

End-of-Program Review 2011-12

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

Program name	Faculty	For purposes of helping reflect on the range of teaching practices and experiences at the college, please identify the most compelling intellectual experience(s) in your program or the most successful or innovative pedagogical practice in your program.
The Meaning of Difference	John Gates	The consideration of social + legal institutions considered to be immutable are not really so entrenched as to visualize a future not designed forever as impervious to change from within. Students were particularly motivated to explore the boundaries formed by the U.S. Supreme Court decisions and congressional legislation that hamper tribal self-determination in the 21st century, and they were eager to examine more closely the history of the illegal annexation of the Kingdom of Hawaii, particularly within the emerging human rights norms adopted by the U.S. in signing the UN Declaration on the Rights of Indigenous Peoples. This program is ripe for expanding to 16 credits, and would provide an excellent opportunity for team teaching on many levels and a news of academic focus and expertise.
Examining Education: A Journey Through the Personal to the Pedagogical	Leslie Flemmer	Problem-based learning, problem posing or student generated inquiry.
Leader as Internal Consultant	Marcella Benson-Quaziena	Experiential Learning Activities
What is Education For?	Lester Krupp	Students regularly and frequently applied core concepts to their analysis and interpretation of field work experiences. Small group discussions and field work journals provided venues for exploration and application of concepts.
Multicultural Counseling	Mukti Khanna	students cofacilitating supervised intermodal expressive arts labs to deepen experiential understanding of curriculum content
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.
Politics and the Nature of Leadership	Amy Gould	Weekly fieldtrips. Getting the students physically into the worlds they were reading about.
Human Resource Management (WS)	Darius Khaleghi	I used my unique approach to help students integrate, personalize, and internalize course material to create opportunities for critical thinking, reflection, synthesis, and planning for creating more humane and sustainable workplaces.
SOS: Revitalizing Community	Zoltan Grossman	Single SOS theme of "Revitalizing Community" brought together students working with tribes, veterans, homeless, etc. - collective healing processes. [Attached: "Some Guidelines for Working With Native Communities" by Zoltan Grossman]
Social Entrepreneurship and Sustainable Business Management	Thuy Vu	I found the integrative learning approach (Seminars + Lectures+ community learning experience) to be the most effective technique for this program

Business, Finance and Statistics, Oh My!	Glenn Landram	For our program of 48 we separated out 7 that had already had taken statistics and worked them at a faster pace, along with having them teaching original material of their choice at some point in the program. They responded well, accomplished a tremendous amount, while the main body of the class moved in a much cleaner, and uniform pace. They too accomplished all I could hope for in a beginning stat class. I'm always looking for ways to handle the variation in quantitative ability and interest within our programs.
Democracy and Free Speech	Jose Gomez	This program incorporated what I consider to be my most important pedagogical innovation for undergraduates: an appellate advocacy project that required students to do legal research, write an appellate brief, present oral arguments before the mock Evergreen Supreme Court, and rotate onto the appellate panel to hear their peers' oral arguments and to render decisions. This is a rigorous project for undergraduate students. While there is significant stress associated with it, students roundly appreciate the experience once the quarter is over.
Human Resource Management (FW)	Cary Randow	Developing a pay and benefits plan for an actual business case study)requiring students to recall and most effectivately apply pay and benefit concepts and tools to solve a business problem.
Global Business Tools for Sustainable Ventures	David Shaw	An opportunity arose mid-fall quarter to study a number of tiny artisanal chocolate producers, primarily cacao bean-to-chocolate bar, who attended a specialty chocolate conference in Seattle in early October. Students were organized into an impromptu group research project for four weeks conducted in class (and outside of class) using small student research teams studying these different micro and nano businesses. Strategic analysis tools from our primary text were used and applied to the individual firms and to this sector of the industry to understand entrepreneurs trying to focus on high-quality, but high priced yet highly sustainable products requiring substantial consumer education (i.e., appreciating dark chocolates like fine wines). Though an unplanned activity, it worked out well and generated substantial student interest and participation.