

End-of-Program Review 2006-07
 Compelling Intellectual Experiences and Successful Pedagogical Practices
 Society, Politics, Behavior, and Change Programs

Program Name	Faculty	For purposes of helping faculty reflect on the range of teaching practices and experiences at the college, please identify the most compelling intellectual experience(s) in your program or the most successful or innovative pedagogical practice in your program.
Arts and the Sailor (Fall and Winter Programs)	John Filmer	The application of navigational theory to actual course plotting, current and route plotting and planning. Similarly the physics of sail demonstrated on a continuous basis while underway.
Atlanta, 2007: Social Forums and Social Movements	Dan Leahy, Tony Zaragoza	Neoliberals In My Neighborhood workshop, designed by Tony Zaragoza.
Ethical Entrepreneur	Nancy Koppelman, Nelson Pizarro	Marrying the work of planning a business with studying the history and culture of business in the United States allowed the ethical issues embedded in achieving a good life through entrepreneurship to have practical meaning.
Imperialism	Zahid Shariff, Paul McMillin	Requirement that the students write a weekly paper that summarizes the reading material for that week. That helps them absorb the material and enriches the seminar discussion. Furthermore, a synthesis essay at the end of winter quarter in which students read two additional books and relate them to those they have read already wraps up the quarter with a holistic overview of what we have learned.
Innovation and Leadership in American Business	Bill Bruner, Marge Mohoric, Janet Mobus	A final integrative assignment that required application of much of the material and skills that we covered in the program.
Multicultural Counseling	Mukti Khanna	Weekly expressive arts laboratories.
Organizational Change and Leadership	Marge Mohoric	The discipline of citing other's work and looking for the "white spaces" or those who have not been quoted (e.g. often women and minority cultures). Using experience as a tool for reflective learning. I do not believe we learn from experience, but we can learn from experience reflected upon.

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Race in the United States: Historical and Contemporary Perspectives	Michael Vavrus, Angela Gilliam	Weekly structured debates around common contentious topics related to our program theme, i.e., a way for students to know both sides of an argument. Weekly integration seminars/papers that moved students from description to analysis and synthesis Two essay exams, one that was collaboratively worked on. An array of guest speakers and films that complemented our program themes.
So You Want to Be a Psychologist	Carrie Margolin	Using jigsaw groups to have students studying different disciplines within psychology (either social, developmental, cognitive, or physiological) and form new groups that combined these areas. The new groups then studied a broad self-selected theme (such as addictions, or education, etc.), using their individual discipline's perspective.
US Foreign Policy Before and After 9/11: Terrorism and the New American Empire	Alan Nasser	Very effective: a workshop before each seminar in which students prepared an agenda for the seminar. This ensured the seminar a clear structure and guaranteed that seminar would be organized around the students' own concerns.
Working the Waters: Maritime Labor History	Cynthia Kennedy, Sarah Pedersen	Teaching aboard a working history tall ship. Real life.