

# Fields of Study Summer Institutes

## 1. Psychology

Convener: Carrie M. Margolin  
July 12

## 2. Advanced Physical Science: Equipment, Experiments, and Equity

Convener: Krishna Chowdary  
August 31 – September 1

## 3. Political Economy Institute

Convener: Peter Dorman  
August 31-September 1

## 1. Psychology

Convener: Carrie M. Margolin  
July 12

The Evergreen Psychology faculty will focus our conversations primarily on long-term curricular frameworks for psychology, foundational and advanced teaching in the field, and teaching in various levels and to varying student skill across the Oly Day and EWS curriculum.

Our planned syllabus for our institute will take us through these discussions: Examine our “pathway” in light of the expertise of our current faculty; develop a 5-year plan of coverage for offerings in the psychology pathway; if possible, enlist the help of the Office of Institutional Research to provide us with a picture of who our psychology students are, and what they have done post-baccalaureate, then discuss this to fine-tune our proposed offerings. We will also identify holes in our curriculum and discuss upcoming visiting and permanent hires.

## 2. Advanced Physical Science: Equipment, Experiments, and Equity

Convener: Krishna Chowdary  
August 31 – September 1

In this hands-on, collaborative workshop, participants will be introduced to and learn to use our array of advanced laboratory equipment appropriate for upper-division experimental work in the physical sciences (chemistry, geology, and physics). We will learn to work together across disciplinary and pedagogical differences (themes: Community-building activities, with an emphasis on interdisciplinary pedagogy and/or cross-curricular planning and Curricular design work (Fields of Study Summer Institutes), esp. proposals where two or more fields of study groups plan some common meeting time for collaboration). We'll discuss how to carry out laboratory and project work with students in upper-division programs such as Atoms, Molecules, and Reactions (primarily physical chemistry), Environmental Analysis (primarily geology and analytical chemistry, often with biology & ecology) and Physical Systems and Applied Mathematics (primarily mathematics and physics), the challenges this kind of intensive work presents, and the opportunities for faculty and students. Recent work carried out by our respective professional societies has emphasized the experimental and hands-on nature of our

fields and the possibilities for diverse learners to demonstrate their abilities in collaborative hands-on environments in ways that might be harder to do in more traditional, lecture-based modes. In particular, evidence indicates that groups traditionally underserved by this subset of STEM disciplines have access to a more level playing field when doing experimental laboratory and project-based work.

### **3. Political Economy Institute**

Convener: Peter Dorman

August 31-September 1

This institute is designed for political economy faculty and others interested in political economy at Evergreen, with two general purposes: catching up on recent developments in the field and improving how we bring political economy to our students. *While we expect most faculty identified with political economy to attend, we would like to invite like-minded faculty in other areas of the curriculum to benefit from the fresh perspectives they bring to both topics.*

For the first objective, we will seminar on writings that have appeared within the last year and represent advances we should be aware of. Many of the concerns of political economy overlap with priorities that have been identified for our own campus, such as achieving greater racial, gender and class equity and inclusion. Others are broader in scope but no less urgent for our community, such as overcoming the legacies and continuing crises of war and international domination, and defending and extending democracy in a world of extreme inequality. We are attracted to political economy because it offers a systematic approach to addressing these issues.

The second objective is pressing because political economy faces two major challenges at Evergreen: the retirement of faculty in the field without an equal rate of replacement, and the future evolution of the curriculum and how this impacts how we bring political economy to our students. Beyond this, there is an ongoing need to coordinate and improve how we mesh the theoretical, experiential and engaged dimensions of political economy in a coordinated studies framework.

We plan to devote time to developing repeatable curricular elements for an entry-level Political Economy and Social Movements program. Having a measure of predictability could make it easier to teach intermediate and advanced PE classes, and it would also make it easier for visiting faculty and faculty from other disciplines to help sustain PESM as an entry level program.