

CRITICAL THINKING EMPHASIS IN PROGRAMS

At the end of every Evergreen program (8 or more credits), faculty are asked to complete an End-of-Program Review so that Evergreen can review and improve its curriculum. What follows is a table expressing data collected over the last four academic years, 2002-2006, regarding one section from the End-of-Program Review: **Did your program include activities designed to promote Critical Thinking? If yes, how?** For the first question, “Did your program include...Critical Thinking?” faculty could answer in one of three ways: “Yes, major emphasis”; “Yes, minor emphasis”; or “No.” The second question, “If yes, how?” was left open-ended. The chart below is organized first by emphasis—major, then minor, then none—and within these categories, programs are organized by planning unit, then alphabetically.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	CT emphasis	How was Critical Thinking included in your program?
2002-03	Centering	CORE	EA	SI		Major	Students did a great deal of reading and writing about the craft of science and ceramics.
2002-03	Citizen Artist	CORE	CTL			Major	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.
2005-06	Columbia River: Origins, Salmon and Culture	CORE	ES			Major	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.
2005-06	Consuming Utopia: From Wilderness to Wal-Mart	CORE	CTL			Major	Strong emphasis in each of our bi-weekly seminars. Critical analysis and discussion of assigned texts.
2004-05	Designing Languages	CORE	CTL	SI		Major	In weekly seminar and workshops in which we asked students to integrate their learning from linguistics and computer science.
2003-04	Fiction and Nonfiction	CORE	CTL			Major	This played out in developing characters and keeping them consistent.
2003-04	Fishes, Frogs, and Forests	CORE	ES			Major	Hopefully, everything that we did! All scientific investigations were meant to challenge them, make them think, rather than simply memorize or accept “facts.”
2004-05	Geology and Art: Getting Grounded	CORE	ES	EA		Major	Field studies, homework assignments asked students to interpret geologic features. Critical thinking was stressed in the geology section.

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2005-06	Growing up Global	CORE	SPBC			Major	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.
2005-06	History and Evolution of Disease	CORE	SI	SPBC		Major	Where to start? Close textual analysis, problem-solving workshops, data collection and analysis in lab work.
2004-05	Imagining the Past	CORE	CTL			Major	seminar discussion; critique session trainings
2004-05	Interrogating American Cultures Through the Arts	CORE	EA			Major	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.
2003-04	Labyrinths	CORE	EA			Major	Writing, seminars, visual art critiques
2005-06	Madness and Creativity: The Psychological Link	CORE	CTL	SPBC		Major	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.
2004-05	Negotiating Cultural Landscapes	CORE	SPBC	EA		Major	Through our writing assignments and workshops.
2004-05	Old and New Worlds	CORE	CTL	EA		Major	Students were shown fundamental patterns of sound reasoning: drawing conclusions from evidence and defending and presenting them.
2003-04	Our Place in Nature	CORE	CTL			Major	Every seminar!
2002-03	Patterns Across Space and Time	CORE	EA	SI		Major	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!
2003-04	Perception	CORE	SI	CTL		Major	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.
2002-03	So You Want to Be a Teacher	CORE	SPBC			Major	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.
2003-04	Something Out of the Ordinary	CORE	SPBC	EA		Major	Synthesis papers, seminars, art project critiques
2004-05	Waste and Want	CORE	SPBC			Major	always a part of what we're doing

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2002-03	Weird and Wondrous	CORE	CTL	EA		Major	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.
2004-05	What are Children For?	CORE	CTL	SPBC		Major	In writing groups, in all seminars and text workshops. In all activities, really.
2002-03	What's Your Question?	CORE	SPBC			Major	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.
2005-06	A Novel Idea	CTL				Major	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.
2003-04	Africa and the Black Atlantic World	CTL				Major	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.
2002-03	America Documented	CTL				Major	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.
2005-06	America, to 2006	CTL				Major	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.
2002-03	American City Since 1945	CTL				Major	No Comment

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2003-04	Ancient Stories / Modern Lives	CTL				Major	Everything we did involved critical thinking skills.
2004-05	Arab and Muslim Women Writers	CTL				Major	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.
2005-06	Art of Conversation	CTL				Major	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.
2003-04	Author, Author	CTL				Major	Studies in literary criticism of the 20th century and instruction in methods of workshop critiques of written work.
2002-03	Bilingual Education and Teaching	CTL				Major	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.
2003-04	Bilingual Education in Teaching	CTL				Major	The complexity of the linguistic, cultural, and social issues discussed in the program require and promote strong critical thinking skills.
2002-03	Celluloid Women and Men	CTL				Major	The students explored the issues presented in books and films through seminars and writings.
2005-06	Central America: Poetry and Politics	CTL				Major	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.
2005-06	Democracy and Equality	CTL				Major	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.

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2003-04	Documenting the Northwest	CTL				Major	Virtually all program activities involved critical reading, writing, and thinking skills.
2004-05	English Romantics	CTL				Major	done reading of poetry, exposition prose,
2004-05	Exploring Judaism	CTL				Major	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.
2004-05	Faulkner and Friends	CTL				Major	Literary interpretation promotes critical thought.
2002-03	Fiction and Nonfiction	CTL				Major	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.
2005-06	Fiction Laboratory	CTL				Major	Seminar, close analysis of texts, reasoning in written formats, discussion formats, workshops.
2003-04	Four Philosophers	CTL				Major	It is a program in philosophy.
2002-03	Great British and Irish Moderns	CTL				Major	Students made some progress.
2002-03	Hispanic Forms in Life and Art	CTL				Major	Essay assignments; 2 seminars each week (student-facilitated).
2005-06	Human Rights, Literature and Theory	CTL				Major	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.
2003-04	Illustrations of Character	CTL				Major	Critique and composition of argument in writing and discussion
2004-05	Illustrations of Character: Literary and Philosophical Studies	CTL				Major	Close readings of texts, application of theoretical works to literacy and historical characters, careful tutorials of student writing.
2002-03	Image Conscious	CTL				Major	Seminars, workshops, writing assignments.
2005-06	Japan Today: Studies of Japanese Language, History, Literature, Cinema and Culture; Study Abroad	CTL				Major	The students were encouraged to demonstrate critical thinking ability in seminar and writing.

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2005-06	Language and Law	CTL				Major	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.
2002-03	Light and Terror	CTL				Major	Seminars, workshops, essays, essay exams
2005-06	Locating Queer Studies	CTL				Major	Where to start? Every activity was geared toward this: lectures, workshops, seminar, reading assignments, writing assignments, etc.
2003-04	Media Rhetoric	CTL				Major	Seminar discussions
2002-03	Myth of Memory	CTL				Major	Everything we did was about critical thinking.
2003-04	Narrative Poems of the Golden Age	CTL				Major	study of history, weekly essays and papers, conducted research
2005-06	Nation and Narration: Mexico/Brazil	CTL				Major	Every activity was geared toward critical thinking.
2004-05	Nietzsche	CTL				Major	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).
2004-05	Novel: Life and Form	CTL				Major	Papers described above.
2004-05	Perception, Language and Reality	CTL				Major	Close reading of major texts, and critical discussion in seminar.
2003-04	Physicist's World	CTL				Major	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.
2004-05	Poetics and Power	CTL				Major	Theoretical questions, writing, and politics.

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2005-06	Political Bodies: Recent Chilean Literature	CTL				Major	Virtually all activities (readings, essays, lectures, films) geared toward stimulating critical thinking on the topic of recent Chilean literature in social context.
2002-03	Postbellum	CTL				Major	All of the work involved critical thinking in historical and literary analysis.
2002-03	Postcolonial Literature	CTL				Major	Student did critical analysis of literature they read as well as comparative analysis across cultures.
2002-03	Postmodernity and Postmodernism	CTL				Major	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.
2003-04	Queer Looks, Queer Books	CTL				Major	Debates, student collaborative learning workshops, student writing discussion groups, a mock talk show, every writing assignment
2005-06	Reading Jouissance as Ananda	CTL				Major	Weekly reflection: historical and cross-cultural comparison, peer review work.
2004-05	Renaissance Studies	CTL				Major	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.
2005-06	Res Publica: Examining the Body Politic	CTL				Major	This program was full of critical thinking, in seminars, in essays, in lectures, in secondary sources.
2004-05	Russia: Empires and Enduring Legacies	CTL				Major	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.

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2003-04	Shakespeare	CTL				Major	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.
2004-05	Slavery in Africa and the Americas	CTL				Major	All program activities involved intensive critical thinking.
2003-04	Steinbeck's Americans	CTL				Major	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.
2003-04	The Folk: Power of an Image	CTL				Major	All the reading, writing, and lectures involved critical thinking.
2005-06	William Faulkner: Yoknapatawpha Saga	CTL				Major	Analysis of the readings for seminar discussion and for written seminar responses.
2004-05	Women's Voices and Images of Women	CTL				Major	We incorporated workshops and lectures that dealt with critical thinking.
2004-05	Acting and Directing: Queer Theory and Practice	EA				Major	Look at works from queer perspective. Visual critical work, visual activities.
2005-06	Experimental Puppet Theater, Object Theater and Dance	EA				Major	Weekly critique sessions.
2004-05	Foundations of Performing Arts	EA				Major	Critical thinking and discussion is involved in every aspect of the program.
2005-06	Foundations of Performing Arts: Music and Theater	EA				Major	Much work on how to construct and deliver critical commentary.
2005-06	Foundations of Visual Art	EA				Major	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.
2002-03	Foundations of Visual Arts	EA				Major	Students did critiques of actual pieces of art as well as various readings. They also did self-assessments.
2003-04	Foundations of Visual Arts	EA				Major	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.

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2003-04	Imagining Books	EA				Major	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.
2005-06	Incisive Line	EA				Major	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.
2005-06	Inventing Systems With Music and Movement Theater	EA				Major	Numerous essays addressed cognition and its limitation by language.
2003-04	Issues in Contemporary Art	EA				Major	Critical functioning critique is only critical thinking if it challenges your own way of thinking.
2003-04	Mediaworks	EA				Major	Media and visual literacy – papers, discussions, production work in response to particular themes.
2005-06	Mediaworks	EA				Major	Critical skills in media analysis; media literacy applications.
2003-04	Music Composition for the 21st Century	EA				Major	Much work on “critical voice” for feedback in student work
2004-05	Photo Projects	EA				Major	seminars, papers, and especially through critiques
2002-03	Puppet and Object Theater	EA				Major	Weekly critique sessions based on artistic students work and the idea of experimentalism.
2004-05	Puppet and Object Theater	EA				Major	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.
2005-06	Sculpture: Site Specific	EA				Major	Regular written critical responses to peers' work. Midterm and final self-evaluation workshops including peer review.
2004-05	Shadowlands	EA				Major	All activities!
2002-03	SOS: Media	EA				Major	Media literacy component. Worked very well.
2003-04	Studio Projects: Painting	EA				Major	Students participated in weekly critiques analyzing images.
2004-05	Teaching Through Performance: American Radical History	EA				Major	During the last, quarter, students were asked to address the many means by which thoughts and descriptions of a desirable society are prevented.
2003-04	Working Small	EA				Major	Seminar, Writing, Critique
2005-06	Advanced Floristic Research	ES				Major	

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2002-03	Animal Behavior	ES				Major	Interactive lectures, workshops, independent research, and frequent feedback.
2004-05	Animal Behavior	ES				Major	All activities were designed to promote critical thinking.
2005-06	Disturbance Ecology	ES				Major	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.
2003-04	Ecological Agriculture	ES				Major	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
2005-06	Ecology of Harmful Algal Blooms	ES				Major	Critical reviews of scientific papers and research data.
2002-03	Energy: Working Towards a Sustainable Future	ES				Major	Exceptional progress in this area. Exams were essay type requiring broad integration of material – writing skills were critiqued on both exams and papers.
2003-04	Environment, Health, and Community	ES				Major	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.
2003-04	Exploring Biogeochemistry	ES				Major	Weekly study questions that explored material and required critical integrative thinking. Field research project, designing study.
2002-03	Farm to Table	ES				Major	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.
2004-05	Farm to Table	ES				Major	Exams and exercise sets Reasoning was evaluated

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2005-06	Field Ecology	ES				Major	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.
2004-05	Forests in Space and Time	ES				Major	Workshops where students needed to critically analyze real-life situations and reach conclusions or make decisions /management recommendations.
2002-03	Freshwater Ecology	ES				Major	Very well.
2003-04	Hydrology	ES				Major	Most of the assignments were designed to think critically about the information that they gained from lecture and reading.
2005-06	Hydrology	ES				Major	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.
2004-05	Introduction to Environmental Chemistry	ES				Major	students critically analyzed environmental data.
2004-05	Introduction to Environmental Chemistry: The Atmosphere	ES				Major	
2002-03	Introduction to Environmental Studies	ES				Major	Research projects; role play scenarios; workshops; thesis-based essay.
2003-04	Introduction to Environmental Studies	ES				Major	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).
2004-05	Introduction to Environmental Studies	ES				Major	Ask students to look at historical ecological and evolutionary thinking around resources.
2005-06	Introduction to Environmental Studies: Land	ES				Major	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.
2002-03	Marine Life	ES				Major	The research that students did for their final papers required a great deal of critical thinking.
2004-05	Plant Ecology and Taxonomy	ES				Major	field assignments to analysis vegetation patterns in relation to environmental conditions using dichotomous key for plant identification.

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2004-05	Protected Areas?	ES				Major	They need to provide a final supported answer to the title of the program "Protected Areas?"
2003-04	Rainforest Research	ES				Major	Independent research projects
2002-03	Rules of Nature/Rules of Life	ES				Major	Requiring synthetic thinking in seminar and synthetic writing in assignments.
2003-04	Symbiosis	ES				Major	This was an upper division science program.
2004-05	Teaching Gardens	ES				Major	Seminars on texts; Strategizing for presentation of designs to the Campus Land Use Committee (CLUC).
2003-04	Temperate Rainforests	ES				Major	no comment
2005-06	Temperate Rainforests	ES				Major	Seminars, study design for some of the labs.
2002-03	Trees and Humans	ES				Major	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.
2003-04	Tropical Rainforests	ES				Major	Weekly problem sets
2005-06	Tropical Rainforests; Study Abroad Winter: Costa Rica	ES				Major	General program activities.
2003-04	Up Close	ES				Major	Seminar discussions; Critical analysis requirements in papers
2005-06	Vertebrate Evolution	ES				Major	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.
2005-06	Watershed Ecology: From Rivers to Ridges	ES				Major	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.
2002-03	Working in Development	ES				Major	This more than anything, is the emphasis of a critique of "development," "aid," "production," paradigms.
2003-04	Age of Irony: 20th-Century America	EWS	CTL	SPBC		Major	Essay responses, concept workshops, text and work with critical theory as applied to cultural studies, literature, history.
2002-03	American Ways of Seeing	EWS	CTL			Major	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.

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2005-06	Art of Mexico	EWS	CTL	EA		Major	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.
2003-04	Art, Creativity, and the Sacred	EWS	EA	CTL		Major	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.
2004-05	Art, Words, and Women	EWS	SPBC	EA		Major	Workshops, seminars, and writing and getting and giving feedback to each other.
2002-03	Arts and the Child	EWS	SPBC	EA		Major	Students read contrasting education theories and had to critically distinguish between them. Worked very well.
2005-06	Arts, Environment and the Child: Walking the Wheel of the Seasons	EWS	ES	EA		Major	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.
2004-05	Arts, Nature, Pattern	EWS	EA	SI		Major	Students found critical relationship with program's texts and articulated relationship in class art journal.
2002-03	Authentic Self	EWS	SPBC	EA		Major	Students did writing and response critique of their peers' work as well as analytical critique of class readings and lectures.
2003-04	Chronic Illness, Disability, and Deafness	EWS	SPBC	CTL		Major	In spring quarter, we spent several weeks on accurate and critical reading of charts, tables, and graphs.
2003-04	Doing Science	EWS	SI			Major	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.
2004-05	Education, Values and Society	EWS	SPBC	CTL		Major	The teaching of a ethical analysis is virtually the same as teaching critical thinking - it happened in every class session.
2002-03	Education, Values, and Society	EWS	SPBC			Major	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.

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2004-05	Embracing Conflict	EWS	SPBC	CTL		Major	Reflective essays, team research project.
2003-04	Finding Your Voice: Advocacy and Change	EWS	EA	CTL		Major	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.
2004-05	Florence, The Cradle of the Renaissance	EWS	EA			Major	Writing academic essays, one-two per week. Weekly seminars. Slide identification test (that went beyond note memorization)
2002-03	Foundations of Computing	EWS	SI			Major	Programming IS problem solving and critical thinking. Debugging requires in-depth understanding and analysis.
2002-03	Global Cities	EWS	CTL	SPBC		Major	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?)
2003-04	Government and the Economy	EWS	GRH	SPBC		Major	Seminar, of course. Presentations on week's work synthesizing prior week's work. Their papers exhibited critical thinking.
2002-03	Group Dynamics	EWS	SPBC			Major	Students did critiques of peers' work as well as analytical critique of class readings and lectures.
2002-03	He Said, She Said	EWS	SPBC			Major	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.
2005-06	History According to Film	EWS	EA	CTL		Major	All of the paper topics, seminars and lecture/discussions were designed to promote critical thinking.
2005-06	Ideas Made Manifest: Art and Philosophy in the Middle Ages	EWS	EA	CTL		Major	Weekly response essays. Nightly seminar discussions. Two integrative essays.
2005-06	International Policy and Business: Europe	EWS	SPBC			Major	I can't think of anything we did that wasn't to this end.
2002-03	Justice at Work	EWS	SPBC			Major	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.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	CT emphasis	How was Critical Thinking included in your program?
2004-05	Justice at Work	EWS	SPBC			Major	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.
2002-03	Leadership and the Big Picture	EWS	GRH	SPBC		Major	No Comment
2005-06	Liberty and Justice For All: Contemporary Political Philosophies In Historical Context	EWS	CTL			Major	Students read challenging arguments of political philosophy and wrote and discussed these in order to evaluate their strengths and weaknesses.
2005-06	Making Your Place	EWS	EA	SPBC		Major	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.
2004-05	Management Skills for Effective Management	EWS	SPBC			Major	With teams and solving organizational problems.
2004-05	Market, Forum and Village	EWS	CTL	SPBC		Major	Students did conceptual workshops to understand and evaluate philosophical theories
2002-03	Mexico: Art and Ceremony	EWS	EA	CTL		Major	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.
2005-06	Order and Chaos: Making and Breaking Rules in Science and the Arts	EWS	EA	SI		Major	Seminar and papers dealing with integration of arts and science.
2004-05	Paradigms of Leadership	EWS	SPBC			Major	Evaluate concepts of leadership
2005-06	People Management in Organizations	EWS	SPBC			Major	A portion of the class was focused on negotiations and business process for quality ethics.
2004-05	Politics and the Media	EWS	SPBC			Major	How complex things were.
2003-04	Positive Psychology	EWS	SPBC			Major	I include a great amount of material on critical thinking in each course program
2004-05	Positive Psychology	EWS	SPBC			Major	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.

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2004-05	Quantitative Methods for Effective Management	EWS	SPBC			Major	Students were given a large number of problems to develop quantitative excel models. They had to determine relevant data to use.
2002-03	Representing the World	EWS	SI	CTL		Major	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.
2004-05	Science Writing	EWS	SI	CTL		Major	Reading and analyzing scientific writing; primary and popular.
2004-05	Sex, Gender and Evolution	EWS	SI	SPBC		Major	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.
2003-04	Shakespeare: Body and Soul	EWS	CTL			Major	Students were encouraged to approach Shakespeare's works from many angles, and to critically review the standard systems of critically analyzing Shakespeare.
2003-04	Silk Roads: China, the Middle East, and the New World	EWS	SPBC	CTL		Major	Travel to China and the Middle East with reflective assignments incorporated, and meetings/briefings with individuals and organizations; book seminars; art journals; reflective papers.
2003-04	Sport and Society	EWS	SPBC			Major	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.
2004-05	Stage and Screen	EWS	EA			Major	Growing out of readings and lectures, we explored a wide range of play and film analysis techniques in writings and exercises and in seminar.

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2002-03	Suburban Nation	EWS	ES			Major	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.
2005-06	Systems Theory for Business and Organizations	EWS	SPBC			Major	Examined assumptions inherent in our worldviews, culture, and habits.
2004-05	True, But Not Obvious	EWS	SI	CTL		Major	Again, the history and philosophy of math and science were the major point of our presentations around special relativity and logical proof in geometry.
2005-06	Victoria Still Rules	EWS	CTL	SI		Major	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.
2002-03	Weird Science	EWS	SI			Major	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.
2002-03	Where Roads Meet	EWS	CTL			Major	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.
2004-05	Women's West	EWS	SPBC	EA		Major	Writing, workshops, seminars.
2004-05	Work and the Human Condition	EWS	SPBC	EA	CTL	Major	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.

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2004-05	New Tools for Community Transformation	EWS (GRH)	GRH			Major	The quantitative reasoning was critical - what does quantitative information MEAN; what assumptions about data are important; how does quantitative information relate to truth.
2005-06	Managers as Leaders: Public Sector Leadership with Rapid Change	EWS-GRH	SPBC			Major	Students were asked to make decisions in a large group using democratic (parliamentary procedure) methods.
2004-05	America in the 20th Century	IA	CTL	SPBC		Major	Critical reading, thinking and talking skills were emphasized in addition to writing.
2005-06	American Frontiers: Critical Histories	IA	NAW IP	CTL		Major	Major component of program: analysis and thesis-driven paper (critical histories of the "frontier").
2004-05	American Places	IA	CTL	NAW IP		Major	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.
2005-06	Animated Visions: Allegories of Resistance	IA	EA	CTL		Major	In-depth discussion of political and aesthetic history arising from ideas presented by authors and artists from the Soviet era.
2003-04	Art of Local History	IA	ES	CTL		Major	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.
2005-06	Art's Sources	IA	EA	CTL		Major	Weekly seminar, writing.
2005-06	Asian Culture and Art; Study Abroad Winter: India; Study Abroad Spring: China	IA	CTL	EA		Major	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.
2002-03	Body, Mind, Soul	IA	CTL	EA	SPBC	Major	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.

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2005-06	Business and Society: Put Your Money Where Your Mouth Is	IA	SPBC	CTL		Major	Regular part of any of my programs.
2003-04	Christian Roots	IA	ES	EA		Major	- Intellectual journals; Expository essays; Seminars; Lectures
2003-04	Dance, Creativity, and Culture	IA	EA	SPBC		Major	- Critical response papers; Seminars
2005-06	Emerging Order: What to Make of It?	IA	SI	EA		Major	Seminar discussions, workshops on design and conceptual ideas in math and physics.
2004-05	Evolution of the Book	IA	CTL	NAWIP		Major	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.
2004-05	Forensics and Mystery Writing	IA	SI	CTL		Major	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.
2003-04	Forensics: The Science of Crime Scene Investigation	IA	SI	SPBC		Major	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.
2004-05	Framing Film	IA	EA	CTL		Major	discussion of films, College Essay (thesis-driven); analysis
2002-03	Health and Human Development	IA	SI	SPBC	CTL	Major	Debates and position papers were scheduled. Worked well.
2003-04	Here, There, and Everywhere	IA	SPBC	ES		Major	Seminars, etc. Basically everything we did promoted critical thinking.
2005-06	Imaging the Body	IA	EA	ES		Major	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.
2004-05	Imperialism	IA	CTL	SPBC		Major	In the books assigned, emphasis on critical thinking in lectures, and in seminar discussions.
2005-06	Information Landscapes: Mapping the Invisible	IA	CTL	SI		Major	Design work, projects--both individual and collaborative, writing assignments, and seminar.
2003-04	Ireland: Living Between Worlds	IA	EA	CTL		Major	Seminars and class discussions
2003-04	Islands	IA	EA	CTL		Major	Seminar discussions emphasized critical thinking, as did workshops on visual analogies, on literary analogies, and on writing.

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2005-06	Jefferson's American West	IA	CTL	ES		Major	All activities--botany and history--involved critical thinking.
2005-06	Leadership on the Wild Side	IA	SPBC	ES		Major	Everything we do requires critical thought.
2004-05	Local Knowledge	IA	EA	ES		Major	Major emphasis - in seminar, project development and critique, ongoing research, various assignments, consultations with community mentors.
2003-04	Looking Backward	IA	CTL	SPBC		Major	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.
2005-06	Memories, Dreams, Beliefs: Personal and Cultural Explorations of the Dynamic Psyche	IA	SPBC	EA	SI	Major	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.
2005-06	Physicist's World	IA	CTL	SI		Major	Seminar response papers for each seminar, essays, research paper. Lectures, Readings, Workshops.
2002-03	Picturing Plants	IA	ES	EA		Major	Seminar readings.
2002-03	Power and Limitations of Dialogue	IA	CTL	SPBC		Major	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.
2005-06	Reconciliation: A Process of Human Balance; Study Abroad Winter: Peru	IA	SPBC	NAWIP		Major	Learners were required to present documents in which they think for themselves.
2002-03	Respect: Process of Universal Humanity	IA	SPBC			Major	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.
2004-05	Rhythmic Meditations	IA	SPBC	EA		Major	Underlying philosophy of teaching and learning.
2004-05	Science of Fat	IA	ES	SI		Major	

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2002-03	Silver Sky	IA	CTL	ES		Major	A series of critical essays on poems and poets, triad peer groups for poetry critique.
2005-06	Vietnam and Iraq War: Uncomfortable Parallels?	IA	SPBC	CTL		Major	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.
2005-06	Voice of the Poem and Other Musics	IA	EA	CTL		Major	During the seminar discussions, the function of language to preempt thought was frequently raised.
2005-06	Anti-Indian Movements: Origin, Images and Responses	NAWIP				Major	Topic comments, seminar discussion. Deconstruct media and popular culture images of "Indian"; deconstruct anti-Indianism in pamphlets and web research.
2003-04	Algebra to Algorithms	SI				Major	Pre-calc math, intro. Computer science and programming, problem solving
2004-05	Algebra to Algorithms	SI				Major	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.
2002-03	Astronomy and Cosmologies	SI				Major	No Comment
2004-05	Astronomy and Cosmologies	SI				Major	Comparing competing scientific models (e.g. Big Bang vs. Steady State) Comparing different cosmologies across cultures.
2003-04	Astronomy and the Cosmologies	SI				Major	no comment
2005-06	Atoms, Molecules and Reactions	SI				Major	The laboratory setting is applied critical thinking. In addition to laboratory experiments, the students completed small group research projects.
2003-04	Atoms, Molecules, and Research	SI				Major	no comment
2003-04	Data to Information	SI				Major	Computer Science and Discrete Math both promote critical thinking.
2004-05	Energy Systems	SI				Major	Debates on different energy systems, Analyzing obstacles to alternative technologies, Distinguishing pseudo-science from science.

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2002-03	Environmental Analysis	SI				Major	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.
2004-05	Environmental Analysis	SI				Major	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.
2002-03	Introduction to Natural Science	SI				Major	Just about everything we did in the program involved critical thinking.
2004-05	Introduction to Natural Science	SI				Major	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.
2005-06	Introduction to Natural Science	SI				Major	Science requires critical thinking skills.
2005-06	Mathematical Systems	SI				Major	The program was built around writing proofs and solving mathematical problems, which are the best ways I know of to promote critical thinking.
2005-06	Matter and Minerals	SI				Major	
2004-05	Methods of Applied Mathematics	SI				Major	workshops and labs
2003-04	Modeling Motion	SI				Major	Workshop discussions
2004-05	Molecule to Corporation	SI				Major	Every student presentation was a Q & A session. Pick stocks - why made those decisions. PCR primers - student questioned techniques and applicability.
2002-03	Molecule to Organism	SI				Major	Almost all of science involves critical thinking. It's kind of difficult to cite specific examples, as critical thinking underlies the foundation of science.
2003-04	Molecule to Organism	SI				Major	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".
2004-05	Molecule to Organism	SI				Major	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.

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2005-06	Molecule to Organism	SI				Major	Group problem-solving workshop activities and lab-based research projects were all applied to the real world and required significant analytical reasoning.
2002-03	Physical Systems	SI				Major	No Comment
2003-04	Physics of Astronomy	SI				Major	no comment
2005-06	Physics of Astronomy	SI				Major	Preseminar, seminar, essays and responses. Labs, workshops. Peer instruction, interactive lectures.
2002-03	Science Seminar	SI				Major	Seminar and problem solving.
2004-05	Science Seminar	SI				Major	Analyzing obstacles to alternative technologies, Distinguishing pseudo-science from science, Comparing competing scientific models, Comparing different cosmologies across cultures and ages.
2005-06	Science Seminar	SI				Major	Preseminar--points, insights, questions; seminar; essays and responses.
2003-04	Student Originated Software	SI				Major	Analysis of stakeholders' problems and prioritization of proposed solutions.
2005-06	Symmetry in Nature	SI				Major	
2003-04	Topics in Advanced Mathematics	SI				Major	Writing mathematical proofs was an essential part of the program.
2003-04	Transforming the Globe	SI				Major	no comment
2004-05	Water: The Universal Solvent	SI				Major	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.
2004-05	500 Years of Globalization	SPBC				Major	Through reading and writing about the subject matter, every class session. Critical thinking underlies all good work in the social sciences.
2004-05	A Few Good Managers Wanted	SPBC				Major	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.
2003-04	Advanced Management Topics	SPBC				Major	A quarter long critical reasoning workshop and its application in essays, discussions, and in case study methodology.
2004-05	American Civil War in Modern Memory	SPBC				Major	response papers, discussions, lecture responses
2005-06	Buddhist Psychotherapy	SPBC				Major	All of the discussions, papers, research presentations and exams required critical thinking.
2004-05	Business in Action	SPBC				Major	Much of this came in the form of close analysis of texts in seminar discussions.
2003-04	Constructing Citizens	SPBC				Major	Constant returning to program inquiry questions.

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2003-04	Constructing the North American State, 1750-1800	SPBC				Major	This is the basis of the program
2003-04	Culture and Participatory Research	SPBC				Major	- 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.
2004-05	Culture and Participatory Research	SPBC				Major	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.
2003-04	Engaging Cuba	SPBC				Major	Examined different perspectives on Cuba
2002-03	Good Life in the Good Society	SPBC				Major	Strong emphasis on analytical dissection of philosophical arguments.
2003-04	Growing Up Global	SPBC				Major	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.
2004-05	Health in a Biocultural Perspective	SPBC				Major	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.
2004-05	How People Learn	SPBC				Major	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.
2004-05	Latin America in a Global Free Market	SPBC				Major	Seminars and papers, students led activities
2005-06	Managing a Maritime Business	SPBC				Major	First quarter, there was a class on it every week and we used the Critical Reasoning book by Browne and Keeley.
2004-05	Marxist Theory	SPBC				Major	along with 4a-4b main part of class -question everything
2002-03	Masculinities and Femininities Across the Globe	SPBC				Major	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.
2004-05	Masculinities and Femininities Across the Globe	SPBC				Major	This was one expectation outlined in the seminar papers and research paper.
2002-03	Multicultural Counseling	SPBC				Major	Faculty and student designed psychological case studies and diversity and social justice issues – worked well.

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2005-06	Multicultural Counseling	SPBC				Major	Design of Day of Presence. "Making Invisible Visible."
2002-03	Organizations, Entrepreneurship, and Management	SPBC				Major	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.
2004-05	Organizing for Democracy	SPBC				Major	Workshops
2004-05	Patience	SPBC				Major	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."
2005-06	Philosophy, Society and Globalization: How We Got Where We Are	SPBC				Major	Strong emphasis on analytical reasoning in critiquing students' writing and contributions to seminar discussions.
2002-03	Political Economy and Social Change	SPBC				Major	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.
2005-06	Political Economy and Social Change	SPBC				Major	Permeates the readings and discussions.

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2003-04	Political Economy and Social Movements	SPBC				Major	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.
2004-05	Pooled Sovereignty and Corporate Management	SPBC				Major	
2002-03	Taking the Pulse	SPBC				Major	Papers, case studies, statistics, seminar, group work...
2003-04	Turning Eastward	SPBC				Major	Foundation/purpose of program was to look critically at both Western and Asian beliefs and practices.
2004-05	Turning Eastward: Explorations in East/West Psychology	SPBC				Major	Major focus was critiquing Western and Asian assumptions regarding psychology, religion, and culture.
2005-06	What's Love Got To Do With It? Contemporary Issues in Marriage and Family Life	SPBC				Major	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.
2003-04	Working the Waters	SPBC				Major	Inquiry-based writing, seminar, generally solving problems while out on the water.
2004-05	Working the Waters: Leadership Under Sail	SPBC				Major	Program writing, discussions and workshops
2002-03	Seven Continents, Eleven Blocks, One Community	TAC				Major	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.
2005-06	Tribal Reservation-Based/Community Determined: Nisqually	TRI				Major	Quantitative reasoning and critical thinking are taught across the curriculum.
2005-06	Tribal Reservation-Based/Community Determined: Skokomish	TRI				Major	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.

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2003-04	Tribal: Reservation Based-Muckleshoot	TRI				Major	I) Read, seminared and did exercises from "Asking the Right Questions."
2004-05	Tribal: Reservation-Based/Community Determined: Nisqually	TRI				Major	Direct ctx book. Relate reading to critical thinking. Talk about forming arguments.
2004-05	Tribal: Reservation-Based/Community Determined: Quinalt	TRI				Major	A majority of the assignments require the use of critical thinking as does the seminar sessions. Critical thinking is also studied as a subject.
2002-03	Imaging the Body	CORE	EA	ES		Minor	Seminars were devoted to reading/discussing books critically. As were art critiques and lectures concerning critical assessment of works of art.
2002-03	Life on Earth	CORE	ES	SI		Minor	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.
2004-05	Nature/Image	CORE	EA			Minor	Through seminars on the readings, visual literacy work in critiques and visual workshops.
2004-05	Fiction and Nonfiction	CTL				Minor	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.
2004-05	American Eye: A History of America in Photographs and Fiction	EA				Minor	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.
2002-03	Music in Culture	EA				Minor	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.
2005-06	Music in Culture	EA				Minor	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.
2004-05	Seeing the Light	EA				Minor	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.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	CT emphasis	How was Critical Thinking included in your program?
2005-06	Seeing the Light	EA				Minor	We seminared on books that demanded critical thinking, e.g. Sontag's "On Photography" and Barthes' "Camera Lucida."
2004-05	Seven Generations: 200 Years of Japanese and American Art	EA				Minor	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.
2004-05	Community Food Systems in Nicaragua and Costa Rica	ES				Minor	Especially through take home exams and problem sets where there were no correct answers and students were evaluated on their thinking.
2003-04	Fungal Kingdom	ES				Minor	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.
2004-05	Marine Life	ES				Minor	
2003-04	Practice of Sustainable Agriculture	ES				Minor	Problem solving
2004-05	Practice of Sustainable Agriculture	ES				Minor	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.
2005-06	Symbiosis	ES				Minor	
2005-06	Water	ES				Minor	Seminars related to global water issues. Both of the sciences need quantitative work modeling, lab calculations in particular.
2005-06	1905	EWS	CTL	SI		Minor	Historical research using primary and secondary documents.
2002-03	Community Information Services	EWS	SI			Minor	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.
2002-03	Ethics and Difference	EWS	CTL	SPBC		Minor	Students developed some ability to discuss and critique philosophical theories, as well as central concepts concerning chronic illness and disability.
2003-04	Evil: Concepts and Realities	EWS	SPBC	CTL		Minor	Critique of arguments in papers.
2003-04	Physics, Visual Perception, and Flash	EWS	SI			Minor	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.
2005-06	Public Health in the United States	EWS	SPBC			Minor	Discussion and faculty modeling.
2005-06	Religion and Society	EWS	CTL	SPBC		Minor	Students engaged in a workshop to reconstruct arguments from the popular press and asses them for soundness.

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2005-06	Seeing is Knowing: From Data to Images and Back	EWS	SI			Minor	Evaluating graphs, improving designs, testing data, reading and seminar on texts all require critical thinking.
2003-04	Understanding Your Food	EWS	SI			Minor	Yes, people thought more about what they ate.
2005-06	What's Cookin': The Science of Food	EWS	SI			Minor	Dietary analyses to better understand individual dietary requirements.
2002-03	Crime in America	IA	SPBC	CTL		Minor	These were built into the writing assignments.
2005-06	Drawing from the Sea	IA	ES	EA		Minor	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.
2003-04	Health and Human Development	IA	SPBC	SI		Minor	Empirical research in social sciences/health topics.
2005-06	Indigenous Peoples and Ecological Change	IA	ES	NAWIP		Minor	Everything.
2005-06	Movement and Resistance	IA	CTL	EA		Minor	Conceptual workshops.
2003-04	Performing Gender	IA	SPBC	EA		Minor	Through previously-mentioned writing and other assignments.
2002-03	Algebra to Algorithms	SI				Minor	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.
2005-06	Algebra to Algorithms: An Introduction to Mathematics for Science and Computing	SI				Minor	Workshops (two).
2004-05	Chemistry for the Health Professions	SI				Minor	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.
2002-03	Data to Information	SI				Minor	Seminar discussions.
2005-06	Data to Information	SI				Minor	Students wrote position papers on books and articles.
2004-05	Mathematical Origins of Life	SI				Minor	Seminar
2003-04	Mathematics in History and Science	SI				Minor	Twice weekly seminar discussions and a short section on logical fallacies
2002-03	Business in Action	SPBC				Minor	This was connected to their writing.
2004-05	So You Want to Be a Psychologist?	SPBC				Minor	debates on ethical issues of psychology

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2005-06	So, You Want to Be a Psychologist?	SPBC				Minor	Students had to analyze (in writing) and articulate (in debate) controversial opposing arguments on contemporary topics in psychology.
2005-06	Tribal Reservation-Based/Community Determined: Muckleshoot	TRI				Minor	Used Paul's "Miniature Guide to Critical Thinking" during fall and winter quarters. Created assignments and seminared on the material.
2004-05	Tribal: Reservation-Based/Community Determined: Muckleshoot	TRI				Minor	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.
2003-04	Real World Computing	EWS	SI			No	
2003-04	So You Want to Be a Psychologist	SPBC				No	
2003-04	Art in the Americas	EA				Unknown	no comment
2004-05	Foundations of Visual Arts	EA				Unknown	
2004-05	Peacemaking	EWS	SPBC			Unknown	