take a lot of initiative, and perform a lot of research for their final projects.

Program Name: *Plant Ecology and Taxonomy*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Botanical illustration in lab and field.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Plant science specifically taxonomy and ecology very little math used for vegetation analysis.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

people and plants

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

People and plants.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Vegetation analysis.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Take home exam (essays), in class essay exam, intellectual journal.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Field assignments to analysis vegetation patterns in relation to environmental conditions using dichotomous key for plant identification.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

In discussing the existence of cultural landscapes e.g. prairies in south sound managed by Indians.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

all upper division science

Program Name: *Poetics and Power*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Poetry, Aesthetics.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Literature; core aspects of humanities

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Political science

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

All kinds: experimental poetry and prose.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

PowerPoint, video.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Theoretical questions, writing, and politics.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Major

9B. If yes, what strategies or activities did you use that worked well?
Focus on racism and sexism

10A. Were there opportunities for students to do advanced work in this program?
No

10B. If yes, please elaborate...

Program Name: *Politics and the Media*

Year: 2004-05

Planning Group: EWS SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Music and film cultural component

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

On quantitative math

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Quantitative samples are drawn to extrapolate to the population as a whole from small samples.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Paper every other week; large paper for final project.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

PowerPoint, computer research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

How complex things were.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Major

9B. If yes, what strategies or activities did you use that worked well?
Understand that Middle East has negative image.

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...
For final projects, students selected with strong backgrounds were able to build on that background.

Program Name: *Pooled Sovereignty and Corporate Management*

Year: *2004-05*

Planning Group: *SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Program Name: *Positive Psychology*

Year: 2004-05

Planning Group: EWS SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students were required to produce videos on Positive Psychology concepts. This creative endeavor included some art by some students.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Students read literature and sought resources from a variety of disciplines for their video project and response papers.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Students were required to review social science related to Positive Psychology and include it in their video project.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students were encouraged to examine the research methodology and findings of conflicting social science. They also participated in research as a class, by taking pre- and post- program tests on positive psychology concepts.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students were required to write response papers to the social science we read and also learn how to do storyboarding and scriptwriting for their video project. They turned in portfolios of their responses to the reading and their write-ups of the seven activities.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students created a 37 minute video in four groups (4 segments representing the pillars of the discipline) that presented an overview of Positive Psychology. This video was shown to about 100 people from the general public on

Video night. They learned how to storyboard, write scripts, operate video cams, and edit their work using Apple's iMovie or Final Cut Pro.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students were required to demonstrate their understanding of the strength of the social science based on relevant support for often conflicting theories. This is always a major emphasis in my courses and programs.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Having them engage in seven activities that represent a true paradigm shift in how mental health is defined, assessed, and developed.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Opportunities to assist with program planning, activity development, peer consultation, and research more broadly and deeply into Positive Psychology.

Program Name: *Protected Areas?*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Design of poster, encouragement to sketch in nature observation journal.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Through projects, texts, lectures.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

History, texts, lectures.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Focus on politics, economics, social settings, social justices, land use planning and management for protected areas.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Entries in notebook, write-ups on readings, poster presentations, research paper, field observation journal.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Internet, Power Point, poster preparation.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

They need to provide a final supported answer to the title of the program "Protected Areas?"

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Indigenous rights, resident peoples in and near Protected Areas, economic development strategies for communities, cultural integrity.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All was at upper division level.

Program Name: *Puppet and Object Theater*

Year: 2004-05

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Complex projects requiring students to engage multimodal approaches to collaborative interdisciplinary art making.

FACULTY STUDENT RATIO TOO HIGH!

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

Some students did work based on scientific writings and other sources. FACULTY STUDENT RATIO TOO HIGH!

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students were required to read and discuss major readings in theory and aesthetics then respond to the readings through performance projects. FACULTY STUDENT RATIO TOO HIGH!

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

In indirect manner, students had to develop a keen awareness of collaborative skills and group dynamics. FACULTY STUDENT RATIO TOO HIGH!

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students were required to apply for a grant preparing a detailed budget. FACULTY STUDENT RATIO TOO HIGH!

6A. Did your program include writing?

No

6B. If yes, how was writing included in your program?

Some students emphasized writing in their work.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

FACULTY STUDENT RATIO TOO HIGH!

Industrial Age Technologies: Some students used power tools, some had complex mechanisms in their puppets that required intuitive and practical awareness of mechanics and statistics, theatre lighting. Digital technologies used; digital video, sound editing, web research, graphic design, theatre lighting controls, etc.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

FACULTY STUDENT RATIO TOO HIGH! Students were required to manage complex projects working under very tight timelines. They had to choose imagery, processes, critical path management decisions, and choose appropriate technologies to respond to their ideas.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Frank discussions

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

I have developed in the last few years a unique set of experimental puppetry programs that are specific to Evergreen and unique in the world. In the way my programs are structured, students negotiate with faculty the extent and level of their work, tackling projects at different levels. I can easily say I have several groups doing graduate level work in my class. It all boils down to allowing them the room and resources. FACULTY STUDENT RATIO TOO HIGH!

Program Name: *Quantitative Methods for Effective Management*

Year: 2004-05

Planning Group: EWS SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Financial numbers used in organizational management.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Discussed how culture impacts attitude toward financial operations.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Basis of the program... used quantitative methods to analyze and solve organizational problems.

6A. Did your program include writing?

No

6B. If yes, how was writing included in your program?

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

They used Excel to solve quantitative problems.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students were given a large number of problems to develop quantitative excel models. They had to determine relevant data to use.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Renaissance Studies*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

One strand in the program was a four credit lecture/discussion class on Renaissance and Mannerist painting. Two hours a week of performance exercises including four Renaissance court dance lessons and considerable work with actor's voice exercises and reading poetry aloud. Weekly viewing and analysis of at least one film - some features, some educational documentaries, some film versions of Shakespeare plays.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We read Rotman's "Signifying Nothing, the Semiotics of Zero", "The Vanishing Point in Perspective Painting" and "Money of Account". Viewed several James Burke films on Renaissance science. Lectured on the relationship between the new methods in science and other Renaissance utilizations of second worlds and viewed Losey's film of Brecht's Galileo.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Extensive reading, writing, lecture and discussion of Renaissance literature, history and art history.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Lectures and some discussion on period history - early modern capitalism and exploration, formation of the nation state, etc. Read and discussed two classics in political theory - More's "Utopia" and Machiavelli's "The Prince". Section in Signifying Nothing about the economic transition from gold coinage through money of account and paper money to current global credit flows.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

Ten minutes of the "monsters of the sea" estimation technique in statistics and its application in estimating how much larger Shakespeare's actual vocabulary was than the vocabulary actually employed in the plays.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote nine five page expository essays which I returned with detailed advice and I gave a few brief talks about particular issues in writing college essays about literature.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students located a critical article on Spenser using the MLA database, wrote a short essay summarizing and commenting on its main points, and did a brief presentation to the group about the most interesting idea in it.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Analysis of literature, critique of the organization and logic of students' weekly essays, comparison of the assumptions and implications of the differing theoretical/interpretive approaches in paired documentaries on the same subjects.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

The first 60% of the program was built around Greenblatt's "Renaissance Self-Fashioning", which examines the origins of various central modern psychological and institutional structures in the lives and work of half a dozen early modern writers, focusing on gender dynamics, colonialism and consumption, repression, etc...

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students read, discussed, and wrote about More's "Utopia", Book I of Spenser's "Faerie Queene", Greenblatt on More and Tyndale, selections from Surrey and Wyatt, "As You Like It", Books II - III of "The Faerie Queene", Greenblatt on Wyatt and Spenser, "Henry IV" Part 1, "Othello", Greenblatt on Marlowe and Shakespeare, Machiavelli's "The Prince", Rotman's "Signifying Nothing: The Semiotics of Zero", Jonson's "Volpone", Donne's "Songs and Sonnets" and "Holy Sonnets", selections from Marvell, Milton's "Paradise Lost", and half a dozen Xeroxed articles.

Program Name: *Rhythmic Meditations*

Year: 2004-05

Planning Group: IA SPBC EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Performing arts, music, dance integrative expressive arts, weekly mind map, multi-medial expressive arts, tech drawing, image nature, mandalas.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Minor work with physics of sand, Spanda work-vibration frequency.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Literature, poetry seminars on text we read from a number of humanities related disciplines.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Community service, research methodology, texts major emphasis of trans-personal psychology track.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

Some in drum making and individual research projects i.e. making labyrinths.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Peer review process weekly reflection sheet, mid-term and final evaluation, writing and a major research paper in trans-personal psychology.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Variable-individual projects, psych.track-lit. review, used computer for all program edits.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Underlying philosophy of teaching and learning.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Spanda Yoga; track-sexism feminism theory, some peer groups did address this in presentations, Different faculty addressed this in different ways in their track. Brought in Paul Gallegos to address diversity issues, used text.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Independent research that students did, open space and individual research project design, workshop components facilitated allows students to work in their own space.

Program Name: *Russia: Empires and Enduring Legacies*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

In the context of Russian history and culture, we studied art movements in both the 19th and 20th centuries, and examined slides of Russian icons and professional and folk art. In addition, the students participated in a 5-hour workshop in the art of Ukrainian egg-decorating, a folk art form widespread in the Slavic world.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

In the context of Russian history, we discussed environmental issues with the students, in particular examining the cause and consequences of the Chernobyl nuclear plant disaster.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

We devoted major time to literature and cultural studies in the Russia Program, which is one of Evergreen's language/culture programs.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

In the course of our study of Russian history, we naturally included the areas of politics and social studies, particularly relating to the institution of serfdom in the 19th century and other difficult issues which led up to the Russian revolutions in 1917. Politics and sociology during the Soviet period and now in the post-Soviet world also played a big role in our studies.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote three major essays in fall and winter terms (5-6 pages each), as well as twice-weekly seminar response papers. In spring term, students participated in two workshops each, and wrote short papers for these workshops, as well as producing a major research paper (from 15-25 pages). Writing was a significant exercise in this program, and students were urged to work with writing tutors. Faculty provided substantial feedback on every student paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

The students employed Internet library research to pursue answers to a number of questions that arose during the course of the program, and especially used the Internet as one among other sources for their spring term research papers.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Much of our seminar discussion encouraged students to question the sources, to apply critical thinking to analyzing our material. Students were also urged to formulate a thesis for each of their papers, an exercise that encouraged them to apply critical thinking to the material under study. That is, students did not simply write reports, but actually took a stance and argued a point in their papers.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Our focus in this program was Russia--a multiethnic mix of nations within one empire. It was in that context that we explored the dynamic among very diverse people--Siberian natives, Central Asians, Caucasus Mountain groups (Chechens, Georgians, etc.), and Slavs. We examined when, how, and why tensions arose among these peoples, and in that context we carried on our discussion of these issues. Classism was a significant issue in the Russian context since by the 19th century there was an enormous abyss between the upper class and the bulk of the people who were locked into serfdom and were emancipated only a few years before the Emancipation Proclamation in the U.S. We did not deal with sexism, racism, classism outside of this broad context of our study (that is, in the U.S.).

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The level of the Russia Program is already quite high. We encouraged students to pursue very high level work in their research papers in spring term. There were no additional assignments on top of what we asked of all the students.

Program Name: *Science of Fat*

Year: *2004-05*

Planning Group: *IA ES SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

4 credits of chemistry; 4 credits of statistics; science in independent research project

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Seminars on humanities-related texts

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Seminars on social science texts

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Chemistry and math

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly seminar papers

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

3 computer workshops and 1 library research workshop

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
No

10B. If yes, please elaborate...

We had an independent research component, but I would not call that advanced work in most cases.

Program Name: *Science Seminar*

Year: *2004-05*

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Seminar of physics, energy, astronomy. Graphical representation of relationships, and a little algebra-based analysis.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

History and the philosophy of science.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Economics, environmental studies of sciences such as astronomy and cosmologies.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Seminar of physics, energy, astronomy. Graphical representation of relationships, and a little algebra-based analysis.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly essays and responses.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library and web searches for supplemental information.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Analyzing obstacles to alternative technologies, Distinguishing pseudo-science from science, Comparing competing scientific models, Comparing different cosmologies across cultures and ages.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Analyzed sexist and racist scholarship and historical practices in science and mythologies, addressed gender splits in some aspects of class work.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Science Writing*

Year: *2004-05*

Planning Group: *EWS SI CTL*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Botanical illustration, science poetry.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Science was a major topic as was statistics of probability, statistical inference.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Science poetry.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Statistics of probability, statistical inference.

6A. Did your program include writing?

6B. If yes, how was writing included in your program?

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Reading and analyzing scientific writing; primary and popular.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Readings, discussions on race and science, women in science.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

12 credit option

Program Name: *Seeing the Light*

Year: 2004-05

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students made photographs for weekly assignments and for a major final presentation. They studied the history of photography through readings and lecture/workshops.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Students produced books which involved measuring, cutting, and doing some math to ensure their photos were correctly oriented.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Students read one novel and several critical/theoretical books dealing with photography. They also viewed several films (e.g., "Blowup", "Proof") and had written responses to them in which they were expected to make connections between the films and other program elements.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

See answers to Science and Math question.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote response paper to films they viewed and still photos they studied. They also wrote a script for a 20-minute presentation they gave on an artist's work.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students gave 20-minute presentations, most involved the use of power point, making slides (both 35mm and both computer type) and use of computers to show their work. Some students produced a short film as well.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

In their papers, students were expected to do critical analysis of major or minor elements on the films they viewed. They were evaluated on their ability to extrapolate their ideas about the film to books we read and seminars we had.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

We read Don't Let's go to the Dogs Tonight, a book whose sub theme is racial oppression and tension in Africa.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were expected to work towards advancing their photographic skills (both technical and aesthetic). Many students did advance photo work in conjunction with their final projects.

Program Name: *Seven Generations: 200 Years of Japanese and American Art*

Year: 2004-05

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students participated in two different workshops (drawing and fabric dyeing) on a twice weekly basis.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We read several books dealing with such things as the split between Art and Craft in the Western World, Japanese aesthetics, and Abstract Expressionism. They also viewed several Japanese films and wrote response papers in which they were supposed to make connections between various aspects of the program dealing with Humanities.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students made up compounds by mixing various chemicals. This required that they calculate weights and measures of the chemicals in order to figure out how large a batch to make.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote response papers to the films we viewed.
(See above).

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

The response papers that students wrote required them to try and make connections that weren't readily apparent between the various parts of the program, including their hands-on art work.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

In seminar, we discussed the different roles that men and women play in Japanese and American societies, particularly as they were presented in the books we read and the films we viewed.

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Sex, Gender and Evolution*

Year: 2004-05

Planning Group: EWS SI SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

We had two films. In one, the major theme was an individual's struggle against biological determinism. The second was a docu-drama about a transgendered individual asserting his identity, with disastrous consequences.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Evolutionary principles were at the core of the program. This included a discussion of the basic biology of inheritance, including genetics, DNA structure and function, mutations, and natural selection. We had readings and discussions on the fundamental concepts of the evolution of sex. We had extensive investigations into biological and behavioral variation in sex and gender in animals and humans, as well as a some discussion of plant sexuality. We studied recent work on neurobiology of sex and gender differences, including the organizing and activating effects of sex hormones on sexual behavior, aggression, and responses to stress.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We discussed the social construction of gender roles and concepts of patriarchy as a system, as well as feminist critiques of patriarchy and men's contradictory experiences or power. We compared the concepts of gender roles and family structure in diverse cultures around the world. We read about and discussed concepts of sexuality and gender in a historical context as well as in our own culture, and considered challenges to various cultural paradigms - i.e. how cultures respond to diversity outside of their dominant concepts of sexuality and gender. We examined concepts of "Social Darwinism" and "Scientific" Racism in a historical context and in light of more recent information on human diversity, genetics, and evolution.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Key concepts included random mutations as the basis for evolution, evolution as a change in allele frequencies in a population, and Mendelian genetics. Basic statistical reasoning was critical as well, especially the concept of probability and frequency distributions, the role of uncertainty in hypothesis testing, sampling theory, and variation within and among groups. We also used a simple game theory model (Prisoner's dilemma) to structure an experiential workshop that tested hypotheses about differences in aggression and cooperation between males and females. We also did a simulation of evolution by natural selection in which students drew cards from a standard deck of playing cards, in order to simulate the effects of random mutation on reproductive rate and survival and, therefore, fitness.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Major assignments - students did several individual, pair, or group papers applying concepts of sex, gender, biology, and sociology. Minor writing assignment - each week students submitted two open-ended questions based on the weekly readings.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

The writing assignments required that students use library resources including books, journals, bibliographic databases, and online access of primary research literature. Students used PowerPoint for their class presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The writing assignments required the synthesis and application of facts and concepts from diverse areas of biology and sociology. Students applied theoretical constructs from various disciplines in order to critique the theoretical bases of other disciplines. This approach was frequently modeled by the two faculty in lecture/discussions with the class. Students were encouraged to apply these approaches towards interpreting current events and popular culture.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We addressed these issues in several ways. Art Constantino lead our class in the game "Starpower," which artificially creates social stratification based on meaningless status tokens. We had extensive discussions in class following the Evening and Weekend Studies forum on racism that coincided with the "Days of Presence, Days of Absence." Students were very dissatisfied with that forum. We expanded the discussion by addressing racism as a social system, rather than simply in terms of identity politics and the effects at the individual level. Students especially benefited from seeing that racism is inherent in the social structure and thus, need not be something that one does deliberately. They were also very interested in how their own awareness can help them be sensitive to structural racism, and to point it out, resist, and be an ally. Lori Blewett was outstanding in facilitating these discussions and workshops. We also discussed these concepts in the context of homophobia and transphobia

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

the breadth and depth of the disciplines, concepts, theories, and critiques was such that all students had the opportunity to stretch themselves to their full capacity

Program Name: *Shadowlands*

Year: 2004-05

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

As Responsive Performance projects that addressed the themes of the project Monument workshops to develop thematic and artistic processes and a performance.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Some physics in designing mechanisms for puppets.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

In the seminar readings on Jungian psychology, myth studies and shamanism.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

As psychology of evil and cultural studies.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

Maybe in budgeting and planning.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Seminar response papers and scripts for performance. There was a "writing group" as well.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Misuse of word [technology]. In projectors, computer-based word processing, PowerPoint, digital animation and video editing, lights design, etc.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

All activities!

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Discussion, etc.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

I let them do it. The program is based on radical teaching. Graduate level readings and graduate level work were the norm.

Program Name: *Slavery in Africa and the Americas*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Some of the texts, films, and lectures analyzed music and visual art of the African Diaspora.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Many of our required texts included extensive discussion of the economics, health and physiological dimensions, and the demographics of the slave trade and slavery, including extensive statistical analyses

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

The program concentrated on the social and cultural history and literature of slavery in Africa and the Americas.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Program materials included extensive analysis of social forces and structures and psychological dynamics in the slavery and the African Diaspora.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Many of our required texts included extensive discussion of the economics, health and physiological dimensions, and the demographics of the slave trade and slavery, including extensive statistical analyses.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote two extended expository essays and a major research paper on topics in the history of slavery. They also met with faculty in peer writing critique sessions.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students utilized web research, in addition to research in library databases, to compose their research papers.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

All program activities involved intensive critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

All program activities focused attention on the history and contemporary reality of racism and other varieties of oppression.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This was an upper division history program in which students read advanced texts, talked and wrote about them, and composed a major research paper on a particular topic in the history of slavery.

Program Name: *So You Want to Be a Psychologist?*

Year: 2004-05

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

History of Psychology

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

All aspects of program were in the field of psychology

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Technical writing using American Psychological Association format. One major paper plus 5 abstracts of primary source journal articles.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

online search of journals (Psyc INFO) 2 major presentations using PowerPoint

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Debates on ethical issues of psychology.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
No

10B. If yes, please elaborate...

Program Name: *Stage and Screen*

Year: 2004-05

Planning Group: EWS EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

By Art I assume you include the performing arts as well as the visual arts. The program was devoted entirely to the study of theatre in the context of screen mediums.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

This study of theatre and film involved reading of plays and film scripts as well as some visual art.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Included an analysis of television and to some extent theatre and film.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students did research projects that involved statistical analysis of various aspects of theatre, television, film and video games -- demographics, audience surveys, revenue and other topics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Numerous short writing assignments in response to readings and screenings. One longer reflective essay.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

PowerPoint presentations, video, DVD, and other media as part of their group projects.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Growing out of readings and lectures, we explored a wide range of play and film analysis techniques in writings and exercises and in seminar.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

We read (studied) and attended a play in Seattle by noted African-American playwright August Wilson. Our readings and screenings included works by other artists of color as well as gay and lesbian writers. We studied the work of noted women in the theatre and non-western approaches to theatre practice. One of our plays we studied dealt with sexual abuse.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

More advanced work was possible in some of the assignments, particularly groups who studied a particular aspect of television/popular culture in relation to theatre.

Program Name: *Teaching Gardens*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

-Design work for gardens and interpretive panels for Evergreen teaching gardens; some students did botanical illustration.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

History of gardens, landscape architecture.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Explored how gardens can be designed to empower people and how historically gardens have disempowered/marginalized some people.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Writing text for interpretive panels and for garden design proposals.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Learned several computer graphic packages including Photoshop and InDesign.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminars on texts; Strategizing for presentation of designs to the Campus Land Use Committee (CLUC).

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Major

9B. If yes, what strategies or activities did you use that worked well?

Read texts and watched films about how race, gender, and class matter in designing gardens. Students also attended most of the lectures on campus connected to the "As If Race Mattered" lecture series.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Every student produced an individual garden design or interpretive panel design.

Program Name: *Teaching Through Performance: American Radical History*

Year: 2004-05

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

The entire class addressed the subject of teaching through performance, teaching American History, specifically.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Numerous plays were read during the class, by Brecht, Arthur Miller, Dario Fo, Susan Parenti, and others.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We read many documents (and saw many films) about politics and its expression. For example, we read speeches by Martin Luther King, saw films about US overthrow of the democratically elected government in Chile, read the writings of past political leaders such as WEB DuBois, saw films about the history of the communist party in the US, etc.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Each quarter, the students wrote a research paper, and each quarter, the students worked in groups to write a theater script they then performed.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

During the last, quarter, students were asked to address the many means by which thoughts and descriptions of a desirable society are prevented.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We addressed the visions of a not-yet-existent desirable society, and in doing so, issues of discrimination were dealt with.

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *The American Civil War in Modern Memory*

Year: 2004-05

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

art/videos

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

History; several novels.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Economics, discussion of global/domestic issues leading to civil war.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Various essays, lots of writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

video

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Response papers, discussions, lecture responses.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Major

9B. If yes, what strategies or activities did you use that worked well?
Yes, racism as slavery was a huge issue central to the program.

10A. Were there opportunities for students to do advanced work in this program?
No

10B. If yes, please elaborate...

Program Name: *The American Eye: A History of America in Photographs and Fiction*

Year: 2004-05

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students learned the history of American photography as well as the basics of black and white photography itself, i.e. use of a 35mm camera, exposure, development, and enlargement of film, how to discuss photos critically and intelligently.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students read six American novels in conjunction with the historic time periods they studied in Art History.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

We studied the difference between art photography and photography that has a socio-political agenda. In particular, we looked at the work of photographers who were trying to affect social change through their imagery and how they went about it.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

In order to present their photos professionally mounted, students used math to figure where to place their images precisely on mat-board or where to cut openings in a mat board to make a window mat.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote five response papers to five of the books they read, and we also did a number of in-class writing exercises designed to help them write an analysis of an image.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Each student gave a 20- to 30-minute presentation to the entire group, using either traditional slide presentations or PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

The image responses students wrote were done as in-class assignments. They were designed to promote media literacy by getting students to differentiate what images connote as well as denote.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

These issues came up both in our readings and in writing image-responses. We addressed them in seminar.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *The English Romantics*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

See program name!

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

2 history books

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

8 500-700 words and 1 at 12-15 page independent study

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

done reading of poetry, exposition prose,

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

every day

Program Name: *The Novel: Life and Form*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

This was an advanced program in the history of the novel, reading eleven major French and English novels from "The Princess of Cleves" through Joyce's "Ulysses" and "Mrs. Dalloway", along with books about the origins of the English novel. It also included a small amount of student research and occasional lectures on social history and the history of art.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote seven five-page papers and a couple smaller exercises, which the faculty commented carefully on.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students did two ten-minute presentations for the class, at least one of which used some digital images.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students wrote seven five-page papers and a couple smaller exercises, which the faculty commented carefully on.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

A number of the novels we read, discussed and wrote about involve issues of class, oppression, and the relations between sexes.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

I consider reading, discussing, and writing about most of these novels advanced work - especially doing all but one episode of "Ulysses".

Program Name: *The Practice of Sustainable Agriculture*

Year: 2004-05

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Agriculture has all the pieces that utilizes mathematics in field measurement, calculating seed and planting needs, and SALES! Agriculture is a science based topic and has all the fields to include soils, botany, chemistry, plant physiology to just name a few.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Examined the social impacts on humans in their need for food as well as mans interaction between self, community and the environment.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Research papers and programs reflective journals.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Utilized library and internet based searches to include peer review articles and research documents

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Each quarter a team project was assigned to give the students time to look at farming issues and how they might affect the processes and outcomes.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Upper division work was encouraged of students that showed they were capable and interested.

Program Name: *The Women's West*

Year: 2004-05

Planning Group: EWS SPBC EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students were given drawing instructions and assignments. The students created a collage in a classroom collage workshop and also create a collage for their final project. Students learned art history as an extensive part of their work in the program.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Art history and Literature were the two primary parts of this program from a women studies perspective

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Women's studies of USA and Latin America was a major part of this program -(20th and 21st centuries).

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

The students were given writing workshops by the faculty in several areas: critical thinking and formal analysis of art and literature. The student completed one longer plus one shorter essay each week. The longer one responded to the texts they were reading; the shorter ones responded to each others writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

The students posted weekly essays on Blackboard, a web based program and responded to each others work on black board too. One faculty member also posted handouts and assignments on B/B on a regular basis.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Writing, workshops, seminars.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Workshops, handouts, and discussions: On power, privilege racism and sexism (homophobia, etc.).

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Readings were advanced levels and the assignments were demanding.

Program Name: *Tribal: Reservation-Based/Community Determined: Muckleshoot*

Year: 2004-05

Planning Group: TRI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Strands taught at weekend classes for 2 credits.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Two kinds of Math strands were offered each quarter at the weekend classes.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Emphasis on communication and presentations in site classes at Muckleshoot and at the weekend classes. Direct instruction, oral presentations, seminar. Also some philosophy with regards to traditional indigenous knowledge

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

History and Psychology, in particular, were vital to our readings, seminar and assignments.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

2 credit strands taught at weekend classes- not all students opted for this strand, however.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

All over the place! I taught Writing Research Papers for 2 credits fall and winter (continuous class). I taught peer reviews there and at Muckleshoot, where students were also required to complete The Least You Should Know About English. Also at weekend classes we provided several strands each quarter that were writing-centric: Writing Center workshops and Stories of our People are just two examples.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

PowerPoint presentations were taught at the weekend classes and at Muckleshoot. Sarah Pedersen taught students how to conduct online academic research in my strand Writing Research Papers.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

During fall and winter I used the book "Asking the Right Questions", and we dedicated time each week to exercises designed to promote critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Oftentimes during seminar we address oppression and racism, particularly relative to Native Americans and their communities. I participated in a panel during the fall lecture series, and many of our program students observed the panel.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

RBCD students normally register for 12 credits per quarter (they're all adults with jobs, families and other responsibilities). As a result, those who are able and capable often pursue independent, advanced work for an additional 1-4 credits per quarter.

Program Name: *Tribal: Reservation-Based/Community Determined: Nisqually*

Year: 2004-05

Planning Group: TRI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Artist demonstration in Longhouse, Native American Art Museum, Puyallup.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

All courses include graphs, sometimes creating of graphs, interpretation of statistics.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Theme leadership for local communities, sociological study and historical view of communities.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Political science, political leaders, dinner meetings q/leaders. Politics: How to get elected.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

All courses include graphs, sometimes creating of graphs, interpretation of statistics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Paper per week, 9 papers total.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Required to use word, excel, power point, iMovie. Know how to use digital cameras, materials.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Direct ctx book. Relate reading to critical thinking. Talk about forming arguments.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Classism: exists on reservations. Sexism and classism, minor study on impetus for buffering, Psychology of batterer; related to need for power (flows through program). Seminars on topics with frank discussions on racism.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Hard to address in program like ours. w/different year students. Only junior and senior can do more than 12 credits. Seniors = moderators in seminar.

Program Name: *Tribal: Reservation-Based/Community Determined: Quinault*

Year: 2004-05

Planning Group: TRI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Offerings provided by faculty and student choice whether to participate or choose other offerings.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Offerings provided by faculty and student choice whether to participate or choose other offerings.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Offerings provided by faculty and student choice whether to participate or choose other offerings.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Offerings provided by faculty and student choice whether to participate or choose other offerings.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Quantitative reasoning is incorporated at sites and in strand (individual classes) offerings. It is woven into the major study areas as appropriate, especially during research and statistical analysis.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Program emphasizes competency in narrative writing/story telling, academic/professional writing, and research writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

All students are required to have basic computer skills and to include internet research in their work. seniors have a research writing strand that is conducted over two quarters.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

A majority of the assignments require the use of critical thinking as does the seminar sessions. Critical thinking is also studied as a subject.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Transfer of own experience as Native Americans,
to other groups, and discussion of the behavior of oppressors.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Self directed research.

Program Name: *True, But Not Obvious*

Year: 2004-05

Planning Group: *EWS SI CTL*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

They were the central themes of the program: Introductory physics leading to and including Special Relativity; Euclidean and non-Euclidean geometries

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We read Flatland and some Sherlock Holmes. We discussed the Victorian era a bit. We also studied the history and philosophy of math and science quite a bit.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Again, the themes of special relativity and geometry including logical proof and the use of data as evidence.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students composed weekly response papers to the seminar readings. There was also a quarter-long writing project on "Truth" which involved student feedback and revision.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

We used Blackboard and the Web for presenting classroom materials and for student interaction and posting of written papers. One third of the "truth" paper was research-based.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Again, the history and philosophy of math and science were the major point of our presentations around special relativity and logical proof in geometry.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Turning Eastward: Explorations in East/West Psychology*

Year: 2004-05

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Study of psychology as a science

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Both psychotherapy and Buddhism investigate constructs and concerns

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Psychology studies the human mind and behavior. So does Buddhism, although it uses more qualitative methods.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Weekly response papers to assigned readings.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

3 major research projects in Western psychology and Buddhism. Library and Internet research

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Major focus was critiquing Western and Asian assumptions regarding psychology, religion, and culture.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Study of psychotherapy as a powerful tool of oppression against the poor, women, people of color, and children.
Study of Buddhism as a constant critique of oppression in all societies.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Some structure with solid background in psychology and Buddhism. Did more advanced studies via their individual and group research projects.

Program Name: *Waste and Want*

Year: *2004-05*

Planning Group: *CORE SPBC*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Visual organizers and art as possible interpretations of readings.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Some science in our readings

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Some readings and novels

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Focus on psychology and economics and leadership

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Reading data

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Intense workshops and research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Research.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

always a part of what we're doing

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Major

9B. If yes, what strategies or activities did you use that worked well?
Readings and program discussions.

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Water: The Universal Solvent*

Year: 2004-05

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Science was the focus of the program and in developing student understanding, problem sets were central. These required the students to daily apply both qualitative and quantitative reasoning to solve real world problems.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Water is a controversial issue, both politically and in the public eye. We examined some of these issues in seminar. For example, the question "How much would you pay to protect your town's groundwater resource?" and an examination of the judicial report on the Walkerton E. coli outbreak and who was to blame?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

As described in 1. Everyday and in every class. Students received credit in mathematics from the program. For example, how much water is flowing down Waddell Creek today? The class took in field measurements that they then used to calculate the answer.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students were required to write every week in lab book and also wrote a lab report on field data.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Science Instrumentation for in field and lab measurements. Students used programs such as Excel to process and present data (after receiving a workshop within the class).

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The class examined real world problems, the ways they have historically been resolved and considered alternatives. For example, acid mine drainage, fecal water contamination, and underground fuel spills into the water table.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *What are Children For?*

Year: 2004-05

Planning Group: CORE CTL SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Students learned some rudimentary concepts in quantitative reasoning, and produced simple budgets for hypothetical schools.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students read literary works and history.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Students read works in sociology and did some very small scale sociology studies.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

answered above

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

students wrote several papers and learned how to critique their own work.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

In writing groups, in all seminars and text workshops. In all activities, really.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Students learned American history, with an emphasis on inequalities in k-12 education, and read a wide range of literary works.

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: *Women's Voices and Images of Women*

Year: 2004-05

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Our students had 3 visual representation assignments.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

The major emphasis of the program was the women's voices as a metaphor for the women's agency. We studied literature created by women.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

We studied the socio-economic contexts of selected women creators.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

The students wrote 3 formal expository essays as well as journal entries regarding books and essays used in the program.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some students produced video works for their final synthesis presentation.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

We incorporated workshops and lectures that dealt with critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Major

9B. If yes, what strategies or activities did you use that worked well?
The students were encouraged to decode many forms of oppression suggested in assigned texts.

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...
The students were encouraged to read up secondary sources when writing expository essays.

Program Name: *Work and the Human Condition*

Year: 2004-05

Planning Group: EWS SPBC EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students worked with documentary photography for their end of program/spring qtr project. Martin Kane brought his considerable expertise as a member of the faculty team. He taught the basics of making pictures as well as selection, composition, editing for the documentary, juxtaposition, critique.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students worked with literature, philosophy, and history all year long. We began with foundational western texts, moved to 18th/19th century works in winter, and finished with 20th c literature and history. The text that grounded the program, and that we worked with all year was Hannah Arendt's "The Human Condition".

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We included cultural criticism/ social analysis in our readings. Students also worked on a documentary project, choosing an interview subject and working on doing an interview, recording and writing from that source and using photography to make a class documentary on people and their work. The raw data from each project will be a part of an archive that will be part of the library collection.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote short response papers for each reading (one or two a week). They wrote longer integrative essays at mid term, and revised and expanded them for at the end of the quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students learned digital photography, Photoshop, web page design, sound recording and editing. They also used library sources. They stored and shared data electronically.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

All of our texts--philosophy, literature, history, cultural analysis were by their very nature designed to be approached critically. Seminar discussions, small group workshops, and program reflections pushed students to surface concepts, examine them, and think about how their own ideas had grown and changed. We worked quite deliberately on making connections between the readings, in each quarter and spanning the years' work as well.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

In our study of work and the human condition, we saw that historically, there has been a group of oppressed people doing work the empowered group assigns. Reading Marx, Arendt, Daniel Rodgers "The Work Ethic in Industrial America", "Let us Now Praise Famous Men", "The Working Poor", etc. The status of different groups demanded students' attention. We participated in Day of Presence activities and used Allen Johnson's lecture (videotaped) as part of our material.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Depending on their prior experience and study, some students were able to do (and did) work we could specify as upper division.

Program Name: *Working the Waters: Leadership Under Sail*

Year: 2004-05

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Navigation skills include geometry and algebra

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Readings

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Study of Pacific Northwest Maritime History and Trade. Field trips, guest speakers and readings.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

I see this the same as Math. What is the difference?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Weekly papers, but no specific teaching of writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Program writing, discussions and workshops

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Minor

9B. If yes, what strategies or activities did you use that worked well?
As appropriate in readings, and program activities

10A. Were there opportunities for students to do advanced work in this program?

10B. If yes, please elaborate...

Program Name: 1905

Year: 2005-06

Planning Group: EWS CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Discussions, lectures, and presentations of art history around 1905, also continual presentations of classical music of the period.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Reading about Einstein's five papers of 1905, as well as a case study by Freud.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Historical research into all areas of life in 1905.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Reading about Einstein's five papers of 1905, as well as a case study by Freud.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote response papers and collectively created a "1905 History" wiki that included biographies and other historical information about 1905.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students collectively created a "1905 History" wiki that included biographies and other historical information about 1905 (see grace.evergreen.edu/ews/1905/).

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Historical research using primary and secondary documents.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Reading "The Jungle" and discussing the socialist movement, including a guest lecture and film on The Wobblies. Also a lecture on the state of black America at the time.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *A Novel Idea*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students read and discussed a multicultural collection of 15 contemporary novels, including Steinbeck's Letters, Annie Dillard's "Living by Fiction" and John Gardner's "On Becoming A Novelist."

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Students wrote novels. Discussions focused on human individual and group behaviors, along with exercises illustrating how humans approach problem-solving.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Quantitative problems involving measurement arise in novel-writing all the time, particularly in science fiction. We had several science fiction writers in the program who presented us with numerous quantitative problems requiring group brainstorming and individual research.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote novels at the rate of at least 2 pages per day for two quarters. They submitted portions of those novels to magazines and included professional-style cover letters. They prepared query letters to send to publishers regarding their novels.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Weekly 10-page submissions to me and to their small groups came via email attachment, as did my responses and "e-lectures" to them.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Thinking out how characters think things out might be termed "meta-critical thinking." Novelists have to do this on every page, then justify characters' thinking to members of their small groups.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Most of our novels dealt with one or more of these issues directly--without conflict, no story, and these are typical conflicts within the stories in this program.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All of these novelists were working on the MFA graduate seminar model for this program.

Program Name: *Advanced Floristic Research*

Year: 2005-06

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Studied advanced floristics (which is a branch of plant systematics) through lectures, workshops, seminars, fieldtrips.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We studied history of science through similar texts such as "Plants and Empire" by Londa Schiebinger, and in a lecture on the history of floristics as a field of study originating in Europe.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly writing workshops. Essays in response to seminar texts. 7-10 page research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library research. One student did a research paper on mapping.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Seminar text: "Plants and Empire" addressed racism, classism, and imperialism, and was supported by a lecture and seminar discussion. We also worked to understand cultural landscapes like Puget Prairies.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

16 units of upper-division science, e.g., used journal articles for seminars plus upper-division plant systematics textbook.

Program Name: *Algebra to Algorithms: An Introduction to Mathematics for Science and Computing*

Year: 2005-06

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Algebra, Pre-Calculus.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

History of Science.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Algebra.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Weekly 1-page papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Logo Programming.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Workshops (two).

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *America, to 2006*

Year: *2005-06*

Planning Group: *CTL*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Film series, used to explore how American life has been represented and documented artistically. Emphasis on artful writing in student project work.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Intensive reading, writing, seminars, and workshops on American literature and history. Ten-week independent projects, chosen by half the class, on literary and/or historical topics, culminating in major research papers. Also, student-directed reading groups on special topics in literature and history.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Reading, writing, and methodological instruction on documentary and ethnographic research, including an oral history project and fieldtrip-based town study. Ten-week independent projects, chosen by half the class, on sociological, community, and/or cultural topics, culminating in major research papers. Also, student-directed reading groups on special topics in sociology and political thought.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Major project papers based on 10-week independent research, peer and faculty reviewed; presented in short form in end-of-year Symposium. Life history portrait papers, based on series of oral history interviews. Two weekly posts in Web-Crossing on readings. Two additional essays; project proposal; required self-evaluations each quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library research to develop sources for annotated bibliography for research project proposals. Use of such sources required in final paper. Web-Crossing used weekly.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Continuous emphasis in speaking and writing. For example, notetaking required for seminar books; weekly workshops; weekly meeting devoted to close reading of an ancillary text; two two-hour seminars on each week's primary text.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Close reading and discussion of important American historical and literary texts, which are full of these issues. Also, weekly writing and discussion of articles chosen by students from The New York Times.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All the work was upper-division. The culmination was ten-week independent study projects, with ongoing guidance from faculty and feedback from peers, leading to major research papers and a symposium. For seniors, these constituted senior projects/theses.

Program Name: *American Frontiers: Critical Histories*

Year: 2005-06

Planning Group: IA NAWIP CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Literature and history.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Policy studies with a bit of political science.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Major project and small group work.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Research project with library and internet research.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Major component of program: analysis and thesis-driven paper (critical histories of the "frontier").

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Deconstruct stereotypes of Native Americans. Address how different groups of color have been oppressed in formation of U.S! How racism is institutionalized and how imperialism affects U.S. history.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Advanced research in U.S. history.

Program Name: *Animated Visions: Allegories of Resistance*

Year: 2005-06

Planning Group: IA EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

2/3 of students took workshops in either animation or poetry.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Viewing, reading, and analyzing animation, film, poetry, and literature from Soviet-era Russia and East-Central Europe. Lectures and readings in Soviet-era history.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Discussing how film, animation, poetry, and literature reflect political reality, and/or may work to subvert it. Lectures on political events and strategies in Soviet-era Russia and East-Central Europe.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

2/3 of students took either a poetry or writing/literature workshop that involved significant writing. All students kept response journals and wrote a long essay. Students in the animation workshop wrote short essays on specific films.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

1/3 of students used technology in the Animation workshop. Additional students used it in the context of the poetry workshop, in researching for papers, and accessing course documents online.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

In-depth discussion of political and aesthetic history arising from ideas presented by authors and artists from the Soviet era.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

The program's focus was on Soviet oppression of individuals and how the arts have been used to resist that. Discussions also drew connections between the Soviet era and contemporary US situation.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Individual students were able to do advanced work in the context of the poetry, animation, and history/literature workshops. Theoretical material was fairly sophisticated, although this was an all-level program with 50% first-year students.

Program Name: *Anti-Indian Movements: Origin, Images and Responses*

Year: 2005-06

Planning Group: NAWIP

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Literature, writing, history.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Political theory, geography.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly writing, two essay exams, and one major paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Library research, web research, conflict negotiation workshops, PowerPoint final presentation.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Topic comments, seminar discussion. Deconstruct media and popular culture images of "Indian"; deconstruct anti-Indianism in pamphlets and web research.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Major

9B. If yes, what strategies or activities did you use that worked well?
Anti-oppression literature, anti-racist work.

10A. Were there opportunities for students to do advanced work in this program?
No

10B. If yes, please elaborate...

Program Name: *Art of Conversation*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

The work focused on sociolinguistics and discourse analysis, both are disciplines within linguistics.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Students learned methodologies used in social sciences for gathering naturally-occurring talk: surveys & interviews.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote 4 seminar response papers (essays); 9 project reports (abbreviated journal article format); workshops (in-class summaries of concepts or applying concepts to problems).

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students gained proficiency in palmcoders, recorded conversations, then learned iMovie and created iDVDs with edited clips for their analyses. They also learned how to upload these clips to our program web page. All students gained familiarity with audiotaping and most have proficiency in audio recording, which requires some technical knowledge, planning, and trouble-shooting.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students learned major concepts in four textbooks and then made connections with other reading (fiction), various analyses from journal articles, and their own analyses of conversation.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

In this program we examined notions of language ideology and gender ideology; in other words, we examined the ways in which assumptions about dialects and ways of speaking are assumptions about their speakers.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All of the work was advanced, and students drew from the materials and applied them as well as they could given their academic backgrounds and intellectual ability.

Program Name: *Art of Mexico*

Year: 2005-06

Planning Group: EWS EA EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students did a variety of art projects. Winter quarter they did a ceramics project which was a Tree of Life. They did a paper cutting project based on Mexican themes. Fall quarter, they made a book and masks. Fall quarter they also created performance art using their masks. They performed in front of other students in the program.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

We studied the art and anthropology and social studies of the people of Mexico from ancient times (3000 BCE to present). We also included some literature. We read a play by a Mexican colonial playwright, and fall and winter quarter we saw films based on Chicano history.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Through studying the lives and artistic expressions of the people of Mexico. For example, we studied the masking traditions fall quarter, and we studied the ceramic traditions winter quarter.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

The students both quarters did a research paper as their end-of-the-quarter project. We had a series of writing workshops leading up to this paper to help them do their research paper. Major responsibilities included choosing a relevant topic and researching the bibliography and making sure they had a good thesis, then writing the paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Many students used the library computer search tools (probably all of them did). Some of them presented their papers using PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

We had seminars every week that promoted critical thinking. We also had final essay exams which enabled students to synthesize what they had learned all quarter.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We addressed sexism both quarters, mainly through reading and seminar discussions. We also addressed racism both quarters by looking at the positions of the native peoples of the Americas.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The research paper was the opportunity for students who were ready to go ahead and do advanced work. They all worked at their own level and some students did produce advanced research papers both quarters. Students who stayed in the program both quarters (more than half did) really had a sophisticated understanding of Mexican culture by the end of winter quarter.

Program Name: *Art's Sources*

Year: *2005-06*

Planning Group: *IA EA CTL*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Half of the students focused in visual art, while half of the students focused in literature. They all had shared readings, lecture, workshops.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Lectures, readings, guest lectures.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Psychoanalytic theory--readings on Jung.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Lit students--major emphasis with regular papers. Studio students--minor emphasis with a few papers required each quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

For studio students--visual research requiring library research was done for each assignment.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Weekly seminar, writing.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Minor

9B. If yes, what strategies or activities did you use that worked well?

Particular book on class as a feature in visual art at the turn of the 19th century by T. J. Clark.

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...

In the studio--students adapting assignments to their particular level of work.

Program Name: *Arts, Environment and the Child: Walking the Wheel of the Seasons*

Year: 2005-06

Planning Group: EWS EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Two of eight credits are in expressive arts. The program included mask-making, storytelling, painting, drawing, especially nature drawing and plant drawing. Students had to keep a nature journal with entries every week that included drawing and writing.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

We included some science--two credits in botanical studies including botanical medicine. We did not include math. There were lectures and workshops related to plant morphology and anatomy each quarter. Students did self-studies and worked in the lab and with microscopes. They also did medicinal plant studies based on a fairly rigorous plant monograph format.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students worked in public schools doing community service and helping with education. They facilitated community festivals and celebrations and learned about different cultures including Chinese, Indian, Mexican and Native American cultures. They learned how different cultures celebrate the changing of the seasons.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

The education component would be an aspect of social sciences. Botanical medicine might also include social science as health care is considered a social science. We learned basic terminology in plant medicine--including concepts and practices.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

There was a very minor emphasis in looking at botanical medicine preparations; however, the program did not include quantitative reasoning as a major emphasis.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students had to keep a nature journal throughout the program. The students had to design a website about their experiences and for their curriculum for the teaching they did in public schools. Students had to research and write a plant monograph and translate into a form suitable to be shared with children--this involved creative writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

They had workshops each quarter in computer technology--two quarters were involved in learning Dreamweaver and blogging. There was some work in scanning to prepare web pages and the majority of students did a final presentations using PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students had to work in schools doing observations and writing reflections which required them to critically engage in curriculum development. They were learning child development and evaluating the mode of teaching and how supportive or appropriate it was for children in their developmental stage. They also went beyond simple nature observation and into exploring the ways forces of nature move through themselves--watching changes in themselves. They also had the opportunity to study recognition of season change compared and contrasted between cultures.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Diversity was a very big part of our program, including study of celebrations and human diversity. There was a group that focused on looking at images such as gods and goddesses in Western culture through depth psychology, and studied gender stereotypes.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Some students took leadership roles. New students would come in and other students were asked to move into a role of teaching in computer technology, in educational or celebration projects, or in community or events organizing. Students facilitated and were coordinators, as well as moving into a more advanced understanding of medicinal plant study. Also, students could initiate and then lead and facilitate their own projects. Students could mentor other students in the project. A few students who had adequate background had opportunity to do additional work such as earning upper-division credit in botanical studies.

Program Name: *Asian Culture and Art; Study Abroad Winter: India; Study Abroad Spring: China*

Year: 2005-06

Planning Group: IA CTL EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students participated in twice-weekly performing arts workshops including Chinese martial arts movement (Tai Ji and sword dance), Orissi dance (of India), and Indonesian gamelan (music). They also engaged in frequent performances during spring quarter.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students read a large number of novels, short stories and poetry (approximately two-thirds of the reading for each of the three quarters) in translation from original Asian sources in Japan, China, India, and Indonesia.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Approximately a third of the program texts were in the social sciences, but much more than half of the program lectures dealt with social science issues. The students also studied four Asian languages: Hindi, Mandarin, Japanese, and Indonesian.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

The students had writing assignments due every two weeks; the writing varied from analytical essays to short stories to memoirs. There were no "book response papers" but instead the assignments reflected an interdisciplinary approach to each of the four countries under consideration.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

In fall and winter quarters, the students used PowerPoint to present their collaborative research projects. However, the technology failed so badly each time that we banned it for spring quarter.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Each week's seminar involved critical thinking skills; in addition, the lectures were presented in such a way as to invite student commentary and analysis during class meetings.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We examined decisions by the Supreme Court and Congress in the 19th century to exclude Asians from entering the U.S., including, for example, the Chinese Exclusion Act of 1882. We also examined racism within Asia, for example, the anti-Chinese laws put in place during the 1960s in Indonesia. We also showed films (such as "Rabbit in the Moon," about the Japanese internment camps) and discussed them. For sexism, we examined the writings of Asian men and women through the lens of feminist theories to explore how the sexes function (and, for example, how the concept of "love" in Asia differs from the U.S.).

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

In the performing arts workshops, students moved into the advanced repertoire of Indonesian Gamelan music performance practice by spring quarter. The other workshops reached at least the intermediate level.

Program Name: *Atoms, Molecules and Reactions*

Year: 2005-06

Planning Group: *SI*

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

We attempted several artistic projects when studying scientific ethics. Diagrams are also an essential component of every good laboratory notebook.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

We studied thermodynamics, chemical kinetics, quantum mechanics, inorganic chemistry, and materials chemistry.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

We studied scientific ethics, and the history and sociology of weapons of mass destruction.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

We used quantitative reasoning skills throughout all of our scientific work: algebra, calculus, differential equations, graph preparation and analysis, statistics, probability distributions, etc.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

We focused on scientific writing in lab reports and journal articles. Students used multiple revisions in their work. We explored techniques of writing in addition to actual writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

We had a library research component fall quarter. Students also presented research work in fall and spring quarters. Spreadsheet programs were essential for some data analyses.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The laboratory setting is applied critical thinking. In addition to laboratory experiments, the students completed small group research projects.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

We explored topics of racism and oppression of the poor in our studies of scientific ethics and also in our studies of weapons of mass destruction. These issues were especially involved in our examination of human subject testing.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The entire program was advanced work.

Program Name: *Buddhist Psychotherapy*

Year: 2005-06

Planning Group: SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Some exposure and discussion of Asian and Buddhist art.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We discussed similarities of science and Buddhism in their views of energy and nature of phenomena.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Readings and discussions on art, culture, literature, languages, history and social studies related to Buddhist thought and practice.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Readings and discussion on anthropology, economics, environmental science, geography, philosophy, politics, psychology, research methods, social welfare, sociology, statistics, women's studies.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Some activities required mathematical calculations and reasoning

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly papers and other written assignments.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Library research on computers, wordprocessing required, use of media equipment for research presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

All of the discussions, papers, research presentations and exams required critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Oppression was a common component of all of our analyses of books, films and speakers.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Mainly in the area of internal reflection (psychological and spiritual).

Program Name: *Business and Society: Put Your Money Where Your Mouth Is*

Year: 2005-06

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Economics.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Readings.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Readings, workshops, groupwork.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Economics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Papers, peer review, workshops.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Regular part of any of my programs.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Readings, conversations, etc.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Business Statistics*

Year: 2005-06

Planning Group: SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

We included films in the program. Buying and selling of art and the economic appreciation of art were included in the program.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Mathematics within the context of the business world were introduced and evaluated. The program included descriptive statistics, regression analysis, probability, discrete and continuous random variables, and sampling with an emphasis on confidence intervals and hypothesis testing.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Yes, it included business ethics. It was a major part of seminar to look at business issues and trade off the economic benefits to the ethical benefits, for example discussion of when there might be an economic benefit but it might be ethically or morally questioned.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Primarily through real world examples, an example was to discuss the economic and social justice cost of this country's uninsured.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

It was introduced and evaluated within the context of the business world. The program included descriptive statistics, regression analysis, probability, discrete and continuous random variables, and sampling with an emphasis on confidence intervals and hypothesis testing.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students were instructed to synthesize business statistical issues.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students were assigned two PowerPoint presentations and film clips were embedded into presentations. Students also did demonstrations and used the internet to perform research. Students also performed demonstrations of proposals in which they pulled up Internet pages using links to justify their propositions.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The entire program was designed to promote critical thinking by including quantitative methods to critically examine current business issues.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

It included quantifying discrimination using statistical methods.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were given the opportunity for advanced work. At least one student took advantage of this by doing work in multiple regression analysis.

Program Name: *Central America: Poetry and Politics*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Weekly films and analysis.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We used Adobe InDesign to produce a 135-page bilingual anthology (some quantitative and computer skills involved).

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Weekly workshops: creative writing (mostly poetry) and literary translation (Spanish to English, some English to Spanish); study of history and literature of Central American revolutions; production of bilingual literary anthology (students worked in groups of 3 to interview Central Americans in the region, transcribed and translated the interviews to English, edited and copyedited them into testimonio form, used Adobe InDesign to design and lay out the book, which was distributed to local libraries and Latino community centers).

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Students interviewed Central Americans in Spanish using anthropological/oral history methods as instructed by Sam Schrager (this interview material was the basis for the anthology project).

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Some minor work with statistics on the countries of Central America. Bilingual literary anthology: students worked in groups of 3 to interview Central Americans in the region, transcribed and translated the interviews to English, edited and copyedited them into testimonio form, used Adobe InDesign to design and lay out the book, which was distributed to local libraries and Latino community centers.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Bilingual literary anthology: students worked in groups of three to interview Central Americans in the region, transcribed and translated the interviews to English, edited and copyedited them into testimonio form, and used Adobe InDesign to design and lay out the book, which was distributed to local libraries and Latino community centers. Students also had weekly assignments in creative writing and translation (they were required to submit one piece for publication in an appropriate journal); they also wrote two analytical expository essays on the program

materials.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Bilingual literary anthology: students worked in groups of 3 to interview Central Americans in the region, transcribed and translated the interviews to English, edited and copyedited them into testimonio form, used Adobe InDesign to design and lay out the book, which was distributed to local libraries and Latino community centers.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Bilingual literary anthology: students worked in groups of three to interview Central Americans in the region, transcribed and translated the interviews to English, edited and copyedited them into testimonio form, and used Adobe InDesign to design and lay out the book, which was distributed to local libraries and Latino community centers. Students also had weekly assignments in creative writing and translation (they were required to submit one piece for publication in an appropriate journal); they also wrote two analytical expository essays on the program materials.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Trainings for the anthology project; analysis of privilege and cross-cultural work; anthology broke down barriers with community (we had a celebration at the end with all interviewees and their families at the Longhouse to say thanks for their collaboration with us).

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Bilingual literary anthology: students worked in groups of three to interview Central Americans in the region, transcribed and translated the interviews to English, edited and copyedited them into testimonio form, and used Adobe InDesign to design and lay out the book, which was distributed to local libraries and Latino community centers. Students also had weekly assignments in creative writing and translation (they were required to submit one piece for publication in an appropriate journal). Advanced Spanish skills, advanced skills in writing and publication.

Program Name: *Columbia River: Origins, Salmon and Culture*

Year: *2005-06*

Planning Group: *CORE ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Students were introduced to some major concepts in salmon ecology and hydrology (as it relates to dams) and also had some exposure to geology and biology.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Students read and created a variety of pieces related to the Columbia River, including poetry and some Native American literature.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Students were introduced to themes in Pacific Northwest history, Native American history, Labor history and public policy related to public power and salmon.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote two thematic research papers and one creative writing piece. Some also wrote poetry, essays and fiction as part of their final projects. Sandy Yanonne from the Writing Center conducted an excellent workshop for our class.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some students used PowerPoint, musical editing systems and photography software to aid them in their final presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Our program layered biography, journalistic writing, memoir, political essays and newspapers to deliver academic content to students. Many of their seminars and papers required that they investigate an idea or theme from multiple perspectives. Students were required to write analytically and somewhat succeeded in this as a group, although most defaulted to descriptive writing for their research papers. Interestingly, those students who completed creative writing projects often evinced stronger analysis and critical thinking skills than did their peers who produced research papers.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Because Native American history and labor history were key themes in the readings, many of the large class seminars addressed racism, "white guilt," and institutional racism specifically. We read the works of two Native American writers and benefited from the wisdom and words of two Native American guest speakers. We also stayed in a migrant farm labor camp during three nights of a field trip to Wenatchee. The camp director talked with the students about current issues in migrant labor. Several students then used this experience to investigate race and labor in their research.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Consuming Utopia: From Wilderness to Wal-Mart*

Year: 2005-06

Planning Group: CORE CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Understanding basic environmental concepts.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Nearly all of our reading and writing assignments were firmly based in the humanities.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Readings and research.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Very minor emphasis--used only when considering the consequences of certain environmental issues, such as estimating river flow (cfs) before and after dam construction, etc.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly response notes, several synthetic essays in the fall term, and a full 15-20pp. research paper for winter term.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Many chose to present their final research findings via computer programs, film, etc.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Strong emphasis in each of our bi-weekly seminars. Critical analysis and discussion of assigned texts.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Most often we did this via assigned readings, but rarely made any such theme a central component of our seminars. Rather, such themes frequently factored into our larger investigation of global environmental inequalities.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The winter term research project gave all students a good deal of freedom to investigate a topic of their choice, and several chose to conduct intensive research.

Program Name: *Data to Information*

Year: 2005-06

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Computer science topics, such as programming and topics in discrete mathematics, were explicitly taught and were required for assignments and exams.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

The books and lectures for seminar dealt with the impact of technology on society. Students were asked to take a position on some of the issues and justify it.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Mathematics and reasoning about algorithms were part of the content.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students were required to write position papers about the books, papers, and lectures in seminar.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

They used computers to write and test programs to solve a variety of problems. They also built circuits to perform certain logical operations.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Students wrote position papers on books and articles.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were able to design their own projects, some of which were very sophisticated.

Program Name: *Democracy and Equality*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

This academic program inherently is a blend of the humanities and social sciences. If you define "humanities" as knowledge concerned with human thought and culture, the study of constitutional law in a democratic society -- the focus of this program -- necessarily encompassed it. The program's specific focus on equality and the Fourteenth Amendment included studying human responses and reactions to equality in a nation that has been resistant to achieving the ideals it professes.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

If "social science" is defined as the study of human society and of individual relationships in and to society, this academic program was squarely within that realm of study. The study of equality in American democratic society includes the way that individuals and groups are extended the equal protection guaranteed by the 14th Amendment. In this program, students studied the history of equality in the U.S. and analyzed landmark cases that claimed 14th Amendment violations. Students also learned to write appellate briefs and to interact with a mock Supreme Court both as justices and as "attorneys" representing clients in real cases.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students learned to write appellate briefs, which includes a focused and disciplined method of legal argumentation. It is a type of critical writing that most students have never before encountered. It helps them discover new dimensions of critical thinking and writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

For their appellate advocacy projects, students had to do legal research. They did most of this through the Westlaw computer-based legal research site, which the college library subscribes to for legal research. Students thus used this technology to find cases to support their arguments, a type of problem-solving that requires compelling legal arguments to convince a court to rule one way or another in a controversy. In this program, students participated in a weekly asynchronous seminar discussion through Web-Crossing.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The major focus of the program was critical thinking: analyzing legal cases to understand the relevant facts, the legal issue that they presented, the court's ruling on the legal issue, and the court's rationale for its decision. Exploration of the rationale and seeking to understand it fully requires intensive and deep critical thinking. That activity is further engaged when students are required to compare and contrast the outcomes of different cases and to try to understand whether and how the court decisions are consistent or distinguishable.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

All of the study in this program implicated all of those "isms." A study of equality and the 14th Amendment is about cases in which people have been oppressed because of their race, sex, sexual orientation, or other classification. A major focus of the program was the study of the history of slavery and its implication for equality. In addition to studying the major Supreme Court cases dealing with slavery, race, sexual orientation and affirmative action, students read Eric Foner's book, "Forever Free: The Story of Emancipation and Reconstruction" and viewed a number of videos, including the four-part PBS video series, "Slavery and the Making of America" and "Not For Ourselves Alone: The Story of Elizabeth Cady Standto and Susan B. Anthony."

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The writing of appellate briefs and presenting oral arguments is the type of advanced work that students typically do in law school. The analysis of case law is also advanced work. Students used a law school case-book for that.

Program Name: *Disturbance Ecology*

Year: 2005-06

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

The program studied the ecological effects, patterns, and processes associated with disturbance in ecosystems.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Writings regarding human appreciation and fear(s) of natural disturbance were covered in the program.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

We read and discussed the cultural history of fire management from Native Americans to present day, and related cultural responses (especially policy).

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

There were several spatial analyses done in GIS that required basic quantitative reasoning.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students were required to write a 25-35 page scientific paper on a field research project they carried out.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

All student projects required a spatial analysis to be performed in ArcGIS on field data they collected.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical thinking was emphasized in the development of a research question and related hypotheses, sampling design, analysis plan and the carrying out of that analysis, and in the discussion of the significance of the results found in their research.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This was an upper-division science program that expected advanced work from students. Opportunities for students to do advanced work included the development of a sampling design test table with statistics and advanced spatial analyses in GIS.

Program Name: *Drawing from the Sea*

Year: 2005-06

Planning Group: IA ES EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Winter quarter, half of the class was Marine Biology and the other half Drawing. In seminar, we explored connections between art and science.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Winter quarter, half of the class was Marine Biology and the other half Drawing. In seminar, we explored connections between art and science.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

To examine the interface art and science, we read material dealing with how humans interact with and view marine life and habitats. There were also lectures on art history/humanities.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Read some articles on politics and sociology of environmental activism.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Some labs and exams included math problems. The importance of quantitation [measuring] in science was stressed in lectures and examples were provided.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Written reports were required for all science activities. Seminar essays were required.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Used library online services, Adobe InDesign and PhotoShop.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Students analyzed field trip observations based on what they read in the text and heard in lectures. Students took turns facilitating seminar and had to develop their own questions to promote discussion.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

In art, students could conduct advanced, independent work in drawing or photography. In science, research projects allowed advanced students to pursue more sophisticated questions and to use more focused primary literature than science novices.

Program Name: *Ecological Agriculture*

Year: 2005-06

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Drawing to aid observation of plants and soil organisms, but no real training of them.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Content: basic ecology, soil science, soil ecology, agriculture, plant science.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

History of agriculture in US, covered in over 6 seminar texts.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

In analyzing current predicament of farmers and agriculture.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students had several major exercises where they needed math skills, also exercise problems, but a minor emphasis compared to SI courses.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

In Fall and Winter: Lab report with draft, weekly one-page seminar papers, letter to Congresspersons or Editor, one 10-page paper. Spring: divided in different groups, but both had major writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Powerpoint. Excel spreadsheet skills--made major progress with students here.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Involved in lab/field exercises as well as questions on lectures (with all lectures).

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Oppression of rural peoples and farm-workers mentioned in lectures, but was not a major topic.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Potentially, Upper-division natural science credits were awarded for 10-cr, 12-cr, during fall and winter, respectively. Students could also do advanced work in research paper.

Program Name: *Ecology of Harmful Algal Blooms*

Year: 2005-06

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Lectures and seminars on scientific papers, labs, assignments, research, etc.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Policy and management issues surrounding harmful algal blooms.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Reading scientific papers. Data analysis from paper, lab and research.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Homework, exams, final research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Microscopes, computers, fluorometers.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical reviews of scientific papers and research data.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...
Field and library research projects. Use of research-grade instruments.

Program Name: *Emerging Order: What to Make of It?*

Year: 2005-06

Planning Group: IA SI EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Drawing and sketching, animation techniques, stop motion and sound.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Mathematics of Growth and Form, and Conceptual Physics.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Epistemology of Art and Science, History of Art and Science, Influence of Art and Science in Literature--mainly through book seminars and lectures.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Workshops and computer labs in math and physics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly seminar response papers, two longer synthesis papers, one lengthy research paper. We also had weekly journal writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Computer labs for problem-solving and visualizing principles in art and science. Used photo editing for ePortfolios, and PowerPoint for presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminar discussions, workshops on design and conceptual ideas in math and physics.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Through group discussions based on film screenings and analysis of ideas in seminar texts.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students completed independent projects. Some of the well-prepared students produced excellent work which demonstrated advanced understanding of conceptual ideas and technical skills.

Program Name: *Experimental Puppet Theater, Object Theater and Dance*

Year: 2005-06

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Puppet theatre projects, performance projects, master classes in puppet and object theatre, dance and European clown techniques. Critique sessions, grant writing sessions, and presentations.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Students were required to keep budgets for arts projects, were required to present a grant request for which they had to prepare a budget, and to award the grants as a committee which reviewed budgets as part of the process. Students converted 2-D scale sketches into actual 3-D puppets and stages.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Readings for seminar in phenomenology, history of puppet theatre, poetics, aesthetics, and philosophy.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students were required to keep budgets for art projects, were required to present a grant request for which they had to prepare a budget, and to award the grants as a committee which reviewed budgets as part of the process. Students converted 2-D scale sketches into actual 3-D puppets and stages.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Stream-of-consciousness journaling, technical journals, etc.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Digital media, sound recording, e-mail, web research and images, etc.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Weekly critique sessions.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

We stopped the program and addressed student comments in impromptu seminars about appropriation, racism, ethnocentrism, and cultural relativism.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students created individual projects which they could access at their level of experience and expertise

Program Name: *Fiction Laboratory*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Fiction Writing & Philosophy of Art.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Study of literature, literary theory, cultural theory.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Fiction writing, essay writing: workshops, assignments (major and minor), critique groups.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminar, close analysis of texts, reasoning in written formats, discussion formats, workshops.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Through relevant texts.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

I'm not clear on the status of "advanced" in this question. No "advanced" credit was awarded. Students worked at their own level and several did work far in advance of others, who were generally beginners.

Program Name: *Field Ecology*

Year: 2005-06

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

The entire program focused on Ecology, which is a biological science. Students learned how to apply the scientific method to ecological populations, communities, and ecosystems. The focus was on learning to ask questions and test hypotheses in the field.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

There were two major assignments in this program--a group project and individual project. In both cases, students tested hypotheses by collecting data in the field and analyzing their data set using a variety of statistical tests, including correlation analysis, regression, ANOVA, chi-square, and ordination methods.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Two papers, written in scientific journal format, were the major assignments of the program. These papers focused on field projects the students designed. Students worked in peer review groups wherein they read and critiqued each other's writing. Part of the assigned work was to go through at least five rounds of writing and review for each paper. Several lectures and workshops (about two weeks of the program).

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

They used a variety of technologies in field data collection, including GPS navigation and waypoint setting, used laser rangefinders/hypsometers (and other tools) to measure height and distance, prepared samples for stable isotope analysis, used SEM (Scanning Electron Microscope), automontage, and gas chromatography for sample

analysis. Some students also used a variety of techniques for measuring soil respiration and estimating biomass. ArcGIS and stats programs were used for study design and analysis.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The program revolved around read-world application of the scientific method. Students formulated their questions through observation and review of primary literature. Hypotheses were tested using field projects the students designed based on knowledge of available technology and primary literature review. Final products were papers, several of which are of a quality for publication in scientific journals.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Upper-division credit was available to students who conducted advanced work--this was assessed in a variety of ways, but included projects and papers that could be published in journals, projects that demonstrate a novel approach to a question, address a timely issue in a thorough manner, or make a significant contribution to plans for long-term ecological research.

Program Name: *Foundations of Performing Arts: Music and Theater*

Year: 2005-06

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Music and theatre skills instruction, final public performance.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

History of arts in cultural context. Read plays and other literature.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Weekly seminar papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Audio recording, editing, and sound processing.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Much work on how to construct and deliver critical commentary.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Read plays about LGBT issues and discussed them at length.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The sharper students did directing, sound design, and stage work at very high levels of sophistication.

Program Name: *Foundations of Visual Art*

Year: 2005-06

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students learned figure drawing, photography, painting, and wood and metal sculpture.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Math is used in cutting mount board, scaling drawing to make large paintings, and measuring cuts in wood and metal sculptures.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Fall quarter, students read Gombrich's "The Story of Art," a humanities-laden art history text. In winter, they read "An Anthropologist on Mars," by Oliver Sacks, as well as Robert Hughes' "The Shock of the New."

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote two art history papers fall quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students learned the rudiments of PhotoShop and digital photography.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical thinking is part and parcel of art-making. While it's sometimes a fairly intuitive process, students are expected to be able to articulate their thought process in discerning ways to solve visual (or conceptual) problems they encountered.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

These topics naturally arise in art-making and are addressed at weekly critiques. Also, our readings addressed the issue of racism and classism in the course of art history.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Since it was a year-long program, some students worked thematically on their painting for all three quarters. Some (but not all by any means) did advanced painting work by spring quarter's end.

Program Name: *Growing up Global*

Year: *2005-06*

Planning Group: *CORE SPBC*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Four workshops on understanding graphs, charts, and distinguishing between correlation and cause.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly summaries of reading, each critiqued by professor. Several larger papers, two of which were extensively criticized (1-2 page response). Afterward, students had to revise and re-submit. Six writing workshops.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students were required to compare and contrast assumptions, arguments, and conclusions of several different social scientists, then figure out how each would apply their theories to specific case studies.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Our reading list and films were designed to show how the experience of growing up differs by race, class, and gender.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: Health and Human Development

Planning Unit: IA, SPBC ES

Academic Year: 2005-06

Did your program include Art?

Minor

If yes, how was Art included in your program?

Students created clay models of human skeleton w/ muscles as part of our study of anatomy and physiology. Their interpretations of the human body became quite creative and expressive. This activity spanned much of fall and winter quarter, about one hour per week for 15 weeks.

Did your program include Science and/or Mathematics?

Major

If yes, how was Science and/or Mathematics included in your program?

Did your program include Humanities?

No

If yes, how were Humanities included in your program?

Did your program include Social Sciences?

No

If yes, how were Social Sciences included in your program?

The study of psychology - counseling skills, multicultural counseling, multicultural readings.

Did your program include quantitative reasoning?

Major

If yes, how was quantitative reasoning included in your program?

Research project - 2 qtrs long - designed, collected, and analyzed data.

Did your program include writing?

Major

If yes, how was writing included in your program?

Technical writing, integration papers, summary for the year.

Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

If yes, how did they do so?

Internet and library for research projects.

Did your program include activities designed to promote critical thinking?

If yes, how were such activities included in your program?

How did you go about advising your students?

Met with them re: their progress and their plans for study after they graduated.

Program Name: Transforming Consciousness: Multimedia and Installation Art in the Americas

Planning Unit: IA, EA SPBC

Academic Year: 2005-06

Did your program include Art?

Minor

If yes, how was Art included in your program?

Study of Chilean and South American cultures: artisanian, painting, films, folklore, dance, photography, textile art, crafts, [illegible--Anpillaran?].

Did your program include Science and/or Mathematics?

Major

If yes, how was Science and/or Mathematics included in your program?

Did your program include Humanities?

No

If yes, how were Humanities included in your program?

Did your program include Social Sciences?

No

If yes, how were Social Sciences included in your program?

The study of psychology - counseling skills, multicultural counseling, multicultural readings.

Did your program include quantitative reasoning?

Major

If yes, how was quantitative reasoning included in your program?

Research project - 2 qtrs long - designed, collected, and analyzed data.

Did your program include writing?

Major

If yes, how was writing included in your program?

Technical writing, integration papers, summary for the year.

Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

If yes, how did they do so?

Internet and library for research projects.

Did your program include activities designed to promote critical thinking?

If yes, how were such activities included in your program?

How did you go about advising your students?

Met with them re: their progress and their plans for study after they graduated.

Were there opportunities for students to do advanced work in this program? 1=yes, 2=no,

If yes, please elaborate...

Were there opportunities for students to do advanced work in this program? 1=yes, 2=no,

If yes, please elaborate...

Program Name: *History According to Film*

Year: 2005-06

Planning Group: EWS EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Studied film and theatre.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Readings in History and Literature.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

10 short papers dealing with the films we screened in relation to readings in history and literature and film theory.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

All of the paper topics, seminars and lecture/discussions were designed to promote critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Use of film as springboard for discussion.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Yes, in the sense that the paper topics allowed more advanced students to explore a subject more fully.

Program Name: *History and Evolution of Disease*

Year: 2005-06

Planning Group: CORE SI SPBC

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Our major project for winter quarter was a historical fiction assignment that combined scholarly research and creative writing.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Our program included extensive study of biological anthropology, microbiology, human biology (anatomy, physiology, genetics, immunology). We also included quantitative reasoning in the form of statistics, measurement and unit conversion, growth modeling (exponential growth, logarithmic scale), and various applied problems that involved algebra and geometry.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Our program included extensive history of medicine, history and philosophy of science, as well as several literary fiction and nonfiction seminar books.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Our program included history, epidemiology, public health, bioethics and public policy issues surrounding health care.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Our program included extensive study of biological anthropology, microbiology, and human biology (anatomy, physiology, genetics, immunology). We also included quantitative reasoning in statistics, measurement and unit conversion, growth modeling (exponential growth, logarithmic scale), and various applied problems that involved algebra and geometry.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly 1-2 page writing assignments, 2-4 medium-length writing assignments (3-5 pages) each quarter, 1 longer (5-10 page) research and writing assignment each quarter. Peer reviews and faculty reviews with opportunities for revision were part of many assignments.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Extensive research for one assignment each quarter, orientation to library research, weekly Blackboard discussion, some Excel analysis.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Where to start? Close textual analysis, problem-solving workshops, data collection and analysis in lab work.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We examined cross-cultural perspectives of health and disease in several readings and focused on bioethics throughout spring quarter. In addition, we studied issues of racism, sexism, classism, "able-ism," "first-world-ism."

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Yes, in the form of independent research projects. But no upper-division credit was awarded.

Program Name: *Human Rights, Literature and Theory*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Visual representation as a mechanism of memory following periods of severe human rights violations; emphasis on film and video arts.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Emphasis on literature and literary theory; literary representations of ethics, justice, and rights; theoretical problems of representation, narrative, and memory.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Social science frameworks for defining human rights; political theory.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Extensive expository and research writing, emphasizing revision.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Major research, requiring technology to find books, articles, other sources of information, etc.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Every aspect of the program! Where to start and end! Emphasis on questioning preconceived notions about ethics, justice, and rights; emphasis on close reading and analysis of texts; emphasis on articulating original interpretation, analysis, and argument.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

All the above addressed as rights issues.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Everyone had the opportunity. Those capable of it did *amazing* work. This was billed as an advanced program, and attracted 75% genuinely advanced students.

Program Name: *Hydrology*

Year: *2005-06*

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Science was a major focus of this program. Students did several quantitative problem sets each week that described hydrologic processes (statistics and algebra). Quantitative methods were discussed in lecture and described in the text. Students worked with both calculators and Excel to solve these math problems.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

A minor emphasis but we had discussions about land use and public policy regarding ground and surface water. On one of the field trips we had discussions of public policy as it relates to flooding, and on another we discussed impacts of forest practices at the watershed level.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Science was a major focus of this program. Students did several quantitative problem sets each week that described hydrologic processes (statistics and algebra). Quantitative methods were discussed in lecture and described in the text. Students worked with both calculators and Excel to solve these math problems.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

There were a few writing assignments including field trip reports and summaries, but writing was not emphasized in this program. Some students were required to write scientific papers regarding the field trip down the Colorado River.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students used the CAL extensively for Excel, GIS and other modeling programs.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Most of the assignments were designed to make the students think critically about the information that they gained from lectures, the reading assignments, and problem sets.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This program was designed for advanced undergraduates and graduate students. Upper-division and graduate students at other schools commonly use the same texts that we assigned. Past versions of the program have helped our undergraduates get accepted to graduate programs in hydrology and water resources.

Program Name: *Ideas Made Manifest: Art and Philosophy in the Middle Ages*

Year: 2005-06

Planning Group: EWS EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Art history was half this interdisciplinary program. We studied art from the Early Christian period through the High Gothic period, studying the social and political contexts, including the "non-Western" areas of Islamic art and Byzantine art. We also did hands-on art projects relevant to the art history we were studying--students created one or more designs for Gothic Rose windows, and also created one or more Islamic-inspired designs.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

The art projects students did included basic geometry. They used a protractor and compass and reviewed their function in measuring and creating complex compositions. Students also learned about symbolic geometry, which dominated medieval thinking as well as medieval architectural design.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Art history is also humanities, since there is a strong historical emphasis there. The other half of our program was philosophy. We studied Plotinus, Augustine, Balthius, Ibn Sina, Ibn Rushd, Aquinas, Oaklam, and Bienidan [handwriting on this list is tricky...there could be many misspellings here]. Faculty presented art history and philosophy lectures every week, giving students background information about the development of ideas in the Middle Ages.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

If art history is a social science, it was a big part of our program.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

The art projects students did included basic geometry. They used a protractor and compass and reviewed their function in measuring and creating complex compositions. Students also learned about symbolic geometry, which dominated medieval thinking as well as medieval architectural design.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

The students wrote 2-3-page weekly papers responding to their assigned reading. Students also wrote mid-quarter and end-of-quarter 5-page integrative essays. Students read each other's mid-quarter essays and gave fellow writers feedback.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Weekly response essays. Nightly seminar discussions. Two integrative essays.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

By having a stronger-than-usual emphasis on the Islamic culture during the era, we showed the value of that culture and how much Western Europe was indebted to it for cultural accomplishments, like the pointed arch and rose window that we usually don't associate with Islam.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The program was designed for upper-division work--the readings were challenging and the process of integrating art history with philosophy called for fairly advanced critical thinking and synthesis skills.

Program Name: *Imaging the Body*

Year: 2005-06

Planning Group: IA EA ES

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

12 art appreciation lectures, 2 hours of life drawing, weekly 4 - 6 credit art project, developing a series of artworks in response to a major anatomy research project.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

About 15 anatomy lectures, experiential anatomy lab, fieldtrip to cadaver lab at St. Martins, 4-credit independent research project on some aspect of anatomy/physiology, seminar readings on anatomy, disease, death & dying, steroid use.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Art history lectures and exam. Some cultural readings on the body in Western culture. Skill-building on writing and thesis development.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Nutrition project which required students to track their nutritional intake over 4 weeks and analyze their intake of calories, protein, carbohydrates, and fat

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Writing workshops in fall quarter. Thesis writing in winter quarter. 7-10 page research paper on anatomy/physiology topic.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Winter quarter: students had to do major research finding peer-reviewed scientific articles on anatomy. Learned to use scientific databases and used the library.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Nutrition project geared to helping students think about nutrition. Major research projects asking students to address scientific ideas through the creation of visual art (exploring how to express scientific data and information through visual means). Seminar on scientific books and films to tie anatomical ideas to cultural issues.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

We read "Privilege, Power and Difference" at the beginning of the program to underscore the idea that bodies of different shapes, abilities and colors may be perceived differently and those individuals marginalized.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

In the winter, students had to do a 4-credit independent project on anatomy and 4-6-credit research project developing a series of artworks. Depending on the skills and ambitions of the students, there was the opportunity to do advanced work in either of these arenas. One student, for example, undertook additional research into the history of icons and made 11 icons that, in this context, went well beyond the scope of the assignment. That said, not many students took this opportunity.

Program Name: *Incisive Line*

Year: 2005-06

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

6 hours of printmaking studio per week, 3 hours of drawing studio, 3 hours of printmaking history per week.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students had printmaking history research projects that required them to write 5-7 page essays on their research and an annotated bibliography.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students had two workshops involving technology in support of their research projects. One was a library research workshop, the other a workshop on collecting images for slide production in the Digital Imaging Studio.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critiques of drawings and discussions of the assignments (which were designed to be rigorous and make students think about other modes of organizing information), also discussion of printmaking history issues and the tensions around arts and crafts, art connoisseurship, etc.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Indigenous Peoples and Ecological Change*

Year: 2005-06

Planning Group: IA SI NAWIP

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Labs, workshops, etc. For example, calculating species diversity.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Some literary texts were read for seminar.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Native American studies, including history, social justice, etc.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Various calculations using Excel, etc. Mostly, working up results of lab experiments and field observations.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Various writing assignments, lab reports (with re-writes), research papers (group & individual), journaling, etc.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

PPT for project presentation.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Everything.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Seminars, workshops, guest speakers, presentations, etc.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Information Landscapes: Mapping the Invisible*

Year: 2005-06

Planning Group: IA CTL SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Graphic design on the web, practice and critiques, mapping conceptually, media studies--course texts directly addressed these topics.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

History of Science and Technology, Computer Applications.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Philosophy, Literature, and Film Studies were addressed in seminar through discussion of texts.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Through texts, discussions, papers.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Learning to use software applications.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly papers, synthesis papers, blogs, and web pages.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Weekly work in Academic (GCC) Computing labs, hand in research and assisted projects in library/computing. Web pages, blogs, and Wikis were regularly used, analyzed, and incorporated into program projects and major assignments.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Design work, projects--both individual and collaborative, writing assignments, and seminar.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Seminar discussion on texts regularly addressed "digital divide(s)," inclusivity of access.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Original web work, both individually and collaboratively. Significant projects to support efforts of the Library. Developments of a Wiki to serve as a "survival guide" to students wanting to use Information Technologies at Evergreen.

Program Name: *International Policy and Business: Europe*

Year: 2005-06

Planning Group: EWS SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Three classic feature films dramatizing the issues discussed.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

We analyzed international current account balances and the effect of interest rates on currency rates.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

We examined Europe from historical, anthropological, and economic/political perspectives.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

This was a social sciences program.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Calculating international market and currency trends and preparing small-business spread sheets.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Analytical essays on the readings (three books totaling nearly 1,000 pages) and an executive summary involving a virtual overseas entrepreneurial initiative.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

In addition to research for their analytical writings, they created a virtual small business to expand from America to Europe.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

I can't think of anything we did that wasn't to this end.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Cultural relativism and its discontents was built into this, as into almost any other international program.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The reading and research requirements represented advanced work. I have taught this same program as a graduate course.

Program Name: *Introduction to Environmental Studies: Land*

Year: 2005-06

Planning Group: ES

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students did sketches as part of a Natural History Journal assignment both quarters. They did a PowerPoint presentation at the end of each quarter. They also had to design professional posters incorporating design and layout.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Science included forest ecology, bird and animal ecology, statistics, and geographic information system (GIS).

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

A lot of history of protected areas, biography, and a lot of ethics. Literature in seminar readings.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We did constitutional law, environmental law, introduction to government--mostly federal and state, a little local government. Political science as it related to policy development and implementation. Social science under the heading of citizen participation with a heavy dose of nonprofit conservation organizations. Some cultural anthropology around value systems that determine environmental decisions. Visited the legislature to study state government.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Every assignment involved data and quantifying using statistical measures learned in statistics coursework. Many students used quantitative reasoning in final individual research projects, group projects, and in regular class assignments. Often assignments had either statistical components or brainstorming what the numbers mean (interpretation).

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Web crossing for seminar and writing assignments throughout program including natural history journals, and a number of other assignments including research papers, group project reports, and exams.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

We used software for professional posters--PowerPoint, Web-Crossing, and GIS. For library research they were required to find peer-reviewed journals, as well as find the original Endangered Species Act, other environmental laws, and court cases related to them.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Anything descriptive was followed up with assignments and readings that brought in critical thinking--for completing assignments, seminars, presenting a thesis and arguing it in research projects.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Spent a lot of time on oppression of human species on other species. Looked at aspects of human-to-human oppression from the context of who has influence and power and laws and courts. This would be more of a study of classism and taking an active part in the community and nonprofits. Some study of Native American issues around protected areas. We spent time with members of the Nisqually Tribe and tribal staff to understand efforts to protect natural environments and some history about the fishing wars. Talk about who makes all of the environmental decisions. Touched a little bit on indigenous rights. Was done through lectures, readings, and fields trips. In the biographical assignment fall quarter, students were given a list of diverse people, especially women, who had made major contributions in environmental areas.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

We had several students who were juniors and seniors, and for their research projects they were able to work at a more advanced level. There were some other students who, over the course of two quarters, were able to move to a more advanced level. There were some students who wanted to do extra work on how to collect data on campus--and they worked independently with one faculty.

Program Name: *Introduction to Natural Science*

Year: 2005-06

Planning Group: SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Chemistry of dyes, dyeing & imaging with natural and non-natural dyes. Seminars and student presentations involving science as it applies to everyday life, including art & creativity.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

General Chemistry, General Biology, Precalculus & Physics.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Seminar topics & student presentations concerning science as a human activity. Political, social and economic impacts of certain scientific discoveries (such as anti-malaria drugs and telescopes).

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Seminar topics and student presentations concerning science as a human activity. Political, social and economic impacts of certain scientific discoveries (such as anti-malaria drugs and telescopes).

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Laboratory science requires quantitative reasoning: problem solving in chemistry, biology, math and physics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Formal & informal seminar writing assignments. Formal laboratory reports. Weekly laboratory notebook entries.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

CAL used extensively for laboratory data analysis. Library research conducted for seminar discussions and student presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Science requires critical thinking skills.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Inventing Systems With Music and Movement Theater*

Year: 2005-06

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Music and Movement Theater were the two performance fields addressed by the program.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Numerous readings on cybernetics and how it can be applied in a number of different fields. One reading by Margaret Mead, "Sex and Temperament."

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Anthropology was included by the readings of Margaret Mead, Friedrich Engels, and Karl Marx.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Anthropology was included by the readings of Margaret Mead, Friedrich Engels, and Karl Marx.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students were asked to submit journals and to write notation systems for their compositions.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students used electronic devices (computers, audio playback, DVD playback) for their performance projects.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Numerous essays addressed cognition and its limitation by language.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
No

10B. If yes, please elaborate...

Program Name: *Japan Today: Studies of Japanese Language, History, Literature, Cinema and Culture; Study Abroad*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

We studied film, as well as traditional Japanese performing arts, such as the Noh Theatre and Kabuki Theatre.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Studies of literature, history, and culture.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

It involved Social Studies.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students were required to write informal essays regarding most of the texts and films used in the program.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Many students used PowerPoint to present their research/project works.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The students were encouraged to demonstrate critical thinking ability in seminar and writing.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

I used texts and films that manifested sexism and classism, as well as subtler forms of racism, in order to raise the issues of oppression.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Each quarter, the students were expected to do individual research/projects and present them at the end of each quarter. The students also had an opportunity to participate in study abroad in Tokyo during the spring quarter.

Program Name: *Jefferson's American West*

Year: 2005-06

Planning Group: IA CTL ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Much work on botany; some on historical statistics.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Much work on Pacific Northwest and American Western History--cultural, social, intellectual, environmental, and political history.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Much work on Pacific Northwest and American Western History--cultural, social, intellectual, environmental, and political history

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Historical statistics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote two short essays, which they workshopped in writing seminars, a take-home midterm exam, and a final paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

All activities--botany and history--involved critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We did much work on the history of American racism, race in the American West, and Native Americans in the West.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

There was space in program assignments for more advanced students to do advanced work.

Program Name: *Language and Law*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

At the end of our program winter quarter, there were two opportunities to explore artistic interests, although art was not "taught." The first was in making the DVD using iMovie for the oral analysis of Presentation of Self. Although the scope of the DVD work was quite limited and oriented to research, some artistic elements within the software could be and were exploited. The second way students could use art was in the last project of the program, a creative project. Many students tried a new medium as a way of presenting a synthesis of what they had learned. For example, one student announced she was not an artist, yet she produced very nicely done sketches of the court similar to those we see on TV to represent the Supreme Court (since cameras are not permitted).

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students studied three areas of linguistics: structure of language, sociolinguistics, and discourse analysis. They read texts, applied concepts they were learning in workshops, and wrote a major analysis of the presentation of self (discourse analysis) at the end of the program, based on videotaped oral arguments. Students learned the methodology of ethnography by writing three reports based on visits to a court of law fall quarter, and writing two essays based on the video of two Supreme Court cases winter. Finally students learned to operate palmcorders and microphones to record oral arguments, and they learned iMovie in order to edit the videotapes onto DVDs for their oral presentations.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Students studied constitutional law, primarily the first and fourteenth amendments. They learned to write case analyses; they learned about the social and political contexts of the Supreme Court decisions through texts, documentaries, and lectures; and they participated in a mock Supreme Court called the Evergreen Supreme Court. For this work they read real cases pending in the national appellate courts, prepared oral arguments, presented the arguments in the formal setting of the Evergreen Supreme Court. They also acted as justice for at least one case.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Fall quarter students wrote weekly microthemes, wrote four major expository essays, and met in writing groups with writing tutors and faculty to discuss their drafts for each paper. Winter quarter, students wrote two major essays. Both quarters students wrote 3-4 case briefs each week. Winter quarter students prepared an appellate brief. They also wrote a discourse analysis of another student's presentation of self using the style of academic papers in a linguistic research journal.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

This was a major emphasis winter quarter when students learned to use palmcorders with exterior mikes to record oral arguments. They also learned iMovie to edit their videotapes for an oral presentation of their research.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Fall quarter students wrote weekly microthemes, wrote four major expository essays, and met in writing groups with writing tutors and faculty to discuss their drafts for each paper. Winter quarter, students wrote two major essays. Both quarters students wrote 3-4 case briefs each week. Winter quarter students prepared an appellate brief. They also wrote a discourse analysis of another student's presentation of self using the style of academic papers in a linguistic research journal. Students studied constitutional law, primarily the first and fourteenth amendments. They learned to write case analyses; they learned about the social and political contexts of the Supreme Court decisions through texts, documentaries, and lectures; and they participated in a mock Supreme Court called the Evergreen Supreme Court. For this work they read real cases pending in the national appellate courts, prepared oral arguments, presented the arguments in the formal setting of the Evergreen Supreme Court. They also acted as justice for at least one case. Another major process was the Socratic method used in law school which my colleague Jose Gomez drew upon for discussions of case briefs.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Race, class, and gender were a major focus which we used as reasons to examine the use of language in the courts, in case briefs, in Supreme Court decisions. The texts we used explained language ideology and we explored other ideologies that serve to support dominant groups and marginalize others. Issues of power in language use is a primary focus of sociolinguistics and discourse analysis, and that is what we examined. Also, critical race theorists have critiqued the first amendment, and we spent time exploring their approach to the law.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This was an all-level program aimed at advanced students. There was a heavy workload, and the demands of the program materials were heavy. Both disciplines of law and linguistics were equally represented in the work of the program as well as the schedule. In the final projects winter quarter, for example, those students who wanted to do advanced work did so by doing law research on-line and in the Washington Supreme Court law library, producing appellate briefs that were exemplary. In one case, a student who took only fall quarter of our program interned with a judge in winter quarter and did legal research for him. The judge commented in his evaluation of the student that the student had produced case analyses that were equal in quality to "any competent lawyer in Portland." In the case of the linguistic analysis of Presentation of Self, some students applied the concepts they had learned both quarters and wrote analyses that were equal to those in a first-year course in a linguistics graduate program.

Program Name: *Leadership on the Wild Side*

Year: *2005-06*

Planning Group: *IA SPBC ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Navigation and piloting-- basic geometry, algebra and quantitative reasoning.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Poetry and other readings.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Leadership studies, teacher training.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Navigation and piloting-- basic geometry, algebra and quantitative reasoning.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Papers required but no writing taught.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Everything we do requires critical thought.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Minor

9B. If yes, what strategies or activities did you use that worked well?
Always important and taught as issues arise.

10A. Were there opportunities for students to do advanced work in this program?
Unknown

10B. If yes, please elaborate...

Program Name: *Liberty and Justice For All: Contemporary Political Philosophies In Historical Context*

Year: 2005-06

Planning Group: EWS CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Only in a very tangential way--students were asked regularly to represent friends in American political history or poster paper. While many posters were mere flow charts, some were imaginative, amusing pictorial representations.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students studied U.S. History and contemporary political philosophy through reading, writing about, and discussing challenging texts.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Some background lectures touching on economics, race, gender and class.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students met in in-class writing workshops, in small groups of 4-5 students. I rotated among the small groups throughout the quarter. Students wrote 2-page weekly papers and a final 10-page research essay.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students needed to research historical and philosophical sources in the library. Sarah Ryan gave a library workshop for our program.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students read challenging arguments of political philosophy and wrote and discussed these in order to evaluate their strengths and weaknesses.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Students studied U.S. history in such way as to come to understand how some control developments--e.g. abolitionism, reconstruction, the "New Deal"--were driven by conflicting interests defined by race, class and gender.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The final paper was structured in such a way as to allow students to build on previous work in history, philosophy, or the social sciences generally.

Program Name: *Locating Queer Studies*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

The learning in this program was heavily oriented toward texts. We read scholarship about gender and sexuality, drawing from humanities and social science frameworks.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

The learning in this program was heavily oriented toward texts. We read scholarship about gender and sexuality, drawing from humanities and social science frameworks.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

A sequence of writing assignments requiring academic essays.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library research; public presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Where to start? Every activity was geared toward this: lectures, workshops, seminar, reading assignments, writing assignments, etc.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Again, every text we read, every film we viewed, every seminar and every writing assignment--everything centered on this.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Opportunity, yes. But no one took that opportunity. This is an on-going problem at Evergreen: students working at a basic level holding back those who wish to work at more advanced levels.

Program Name: *Madness and Creativity: The Psychological Link*

Year: 2005-06

Planning Group: CORE CTL SPBC

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

One of our three faculty was an art historian. She provided lectures in art history and Native American art, and also organized an art studio component throughout the two quarters of the program in which students drew (line, figure, etc.), some painting with watercolors, and a series of broader art-connected and creative workshops (jewelry making, mask making, Ukrainian egg decorating, dance and movement workshop). We also took field trips to the Experience Music Project in Seattle, the Glass Museum and Art Museum in Tacoma, as well as to a professional artist's and potter's studio. Finally, we had guest professors from Evergreen talk about their creative experience with art, musical composition, and dance.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

I believe that our major focus on abnormal psychology will be covered in the Social Science category, although I need to say here that we often read and discussed issues such as brain chemistry in connection with our study of abnormal psych. Thus I say that we had at least a minor emphasis on the science of abnormal psych.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

We read a number of literary works (fiction and non-fiction) connected with our exploration of creativity and psychology. We discussed issues related to both the content of these works and their literary history and style.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

I think here we can discuss the strong focus on abnormal psychology and the psychology of creativity in this program. The students read from a standard abnormal psych text through the two terms of the program, took psychology tests on line (using Blackboard), heard several lectures on psychology, and some even formed a small psychology study group.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote commentaries on seminar readings, as well as responses to their peers' commentaries (all on Blackboard). They wrote three essays fall term and a major research paper winter term. We had weekly writing workshops led partly by writing tutors from the Evergreen Writing Center, and students worked weekly in small peer

editing groups, helping each other assess and improve their writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students became familiar with Blackboard, an on-line web site which was new to all of them and which helped them become more comfortable with communication via Internet. They engaged in research for their winter-term research papers, searching for information on-line, and relying on on-line sources for information regarding how to use MLA and APA citation and reference styles.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical thinking played an important role in our exploration of the connection between psychology and creativity. Many issues we dealt with were not clear-cut, but rather were ambiguous. Students were not served lucid answers to our questions, but rather were made to grapple with difficult questions and thus compelled to use critical analysis throughout the entire two terms in their writing, in seminar discussions, and in large group discussions.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

With our art historian faculty team member a Native American, we intentionally included materials and extensive discussions about art, as well as approaches to abnormal psychological conditions in cultures other than the most familiar one around us. In addition, we devoted time and materials to the subject of gender depiction in art and in advertizing. Neither the issue of racism nor of gender were easy to handle, but our readings, films, and discussions were geared to get students thinking and talking about these issues.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

It is true that this program was a Core program--so first-year students only. But we urged students to challenge themselves in producing sophisticated research papers. The stronger students did what we feel is already "advanced" work, and we can only hope that they will be inspired to challenge themselves in programs to come.

Program Name: *Making Your Place*

Year: 2005-06

Planning Group: EWS EA SPBC

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Half the credit in spring quarter was awarded in Arts Production. Students wrote, produced, and performed an original piece of documentary theatre. We studied and attended plays and music performances in fall and winter quarters.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

We discussed problems of cross-cultural communication within health care systems, but no emphasis on teaching science or math.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Literature and drama were strongly featured.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Some texts dealt with anthropology, sociology, ethics, and philosophy of education. Documentary theatre texts emphasized social science also.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

Our scene designers in spring quarter used math to create scale drawings and construct scenery, but we did not teach or emphasize math.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

We specifically taught editing skills. Students had several opportunities to edit long interviews into short monologues that told compelling stories. Students also wrote very short response papers to each assigned reading and received some faculty feedback.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

We used Blackboard software as the program web site. Students posted work there, held discussions, and shared information.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

This program extensively taught students awareness of point of view and of diversity by taking, transcribing, and editing interviews, and by taking on the responsibility of performing monologues of the verbatim statements of live people.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Readings, plays, and critical theory handout emphasized diversity and community. Several of our documentary theatre studies addressed racial injustice. We used acting as a tool for learning to empathize across difference.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students who stayed with the program for three quarters worked intensively with interviewing, editing, creative writing, and performance.

Program Name: *Managers as Leaders: Public Sector Leadership with Rapid Change*

Year: 2005-06

Planning Group: EWS-GRH SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Readings from text, books, journals, articles, websites and blogs dealing with leadership and communication

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Two small papers, a case study, and a larger (25-30 page) paper required for those seeking 12 credits.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Several students used a laptop and PowerPoint software to support public presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students were asked to make decisions in a large group using democratic (parliamentary procedure) methods.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

We provided students with means to make decisions democratically--thus implicitly addressing the above mentioned problems via a wonderful age-old solution.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students were given the opportunity and a requirement to complete one report on leadership from an area or devoted to a specific topic matching their own interest or career goal.

Program Name: *Managing a Maritime Business*

Year: 2005-06

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Navigation, geometry, physics of sail, vectors, trigonometry.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Puget Sound, maritime, and U.S. Histories.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Public policy discussions in economics class and in book seminars, e.g, community and the politics of place.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Financial analysis workshops and case studies.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Five focused essays each quarter.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

We had three large community and economic development projects.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

First quarter, there was a class on it every week and we used the Critical Reasoning book by Browne and Keeley.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

Indirectly discussed with respect to economic issues.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Mathematical Systems*

Year: 2005-06

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

This program was a year of upper-division Mathematics, roughly equivalent to a Math major. The program included the equivalent of nine quarter-courses in upper-division math.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

The program seminar dealt with history and philosophy of math for two quarters, and mathematical fiction for another. Students read and discussed mathematics in its historical and philosophical context and considered its use in the development and analysis of literary texts.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Well, it was a math program.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students did in-class writing for 15-20 minutes in each seminar (weekly) and wrote one significant paper/project per quarter for seminar.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students occasionally used calculators. Some students also used technology for visual aids during presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

The program was built around writing proofs and solving mathematical problems, which are the best ways I know of to promote critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

We took what opportunities there were to discuss these issues as they came up in connection with seminar readings and discussions.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Nearly all the credit in the program was upper-division science credit.

Program Name: *Matter and Minerals*

Year: *2005-06*

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Lab reports, lab notebooks, research reports.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Lab instruments, Microsoft Office software, computers.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Mediaworks*

Year: *2005-06*

Planning Group: *EA*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Major projects in video and film each quarter, work with performance, photography, cinematography, editing, film and media history, aesthetics.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

Proposal development included budget preparation; aspects of 16mm filmmaking require some basic quantitative skills; study of lens, optics, physics of the moving image; technological studies.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Lectures, screenings, seminars, critical writing on history/theory of media arts and the moving image. Creative writing exercises and assignments.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Research proposals; study of politics of representation; study of media ethics; film analysis.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Proposal development included budget preparation; aspects of 16mm filmmaking require some basic quantitative skills; study of lens, optics, physics of the moving image; technological studies.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Critical essays; research presentations, script writing, proposal development; annotated bibliographies; on-line weblog.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

All of their project work included digital post-production applications, various software applications for sound design and animation. Library research. Weblogs for critical essay publication and production histories.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical skills in media analysis; media literacy applications.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Addressed by lectures, screenings, seminar reading and guest artists.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Third quarter involved the production of a 10-minute independent media project; this is equal to advanced work in other undergraduate programs in media arts

Program Name: *Medicinal Chemistry and Toxicology*

Year: 2005-06

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Medicinal Chemistry--readings, lectures, workshops. Mathematical Modeling of Drug Reactions.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

History of Science and Technology in case studies. Some coverage of Governmental Regulation/Economics of Drug History.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Virtually daily--computer/Excel modeling, statistics.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Five short papers on seminar readings.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Information retrieval (bioinformatics, library), spreadsheet models, presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Problem-solving workshops (weekly). Context-rich data analysis work. Strategies to critically evaluate primary literature in biomedicine.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Sexism in drug development and prescription practices (case studies). Classism and availability of drugs/medical technologies.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All advanced work. Culminating in Library (and for some, Laboratory) Presentation/Class Lesson.

Program Name: *Memories, Dreams, Beliefs: Personal and Cultural Explorations of the Dynamic Psyche*

Year: 2005-06

Planning Group: IA SPBC EA SI

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

All three faculty created visual/aural/kinesthetic experiences (movement, masks, cellular biology, and dream work) in workshop environments, which guided students to integrate our specific foci--literature, psychology, physics.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Films, lectures, quantitative work (psychology and physiology); kinesthetics (movement); guest speakers; Singre/Loomis "testing"; geometry/Laban theory.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Poetry, Anthropology, Comparative Mythology, Intro to Philosophy; Depth Psychology and movement; creative writing, critical analysis and observation work, several expository papers, seminar essays, research, volunteer/intern work.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Cognitive Psychology, Developmental Psychology, Transcultural Psychology, Transpersonal Psychology, Abnormal Psychology, Laban theory, Authentic Movement, Anthropology and Ritual Performance, volunteer and intern work.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Laban theory (spatial archetypes, geometry), Research Psychopathology, Statistics (in Abnormal Psychology), GSM IV.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly seminar essays, learning summary groups (weekly drafts of papers, critical analysis and peer critique editing); expository, research, and response papers every quarter; four types of journal work, creative writing. Film, text, performance review.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

All students used "research" techniques, some "electronic," some non-electronic. This work included individual and group presentation.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Yes! From interactive lectures with guests and faculty, in weekly learning summary process critique sessions (verbal and written), critical/expository papers including research and analysis, seminar essays/quizzes.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Transpersonal Psychology, personal complexes, cultural complexes, Hierarchical and Dichotomous Thinking, "White Privilege."

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Upper-division-level work in Developmental, Transcultural, Transpersonal and Depth Psychologies; Abnormal Psychology, Research Methodology, Internships, Social Services volunteering, Laban theory.

Program Name: *Molecule to Organism*

Year: 2005-06

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Upper-division interdisciplinary lab science program incorporating organic chemistry, biochemistry, molecular biology, microbiology, cell biology, physiology.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Mostly within the context of lab work. Students were required to prepare all of their reagents, solutions, etc, all needing calculations first. Students also collected, analyzed, tabulated and graphed data sets from lab.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote two lab reports per week within their lab journals throughout the year. They also wrote formal reports for extended project work in winter and spring. Writing was done both individually and in groups. Students were given extensive feedback on drafts and re-wrote their papers until the final product was accomplished.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students extensively used scientific instrumentation, did library research for lab reports, and used graphing programs for lab work.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Group problem-solving workshop activities and lab-based research projects were all applied to the real world and required significant analytical reasoning.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Advanced work was carried out in winter and spring both in class and in lab.

Program Name: *Movement and Resistance*

Year: 2005-06

Planning Group: IA CTL EA

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students were given instructions on preparing collage and assemblage art and then required to create visual representations on four program books.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We read "Physics and the Art of Dance" and had two lecture/workshops by guest faculty on Physics and Movement.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Cultural aspects of dance. American History in Civil Rights era. Fiction readings: one play, one novel.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

The concept of resistance was discussed and studied in terms of society and culture.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Very minor--some calculations in physics workshop. Algebra problems in reading, Radical Equations (Moses).

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Book response papers. Major integration paper using MLA format. Research Proposal with Review of Literature.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Library and web research for research proposal.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Conceptual workshops.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Major inquiry on racism, classism and sexism.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Research proposals.

Program Name: *Multicultural Counseling*

Year: *2005-06*

Planning Group: *SPBC*

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Weekly expressive arts therapy laboratory integrating theatre, movement art, writing, drama.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We overviewed research methods and critical evaluation of quantitative articles.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Cultural life stories studies.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Equivalent of many upper-division courses--personality theory, abnormal theory, counseling, multicultural counseling.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Critique and articles in research methods.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Multicultural autobiography, weekly conceptual questions, integrative writing, personality theory studies.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

PowerPoint, library literature review.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Design of Day of Presence. "Making Invisible Visible."

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Expressive arts therapy labs, facilitated dialogues, talking circles, multicultural counseling readings, films, nonviolent communication.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Internships, research/synthesis papers, exams. All students who have applied to graduate school per date are going directly into doctoral psychology programs, skipping Master's degrees based on their level of competency and preparation.

Program Name: *Music in Culture*

Year: 2005-06

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Subject matter, workshops (skills), papers (composition).

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Quantitative Methods in music and quantitative component in individual research projects and presentations: demographics, tables, graphs, timelines; some computation.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Music history and theory; expository writing.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Cultural Studies, history, anthropology.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Quantitative Methods in music and quantitative component in individual research projects and presentations: demographics, tables, graphs, timelines; some computation. Some explorations of critical thinking within research writing guidelines.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Three papers a week, average: a research assignment on the way to the final paper, a music composition relating to our current area of study, and an essay, field notes, or narrative music analysis.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Graphs with Excel, presentations with PowerPoint, much use of Word; library workshops including maps and government documents. Many audio and video examples. Also, everyone learned to play soprano recorders (a wind instrument) and ukuleles.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Within writing assignments, music workshops, lectures, and seminar discussions. Three papers a week, average: a research assignment on the way to the final paper, a music composition relating to our current area of study, and an essay, field notes, or narrative music analysis. Cultural Studies, history, anthropology.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Cross-cultural comparisons, discussions of "axes of inequality" using sociological and anthropological approaches, personal and family musical histories as writing assignments. Many discussions of individual and group identity and music.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Research projects and music workshop were open to all levels of prior preparation (thus some did advanced work).

Program Name: *Nation and Narration: Mexico/Brazil*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Study of Mexican mural movement, Frida Kahlo, Brazilian modernist architecture.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Literature and art history.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Several essays with revision and workshops.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Library research for papers and presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Every activity was geared toward critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Race, class, and gender were emphasized in our study of nationalism in Mexico and Brazil.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Order and Chaos: Making and Breaking Rules in Science and the Arts*

Year: 2005-06

Planning Group: EWS EA SI

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

We studied various approaches to the creative process and major works of art from the Greeks to the present.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Studied Greek astronomy, Newtonian physics, Quantum mechanics, probability.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Studied plays, literature, film, opera, philosophy.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Math, quantum mechanics, probability.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Analytical papers dealing with plays, science, and other topics.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some library research, computing, calculator.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminar and papers dealing with integration of arts and science.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Topics came out of our readings and examination of historical periods.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

In some cases, students who had more experience in certain areas were encouraged to delve more deeply into areas such as sequential art, theatre, and probability, but this was not a major emphasis.

Program Name: *People Management in Organizations*

Year: 2005-06

Planning Group: EWS SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Personal relationships and team-building were major workshops.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Much of the focus was on work and working relationships within the work place, and the impact of these actions upon business and culture.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Each seminar required a written business memo and each workshop required an overview. Each student was required to write a major project paper at the end of the quarter (12-20 pages) and present a PowerPoint presentation to the class.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Library research and extensive Internet research to construct a quality document and presentation to their peers.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

A portion of the class was focused on negotiations and business process for quality ethics.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Relationships in the workplace is a major emphasis for current success.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

There were no limits on the degree of research for their projects. Moreover, they could team up and conduct work with classmates to a level they all agreed upon.

Program Name: *Philosophy, Society and Globalization: How We Got Where We Are*
Year: 2005-06
Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Brief discussion/treatment of the history of early modern science.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

We studied the classical liberal modern social and political philosophies, and also studied some contemporary theories of justice.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We studied mainstream and Marxist economic theory. We studied the global economy and its transformation over the past thirty years. We investigated the relation between the economic and political spheres of society.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

We briefly studied game theory.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Two short essays per week on the reading. One long or two shorter major papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Research using the web and the library.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Strong emphasis on analytical reasoning in critiquing students' writing and contributions to seminar discussions.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Readings on race and class, extensive discussion of these.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

They would choose to write a longer research papers.

Program Name: *Physicist's World*

Year: 2005-06

Planning Group: IA CTL SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Readings, Lectures, Workshops, Films

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Readings, Lectures, Literature, Philosophy.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Lectures, Readings, Workshops.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Lectures, Readings, Workshops.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Seminar response papers for each seminar, essays, research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

PCs, Internet, Library Catalog, PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminar response papers for each seminar, essays, research paper. Lectures, Readings, Workshops.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Physics of Astronomy*

Year: 2005-06

Planning Group: SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Astronomy, Cosmology, Astrophysics, Physics, Calculus, vectors, differential equations.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

History of science, construction of knowledge.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Cultural studies of science.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Astronomy, Cosmology, Astrophysics, Physics, Calculus, vectors, differential equations.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Weekly essays and responses to peers. Research projects.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Web-Crossing, PowerPoint and Illustrator, Excel, Mathematica.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Preseminar, seminar, essays and responses. Labs, workshops. Peer instruction, interactive lectures.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Read articles on physics in Africa and Asia. Physics outreach to minorities. Retention of women and minorities in physics.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Major research projects required. [Http://academic.evergreen.edu/curricular/PsyAstro/0906/research.htm](http://academic.evergreen.edu/curricular/PsyAstro/0906/research.htm)
[Webpage not currently available.]

Program Name: *Political Bodies: Recent Chilean Literature*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Weekly films from Chile (some of which were written about in essay assignments). We studied a few performance art movements. Some students chose to do their research projects on performance art or other art movements or artists.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Program conducted entirely in Spanish (advanced language). Program focused on Chilean literature--students read 50-250 pages per week in various genres (novel, short story, testimonio, essay, poem, play). Students focused on literary analysis of these texts in seminar and writing. History of the period 1970-2006. Contextualized work--students related history and literature, context with texts, in their analyses.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

History and sociological analyses of dictatorship and post-dictatorship were part of readings and lectures.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote several essays in Spanish: a 2-3 page personal narrative, 4 literary analysis essays (4-5 pages), a research project on an additional text read in Spanish (8-10 pages).

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some students chose to use technology to present ideas in seminar or in their final presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Virtually all activities (readings, essays, lectures, films) geared toward stimulating critical thinking on the topic of recent Chilean literature in social context.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Many of our readings, films, lectures addressed forms of oppression, so this topic was frequently addressed in seminars and writing assignments.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The program presupposed an advanced level of Spanish language skills, but pushed students to do advanced work in literary and cultural analysis as well, using the language.

Program Name: *Political Economy and Social Change*

Year: 2005-06

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Minor work worth about six hours of classroom time devoted to statistics and economic charts.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

One novel on our reading list, a lot of history, but more of the social science sort.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Economic history, race, class, gender, introduction to political economy, post-World War II globalization.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Minor work worth about six hours of classroom time devoted to statistics and economic charts.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Journal, 3 Synthesis papers, 1 Media analysis and 1 major research paper.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Major research paper.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Permeates the readings and discussions.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Most of the reading revolved around these issues.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

The major research paper provided this opportunity.

Program Name: *Public Health in the United States*

Year: 2005-06

Planning Group: EWS SPBC

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

No instruction--required to respond to one specific reading with a drawing or self-generated image.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

About half of class time was focused on epidemiology, disease outbreak investigation. Much of this is quantitative reasoning, but also involves making and reading charts, mathematical calculations, and the biology of infections or other agents. We had presenters do a ninety-minute workshop on selected statistical concepts, phages, and phage research (biology) and pandemic influenza (included biology).

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

A reading and some discussion on public health ethics, discussion on ethics of distributing limited medication in a pandemic. Brief history of public health in U.S.--one presentation, one video, one reading.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Readings, instruction, and discussion on sociology of health and healthcare (health disparities) and critical theory. Two presentations by public health professionals on race and class and health of selected residents of Washington State.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

About half our work focused on outbreak investigation, which is largely quantitative reasoning. Students also had to include a quantitative component in their final projects, and read and interpret data in tables and charts throughout the quarter.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Writing feedback and instruction only to individuals on demand, and Week Five faculty feedback on writing to everyone. Students wrote and responded to several short papers and most did a written component to final project.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Blackboard used several times weekly to post and respond to assignments. Students attended two workshops in TESC library database research, and one more in public health databases online. Most students used online research for final projects.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Discussion and faculty modeling.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Readings, instruction, and discussion on sociology of health and healthcare (health disparities) and critical theory. Two presentations by public health professionals on race and class and health of selected residents of Washington State. I also used universal design for learning, a pedagogy that is inclusive of all differences related to learning.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students chose the level of outbreak investigation they completed for two major assignments. Many in-class activities allowed students a choice of complexity.

Program Name: *Reading Jouissance as Ananda*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students were required to create weekly mind maps that included creative expression, images, body drawings, etc.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We looked at the intersection of contemporary understandings of the self in neurophysiology and in feminist theory, and compared and contrasted these with indigenous wisdom traditions.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Class centered on cultural studies: Philosophy, feminist theory, literature, film, comparative religion.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Feminist scholarship, especially anthropology and cultural studies resides at the intersection of humanities and social science.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Journals, essays, self-evals: all required peer group review and editing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Wide range: Web skills, webpage design, image capture and manipulation. Materials science regarding sculpting projects, painting, DVD and CD production.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Weekly reflection: historical and cross-cultural comparison, peer review work.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Cross-cultural form in texts, discussion, films. We also looked at rationality and secularism as forms of oppression.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Texts were graduate-level in my class. The individual study component invited advanced work in areas of students' expertise.

Program Name: *Reconciliation: A Process of Human Balance; Study Abroad Winter: Peru*

Year: 2005-06

Planning Group: IA SPBC NAWIP

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

We included them in Saturday workshops.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Raul did workshops in Indigenous approaches to Math and Science.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Regular discussions.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Again, regular discussions

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Raul's workshops.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Writing was required.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

E-mail and Web Crossing were required. In addition, many students used other technologies in their research.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Learners were required to present documents in which they think for themselves.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Workshops.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Everyone designed independent work.

Program Name: *Religion and Society*

Year: 2005-06

Planning Group: EWS CTL SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Regular seminars and lectures on philosophy, religious studies, and history texts.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Lectures and seminars on sociology texts.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Criticalyl evaluated statistical information.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Regular response writing and detailed faculty critiques of writing.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students conducted library research into a particular religious faith.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Students engaged in a workshop to reconstruct arguments from the popular press and asses them for soundness.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
Minor

9B. If yes, what strategies or activities did you use that worked well?

We discussed the Danish cartoon of Muhammed controversy in the context of coming to understand different perspectives on religion.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Res Publica: Examining the Body Politic*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

We used music, visual art, poetry and theatre in readings, seminars, and lectures. We treated these arts as lenses that spoke in different languages about the same topics as texts. We discussed art not as indicative of life and society, but as agents for changing life and society.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

This was a Humanities program. Nearly everything dealt in Humanities.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Through readings, seminars, and lectures. We pondered and discussed human nature at length.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote large comparative papers at the end of each quarter, synthesizing and comparing 3-4 authors. These papers were not expository, and students produced creative and original pieces demonstrating their interpretations. Students also wrote short (3-5 page) essays every three weeks, and rewrote each of these shorter essays based on feedback from faculty and students that was given in 2-hour small-group critique workshops (every week). Students also wrote pre-seminar papers, as well as thrice-weekly Web-X postings. The Web-X writing differed greatly, at times, from students' other writing and participation in seminar, because students had a different sense of what they were doing when writing on Web-X versus writing at other times. Students sometimes did not finish thoughts or even sentences in their web postings, but they engaged themselves and each other in energetic, real ways because students were not afraid to say what was on their minds. Students used these postings as an opportunity to discover what they knew or thought about each text, as well as an opportunity to understand other students' thoughts. These postings also gave the faculty the opportunity to see that some of the students who were quieter in seminars still understood and were thinking critically about the texts. Some students also wrote Community Service Journals chronicling their community service experiences, and many of these students developed excellent storytelling skills through these journals.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Students were introduced to Web-Crossing in a workshop at the beginning of the year, and posted writing and responses thrice-weekly from then on. Students also attended workshops about research in the library, particularly about researching legal texts and resources, and documents of legislative hearings. Students participating in the Legislative Hearing project were asked to track what information they found most helpful—advocacy websites, third-party-monitored websites, etc. All students used the program's web page to communicate with one another and with faculty, as well as to find assignments and other resources.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

This program was full of critical thinking, in seminars, in essays, in lectures, in secondary sources.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Students and faculty in this program both recognized that we read primarily male authors, and that the topic of these authors' discussions was often middle- or upper-class free white men. We also knew well that we read nothing non-Western. However, we did close work with female authors Martha Nussbaum and Hannah Arendt, and students were constantly discussing Political Identity versus other identities (race, ethnicity, class, sexual orientation, etc.). When discussing the 'legitimacy' of political bodies, we addressed who 'belongs' and who 'doesn't belong,' to better understand the relationship between citizens and non-citizens.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Many students did extensive synthesis papers each quarter, and in Spring Quarter, we had the more advanced students composing even larger synthesis papers while the less advanced students worked on re-writing some of their previous work. Some students who did the Legislative Hearing project did very advanced—even professional—work.

Program Name: *Science Seminar*

Year: *2005-06*

Planning Group: *SI*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Astronomy, Cosmology, Physics.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

History of Science, construction of knowledge.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Cultural studies of science.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Astronomy, Cosmology, Physics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly essays, responses to peers' essays.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Web-Crossing, daily.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Preseminar--points, insights, questions; seminar; essays and responses.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Read articles on physics in Africa and Asia. Physics outreach to minorities. Retention of women and minorities in physics.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Sculpture: Site Specific*

Year: 2005-06

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Students did a major drawing project and three large sculpture projects.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Readings on artists who work specifically with remediation of environmental systems.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Readings and writing on contemporary art history.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Weekly reflections on seminar readings. Research papers (biographical profiles) on contemporary artists.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Wood shop. Metal Shop. Sculptural studio tools and materials. Various electronic media.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Regular written critical responses to peers' work. Midterm and final self-evaluation workshops including peer review.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Student surveys to determine accessibility issues.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

This program assumed basic sculpture skills and asked students to expand their technical and conceptual skills to include new genres of public art.

Program Name: *Seeing is Knowing: From Data to Images and Back*

Year: 2005-06

Planning Group: EWS SI

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

We used two art books, John Berger's "The Art of Seeing" and Robin Williams' "The Non-Designer's Book." We talked about art, then used principles of design to evaluate and create works. I also had three guest speakers talk about design in art, design in comic art, and design in web page construction.

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

We studied most of the major topics of introductory statistics and critically examined graphical displays of quantitative information. We used MS Excel to make graphs and statistical calculations.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Especially when analyzing graphs and visual displays of quantitative information, we used quantitative reasoning skills. Also when working through statistical problems.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

There were four response papers to the Berger book and three shorter responses to the Graphical Discovery text.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

MS Excel was used to make graphs and to calculate statistical quantities.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Evaluating graphs, improving designs, testing data, reading and seminarizing on texts all require critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Seeing the Light*

Year: 2005-06

Planning Group: EA

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

This was an intermediate/advanced photography program with a good dose of photo history as well.

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We read several texts that were related to the Humanities, e.g. Susan Sontag's "On Photography," Roland Barthes' "Camera Lucida," and Alexandra Fuller's "Don't Let's Go to the Dogs Tonight." Students also saw several films (including "Blowup" and "Born Into Brothels") for which they had to write short response papers.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students wrote response papers to the five films we saw, and they also were required to write weekly 'image response' papers to still photos they viewed. One of their final writing assignments was to write an "Artist's Statement" about the photographic work they did during the last five weeks of the program.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

All students gave a 20-minute presentation on the life and work of an artist of their choosing. Nearly everyone in the program elected to do a PowerPoint Presentation, although some students used camera copy stands to make slides.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

We seminared on books that demanded critical thinking, e.g. Sontag's "On Photography" and Barthes' "Camera Lucida."

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Students were exposed to the work of many historical and contemporary photographers whose work addresses the 'isms' mentioned above, e.g. the work of the Farm Security Administration photographers during the 1930s

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All students worked for five weeks in small teams to produce a major photo-documentary project. They were expected to produce an end product (such as a bound book) that was of advanced-level work.

Program Name: *So, You Want to Be a Psychologist?*

Year: 2005-06

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

All credits in psychology and social science ethics.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students learned and used APA (American Psychological Association) style in abstracts and papers.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Some groups chose to present projects with PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Students had to analyze (in writing) and articulate (in debate) controversial opposing arguments on contemporary topics in psychology.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: Student Originated Software

Planning Unit: SI,

Academic Year: 2005-06

Did your program include Art?

Minor

If yes, how was Art included in your program?

We included art in the sense that we looked at human computer interaction, i.e., web site design. This included color analysis, layout.

Did your program include Science and/or Mathematics?

Major

If yes, how was Science and/or Mathematics included in your program?

Did your program include Humanities?

No

If yes, how were Humanities included in your program?

Did your program include Social Sciences?

No

If yes, how were Social Sciences included in your program?

The study of psychology - counseling skills, multicultural counseling, multicultural readings.

Did your program include quantitative reasoning?

Major

If yes, how was quantitative reasoning included in your program?

Research project - 2 qtrs long - designed, collected, and analyzed data.

Did your program include writing?

Major

If yes, how was writing included in your program?

Technical writing, integration papers, summary for the year.

Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

If yes, how did they do so?

Internet and library for research projects.

Did your program include activities designed to promote critical thinking?

If yes, how were such activities included in your program?

How did you go about advising your students?

Met with them re: their progress and their plans for study after they graduated.

Were there opportunities for students to do advanced work in this program? 1=yes, 2=no,

If yes, please elaborate...

Program Name: *Symbiosis*

Year: *2005-06*

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Some labs required balancing equations, etc.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Written lab reports.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Research projects were presented via web pages. A series of DreamWeaver workshops was given by Rip in the CAL. All the standard advanced science instrumentation.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

See program description as follows. Prerequisites: One quarter of organic chemistry recommended. A minimum of one year of college-level chemistry with lab and advanced course work in either botany, microbiology, mycology or zoology is required. Prerequisites will be verified the first day of class.

Description: Symbiosis can be defined as "the living together of differently named organisms." This program will look at the biology of symbiotic associations through lecture, readings, laboratory, field work and seminar topics taken from the primary literature. Although particular attention will be paid to mutualistic symbioses, parasitic associations will also be covered. Defining aspects of plant-animal, animal-animal, bacteria-plant, bacteria-animal, protozoa-animal and fungi-plant symbioses will be examined at the organismal, physiological, cellular, biochemical, molecular and ecological levels. Characteristics that define the integration between the host and symbiont of specific associations will be investigated through fieldwork and in the laboratory. Students will complete a take-home examination, keep a lab notebook and undertake a small research project that culminates in a poster with a short oral presentation.

Credit awarded in: symbiosis, symbiosis seminar, parasitology, ecological physiology, symbiosis laboratory, and research. All credit will be designated as upper-division science.

Program Name: *Symmetry in Nature*

Year: 2005-06

Planning Group: SI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Systems Theory for Business and Organizations*

Year: 2005-06

Planning Group: EWS SPBC

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

Art inquiry was used several times to reflect and integrate course content. We also brought in representations of wholeness (whole systems).

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Used systems content from physics (Chaos Theory, strange attractions, etc.) and math (logic, cause, and effect).

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Used two films, and brought in two guest speakers from the community to talk about their "real-life" experiences applying Systems Theory.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Case studies: examples of systems were drawn from faculty and student experiences.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Used symbolic reasoning to examine and create representations of wholeness, and we mapped system dynamics.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students posted informal comments and participated in dialogue online. Also, they had to produce a 10-20 page paper integrating their learning.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Used online space and e-mail for communication with faculty. Many students did PowerPoint and other A/V presentations at final. Used internet for some primary readings and research.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Examined assumptions inherent in our worldviews, culture, and habits.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Use of Eastern, Western, Indigenous bibliographical sources. Brought conscious awareness to influence culture makes upon our worldview, values, and assumptions. Encouraged students to draw insights/examples from their own cultures and heritages.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Three students requested "extra" work and were given ideas, encouragement, and support to do more and continue past the course to develop their systems perspective.

Program Name: *Temperate Rainforests*

Year: 2005-06

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Quantitative field labs, using data analysis and statistics.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Seminar books & seminar.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Forest management issues in lectures and seminars.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Statistical labs and quantitative analysis of data; reading scientific papers and interpreting graphical presentation of data.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Scientific papers and popular writing about scientific subjects.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Statistics, PowerPoint presentation, library searches.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Seminars, study design for some of the labs.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Extra scientific labs were available; five students carried this out.

Program Name: *Tribal Reservation-Based/Community Determined: Muckleshoot*

Year: 2005-06

Planning Group: TRI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students made and painted 12" hand drums, which they donated to the Muckleshoot Canoe journey. Students made and beaded Plains-style moccasins as part of one student's teaching practicum.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

I taught "Birds Afield" fall quarter, a field-based ornithology class.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

In all quarters and across the curriculum, especially through the lens of Native people: the history and effects of cultural genocide, native religion, philosophy, and healing. Readings, seminar assignments.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Social work/social services in Native communities; also Human Services/Human Resources. In all quarters and across the curriculum, especially through the lens of Native people: the history and effects of cultural genocide, native religion, philosophy, and healing. Readings, seminar assignments.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Not at site, but "Descriptive Statistics" was taught on Saturdays at Longhouse by A. Jenkins.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

As a stand-alone 5-credit class--"Writing Research Papers"--during winter quarter. Also across one curriculum through all work with peer reviews, workshops, etc.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Students frequently used PowerPoint to present work. Library research was a fundamental piece of "Writing Research Papers" (a course).

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Used Paul's "Miniature Guide to Critical Thinking" during fall and winter quarters. Created assignments and seminared on the material.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Addressing racism is a regular part of our work, across the curriculum.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

RBCD Students normally register for 12 credits per quarter. Those capable of additional work propose in-depth projects for additional credit, which is often representative of advanced work.

Program Name: *Tribal Reservation-Based/Community Determined: Nisqually*

Year: 2005-06

Planning Group: TRI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Coastal Art for seniors; no whole program emphasis.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Seniors were encouraged to take Microeconomics (fall), Macroeconomics (win), and Descriptive Statistics (spr).

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

All students took eight credits per quarter in the Humanities, including a qualitative study of aspects of the human condition, as well as Literature (poetry), the Performing Arts, and Religion.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

All students took four credits per quarter in the Social Sciences, and including quantitative and qualitative methods.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Quantitative reasoning is taught across the curriculum.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Writing is taught across the curriculum. All seniors had four credits of college-level writing each quarter on top of writing across the curriculum. Also, seniors had to write reflective essays for their ePortfolios.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

All students had to acquire proficiency in the technological tools Word, PowerPoint, Excel, and Web browser, and use them for research, problem-solving, and presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Quantitative reasoning and critical thinking are taught across the curriculum.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Minor

9B. If yes, what strategies or activities did you use that worked well?

Yes, but being people of color, we have to deal with racism, classism, and oppression daily. We also seminar on these, including sexism.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Although most of the students in our program take 12 credits, all but two of my students took 14 or more credits, comprising advanced work.

Program Name: *Tribal Reservation-Based/Community Determined: Skokomish*

Year: 2005-06

Planning Group: TRI

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Discussed and completed internet examination of all artists mentioned in all texts used throughout the year. Students self-selected art work as part of one or more oral presentations, projects of excellence for display at site and at Longhouse weekends.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

We discussed many mathematical concepts including fractals, binomials, history of science and math, indigenous ways of knowing such as focus on astronomical measurements within the Chacoan culture. Students were taught elementary SPSS and basic statistics at sites through student-selected projects. Some students completed surveys of how statistics are used in the community that ranged from Indian Health Services to Education to Economic Development and community organizing.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Through faculty and student-selected texts and readings.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Through faculty and student-selected texts, readings, course assignments, and oral presentations.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Students studied many mathematical concepts through an examination and through reporting mathematical concepts mentioned in each book selected for study. Study of Pascal's triangle and the application of basic geometrical shapes found commonly in Indigenous communities worldwide.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Students self-selected topics from readings in course texts from which to develop assigned writings. All papers were required to conform to APA style and had to have a minimum of four references for short papers and six to eight references for longer papers, and had to come from a diverse range of references including journal articles, publications, texts, library books and articles retrieved from approved sources on the internet.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

All students were taught to use the technology available from TESC, but also the ways that the same search and search results happen on both the UW and PSU websites. Students received instruction on how to develop and demonstrate their learning through PowerPoint, and students were shown the various technology in use by other programs on campus, such as the Islands blog, and e-Portfolios in use at UW and PSU. Students were also taught how to use Wikipedia and how to edit subjects in Wikipedia. As previously mentioned, students were introduced to SPSS software and learned the basic techniques to administer a survey, develop an article for publication, and develop all facets of a paper for eventual publication.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Critical thinking is continuously engaged by evaluating systems in tribal communities and then overlaying them into the existing site to determine what works, what could work better for this community, and what steps need to be made to allow effective interventions that promote social justice through empowerment and a collaborative, inclusive approach. This model was used no matter the program or policy in mind while keeping the theme "Health of All Nations" fluid as we moved through the year.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We examined the basic foundations of order versus conflict paradigms from a number of theorists, and critically applied it to social problems in our communities, both Native and non-Native. We examined the theoretical underpinnings of dependency theory versus empowerment and discussed the longstanding practice and impact of colonialism in Indigenous communities worldwide. We examined the results of interference, and more importantly, the strategies that are underway that promote healthy ways of thinking using an Indigenous worldview that is different from the yardstick utilized by the dominant society to measure progress and health in communities.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Most of the students in class are working towards furthering their education, and many different opportunities have been discussed with them, including internships, scholarships, summer opportunities, and work-study opportunities. Students are also encouraged to participate in senior capstone projects that provide a summative review and demonstration of their learning. Students are also actively encouraged to work towards eventual publication of their work, and they are regularly provided with samples of journals that display student work in a variety of scholarly settings. We have many plans, dreams, and hopes as our time together continues.

Program Name: *Tropical Rainforests; Study Abroad Winter: Costa Rica*

Year: 2005-06

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Our main topic was tropical biology.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Spanish language component, Latin American land use and culture.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Statistics module incorporated in program.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Technical scientific writing required. Research report.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Library research, Excel for data analysis.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

General program activities.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
Yes

10B. If yes, please elaborate...
Upper-division science credit.

Program Name: *Vertebrate Evolution*

Year: 2005-06

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

This was an upper-division science program where most students earned sixteen upper-division science credits in evolutionary theory, comparative anatomy and physiology, vertebrate zoology, and philosophy of science.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We discussed epistemology and philosophy of science in the first three weeks of the quarter, and those discussions became the bedrock of concurrent and later discussions of evolutionary theory.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Building and analyzing evolutionary trees, while not classical quantitative reasoning, requires careful, rigorous, logical thought and ability to interpret both indented hierarchical lists and branching diagrams with regard to the historical hypotheses they represent.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote seven 1-4 page take-home quiz essays; plus seven similar-length sets of study questions, which they discussed in small groups before whole-class discussion. In addition, they researched and wrote papers based on hypotheses from the primary scientific literature. Work turned in for those projects included research proposals, annotated bibliographies, outlines, and first drafts of the paper (all of which were also peer reviewed), and final drafts plus poster presentations of their work. In addition, pairs of students researched and prepared 30-minute lectures on anatomical or physiological systems to give to the class, and handed in annotated bibliographies from that work.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Weekly use of electronic library resources, and frequent visits to UW's library to use Web of Science and full-text electronic access to scientific journals. Three computer labs used the software MacClade to teach the student phylogenetic tree building. Most students used PowerPoint to give their lectures to the class. Students used appropriate programs (their choice) to prepare posters of their research in the final week.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Constantly. Discussions and assignments were always designed to promote critical thinking rather than memorization, and class discussions and lectures regularly became animated when theory and empirical evidence were combined to form new and emergent ideas.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

All of the work in this program was at an upper-division undergraduate or graduate level.

Program Name: *Victoria Still Rules*

Year: 2005-06

Planning Group: EWS CTL

1A. Did your program include Art?

Minor

1B. If yes, how was Art included in your program?

Students chose one of four interest groups in which to read, research and present their work; one of them was Arts and Literature. The students read a book on the Pre-Raphaelite painters. Some of them did their research on artists of the period and two included original works as part of their presentation

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Karen Hogan, an evolutionary biologist, was my teaching partner for this program, so both history of science and basic scientific concepts were included in our study. We read "Origin of Species" and students were expected to learn basic Darwinian theory. Karen also worked with them on basic concepts in chemistry. We did field work (3-day field trip to Hancock Field Station), connecting Victorian naturalists' study to biology and paleontology.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Since literature and history texts framed our exploration of the Victorians, the humanities were important. We read novels and poetry of the period as well as historical analysis.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Some of our readings focused on living conditions of the period, class structure, and the effects of industrialization. I would say these were history, but on the social science side rather than the humanities side.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote response essays to each reading. They completed a major research assignment that culminated in an 8-page academic essay. They also kept reading journals.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

We had a program blog, where students could help each other on project research, share ideas, etc. Of course, we also used electronic media to do library research. A few students also used PowerPoint in their presentations.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students were expected to approach each reading from a critical stance, looking for thesis or theme. We also worked with students as they read about how scientists thought (and think). We talked about different disciplinary foci.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Study of the empire and imperialism makes study of race and class inevitable, as does any cultural study. In our "still rules" focus, students made connections between cultural norms and ideas of 19th century Britain and today's structure in the United States. We examined the early feminist movement in England and focused as well on industrialization, urbanization and their effects on class and on family structure.

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

Program Name: *Vietnam and Iraq War: Uncomfortable Parallels?*

Year: 2005-06

Planning Group: IA SPBC CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

There was some work on social statistics and discussion of scientific effects of bombing and the effects of depleted uranium on people.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Students read two novels, viewed feature films, and learned how to write a film critique and film review.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

We learned about the Middle East and Southeast Asian history and culture, about US foreign policy, and about the theory and practice of social movements and sociology.

5A. Did your program include quantitative reasoning?

Minor

5B. If yes, how was quantitative reasoning included in your program?

Discussion of social statistics and quantitative learning about body counts. Also discussion about how the US government tried to measure success in Vietnam, and alternative viewpoints for understanding that.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

There were analytical papers, a film review, and a research project in which students had to research a topic and write it up. Students also learned to do historical assessments by writing paragraphs about major issues and concepts in both the Vietnam and Iraq war. They also had to write a short position paper on whether the US should withdraw from Iraq. Students learned how to research an issue and do comparative analysis.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

In the research project, students could not just use internet sources, they had to use at least three library sources not on the internet. Students had to write a 15-page paper and were instructed to use at least one visual. Most

students used PowerPoint. Some students used video clips, one group produced a short movie, and some students produced anti-war music from a local band. For the film series, students were responsible for learning the A/V system to show movies.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

We had speakers from different perspectives on the wars. Students also learned to do comparative analysis and this was one way that the program included critical thinking.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

Some people did work comparing those who served in the military and those who did not, looking at class and race background and comparing the two wars. There was also discussion around gender and masculinity and how it relates to the war and militarism.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Yes, students could do advanced work through the research project. Some students, seniors in particular, could do advanced work in political economy. For instance, some looked at the political and economic context to do comparisons between the two wars. Another senior did work that involved research in psychology and political science on what makes people able to commit atrocities.

Program Name: *Voice of the Poem and Other Musics*

Year: 2005-06

Planning Group: IA EA CTL

1A. Did your program include Art?

Major

1B. If yes, how was Art included in your program?

The two center fields of study were literature and music.

2A. Did your program include Science and/or Mathematics?

Minor

2B. If yes, how was Science and/or Mathematics included in your program?

Mathematics was a minor emphasis, and was used to describe tuning systems for scales.

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Music, as well as literary and poetic history were an important part of the program, as were aesthetics and contemporary philosophy.

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students were asked to write a 15-page paper during the first quarter. Poetry students were asked to write many examples of their poetry.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Video, DVD, and CD playback, plus electronic music instruments were used in the final presentations by many students.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

During the seminar discussions, the function of language to preempt thought was frequently raised.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Both poetry and music students were encouraged to create "advanced" projects. Groups were formed to write, rehearse, and perform an "opera."

Program Name: *Water*

Year: *2005-06*

Planning Group: *ES*

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Freshwater Ecology and Water Quality Monitoring/Chemistry were the focuses of the program.

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

Seminars related to global water issues. Students also did posters and research projects on those topics.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Seminars related to global water issues. Students also did posters and research projects on those topics.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Both of the sciences need quantitative work modeling, lab calculations in particular. Statistics for 4 credits each quarter.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Mostly seminar papers and lab notebooks.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Excel for Statistics and research.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Seminars related to global water issues. Both of the sciences need quantitative work modeling, lab calculations in particular.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Research project Winter Quarter using skills from Fall Quarter.

Program Name: *Watershed Ecology: From Rivers to Ridges*

Year: 2005-06

Planning Group: ES

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Basic stream and landscape ecology were the focus of the program. Statistics and GIS, with tabular analysis, had significant mathematical components to them.

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

Policy related to ecology.

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

Statistical analyses for projects.

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Final projects included a large report (with several drafts).

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Computers for statistical and spatial (GIS) analyses, presentation of findings in PowerPoint.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Final projects required development and testing of hypotheses and sampling design to collect data to address hypotheses. Seminar readings involved critical analysis of scientific papers regarding approach, methods, and findings.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Final projects required advanced work (upper-division science credits).

Program Name: *What's Cookin': The Science of Food*

Year: 2005-06

Planning Group: EWS SI

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

Major

2B. If yes, how was Science and/or Mathematics included in your program?

Main focus: Chemistry and Nutrition. Also Food Chemistry ("food science").

3A. Did your program include Humanities?

No

3B. If yes, how were Humanities included in your program?

4A. Did your program include Social Sciences?

No

4B. If yes, how were Social Sciences included in your program?

5A. Did your program include quantitative reasoning?

Major

5B. If yes, how was quantitative reasoning included in your program?

As part of Chemistry--students needed to complete/work through many equations. Nutritional databases--to calculate diet analyses of various nutrients.

6A. Did your program include writing?

Minor

6B. If yes, how was writing included in your program?

Writing response papers to articles. Writing narrative on diet analyses.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Major

7B. If yes, how did they do so?

Research paper based on current literature (library and internet sources). PowerPoint/ChemDraw programs.

8A. Did your program include activities designed to promote critical thinking?

Minor

8B. If yes, how were such activities included in your program?

Dietary analyses to better understand individual dietary requirements.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?
No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?
No

10B. If yes, please elaborate...

Program Name: *What's Love Got To Do With It? Contemporary Issues in Marriage and Family Life*

Year: 2005-06

Planning Group: SPBC

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Minor

3B. If yes, how were Humanities included in your program?

We read one novel and saw several films from different eras to evaluate the fictional portrayal of love, sex, and courtship.

4A. Did your program include Social Sciences?

Major

4B. If yes, how were Social Sciences included in your program?

Students read sociology and ethnographies, wrote and revised thesis-driven papers with special attention to use of evidence, and had two workshops on logical fallacies, spurious associations, etc.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Students wrote analytical summaries of our seminar books, turned in thesis statements, and outlined and revised two longer papers in response to detailed criticism by faculty.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

No

7B. If yes, how did they do so?

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Students wrote analytical summaries of our seminar books, turned in thesis statements, and outlined and revised two longer papers in response to detailed criticism by faculty. Students read sociology and ethnographies, wrote and revised thesis-driven papers with special attention to use of evidence, and had two workshops on logical fallacies, spurious associations, etc.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

Major

9B. If yes, what strategies or activities did you use that worked well?

We read and discussed variations in the experience of courtship, marriage, and sexuality by class, race, and sexual orientation. We read and discussed the limits of early feminism in addressing the concerns of working women, African-American women, and gays and lesbians.

10A. Were there opportunities for students to do advanced work in this program?

Yes

10B. If yes, please elaborate...

Students wrote analytical summaries of our seminar books, turned in thesis statements, and outlined and revised two longer papers in response to detailed criticism by faculty. This was all advanced work, though not all students achieved it.

Program Name: *William Faulkner: Yoknapatawpha Saga*

Year: 2005-06

Planning Group: CTL

1A. Did your program include Art?

No

1B. If yes, how was Art included in your program?

2A. Did your program include Science and/or Mathematics?

No

2B. If yes, how was Science and/or Mathematics included in your program?

3A. Did your program include Humanities?

Major

3B. If yes, how were Humanities included in your program?

Literature of William Faulkner.

4A. Did your program include Social Sciences?

Minor

4B. If yes, how were Social Sciences included in your program?

By studying the social traditions and problems of the South.

5A. Did your program include quantitative reasoning?

No

5B. If yes, how was quantitative reasoning included in your program?

6A. Did your program include writing?

Major

6B. If yes, how was writing included in your program?

Expository writing for each seminar and a longer essay on the experience of reading William Faulkner.

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

Minor

7B. If yes, how did they do so?

Use of the library and the Internet to research questions growing out of the reading.

8A. Did your program include activities designed to promote critical thinking?

Major

8B. If yes, how were such activities included in your program?

Analysis of the readings for seminar discussion and for written seminar responses.

9A. Did your program make an effort to address racism, sexism, classism, or other forms of oppression?

No

9B. If yes, what strategies or activities did you use that worked well?

10A. Were there opportunities for students to do advanced work in this program?

No

10B. If yes, please elaborate...

