

# **THINK**

## **Informational Meeting**

**Wednesday, October 27, 2004**  
**7:30 pm, Dyment Lounge**

Start a discussion group that meets one hour a week in the residence halls Winter term. Three groups, sponsored by the Residential Academy, led by students, and advised by faculty and staff, will convene in the last weeks of Fall term to refine a topic and choose readings and guest speakers for the Winter term. Possible topics might include: Democracy and the Environment, Habitat for Humanity, Food Shortages in Lane County, The Marathon, Solar Solutions, The Peace Process, UO Diversity, Music Performance, Stem Cell Research, Educational Reform, the Medical Profession, or whatever you dream up.

Interested? Come to the meeting, or email Sharon Schuman, Director of the Residential Academy, at [sschuman@uoregon.edu](mailto:sschuman@uoregon.edu)

### **Opportunities**

- Take charge of your education where you live.
- Meet interesting students, faculty, and community members as you explore a topic you choose.
- Learn to communicate your conclusions to others.
- Receive 1-2 academic credits Winter term P/N EdLd 199

### **Student Co-Leaders**

- Recruit or organize 6-25 students.
- Create email list of participants.
- Convene weekly meetings, post weekly one-paragraph report to list.
- Facilitate process of refining topic and choosing short readings (20 pages or less per meeting) late Fall term.
- Lead discussions of readings, invite guest speakers, Winter term.
- Coordinate end of term report (500 words) from weekly reports, for the Residential Academy, Winter term.

# RESIDENTIAL ACADEMY



## THINK

### General Description

The THINK program will involve 3 small discussion groups of 6-15 students each who meet together one hour a week in the residence halls Winter term 05, co-advised by the Director of the Residential Academy and the Director of Residence Life. Discussion leaders will be recruited in Fall term to recruit other student discussion members and work with them in the remainder of the term to refine a topic, choose readings and guest speakers for Winter term, take part in a TEP discussion-leading workshop, and submit an annotated syllabus for approval by the THINK advisors. In addition to the informational Fall meeting, co-advisors will meet with the leaders three times in Fall term to help facilitate the planning process. Possible topics might include: Democracy and the Environment, Habitat for Humanity, Food Shortages in Lane County, The Marathon, Solar Solutions, The Peace Process, UO Diversity, Music Performance, Stem Cell Research, Educational Reform, the Medical Profession, etc. Winter term the group will meet weekly to discuss the topic chosen by the students, according to the syllabus, and leaders will meet with co-advisors three times. At the end of Winter term the discussion leaders and members may elect to report back to the community Spring term by making a video, holding a panel discussion, writing an article for the Emerald or the Register Guard, or pursuing some other reporting activity.

### Procedures

To be sponsored by the Residential Academy, each THINK discussion group will need to have two student co-leaders (at least one of them living in the UO residence halls) who 1) meet regularly with the Director of the Residential Academy and the Director of Residence Life (3 times each, Fall and Winter 04-05; 2) go through one TEP workshop in the halls on discussion leading Fall term, one Winter term, and 3) fulfill the responsibilities listed below. Student leaders will have the option to earn two academic credits P/N Winter term 05, EdLd 199.

### Application Process

Student co-leaders submit by Wednesday, November 10, 2004, to [sschuman@uoregon.edu](mailto:sschuman@uoregon.edu) and [schoonov@uoregon.edu](mailto:schoonov@uoregon.edu) a one-page description of their THINK Discussion Group, including 1) Proposed Topic (one paragraph), 2) Two examples of possible readings, 3) names and emails of prospective participants.



UNIVERSITY OF OREGON

### **Responsibilities of Student Co-Leaders (2 credits EdLd199 Winter 05)**

- Recruit or organize 6-25 students.
- Refine topic and create syllabus.
- Match schedules to choose a weekly meeting time.
- Convene weekly meetings; keep attendance records.
- Create email list of participants; coordinate weekly reports to list.
- Meet with co-advisors 3 times in Fall term and 3 times in Winter term
- Participate in a TEP discussion-leading workshop Fall term and Winter term.

#### **Fall term**

- Recruit or organize 6-15 student discussion members by week 6
- By week 7 facilitate the creation of a 250-word statement of shared objectives for the group, submitted to the advisors. (Week #7:meeting #1 with advisors to go over statement)
- By week 8 facilitate process of refining topic and choosing short readings to discuss Winter term (20 pages or less per meeting).
- Facilitate process of selecting faculty and community guests to invite to join discussions Winter term.
- Meeting #2 with advisors week #8 to go over preliminary syllabus
- Coordinate e-mail and other communications with guests
- By week 9, submit to advisors in Meeting #3 an annotated syllabus, including specific readings for 9 weeks Winter term, student discussion leaders, and invited guests
- Before the end of Fall term participate in the TEP discussion-leading workshop
- Finalize student membership in discussion group.

#### **Winter term**

- Distribute syllabus and packet of readings at first meeting
- Facilitate email postings after every discussion and email reminders to participating students and visiting faculty
- Facilitate discussions of readings and appearances of guest speakers
- Attend a TEP discussion-leading workshop
- Meet three times in the term with advisors to discuss the progress of the discussions, troubleshoot, and problem solve.

- By week 9 facilitate choosing a format for the group to report findings Spring term if they so choose. (video? Panel presentation? Written report? Article for Emerald? Etc.)
- Week 10: Distribute evaluation forms to discussion participants, collect, and submit to advisors.
- Week 10: Submit 750 word summary of the term's discussion topics and activities, compiled from weekly email postings, and evaluate the success of the group in achieving its stated goals, as well as the leader's role in that success.

#### Spring term

- Coordinate preparation of and scheduling presentation of findings, if group decides to present findings
- Coordinate publicity for presentation of findings
- Coordinate evaluation of presentation and recommendations for future activities.

### **Responsibilities of Student Discussion Group Members (one credit P/N EdLd199 Winter 05)**

#### Fall Term

- If possible, meet with co-leaders by week 6 to share responsibility for refining topic, choosing readings, creating the annotated syllabus

#### Winter Term

- Attend at least 8 THINK meetings.
- Share responsibility for leading discussions and posting reports to the email list.
- Communicate with discussion group members by email and follow through with responsibilities volunteered for
- Submit to advisors week 9 a 500-word essay which describes the progress of the group in reaching its objectives and your role in participating in the achievement of those objectives.
- Fill out an evaluation Week 10; participate in design of presentation of findings Spring term, if group decides to present findings.
- Participate in one TEP discussion-leading workshop

#### Spring Term

- Participate in presentation of findings Spring term if group decides to present findings.

### **Evaluation Process of THINK**

In addition to meeting periodically with group leaders (3 times per term) and attending occasional discussion group meetings, as possible, advisors will review the discussion group topic descriptions, approve syllabi, monitor weekly email postings following discussions, read Winter term 05 written reports, and tabulate student evaluations produced by the THINK groups. The P/N grade will be based on written reports and essays, graded P/N, as well as attendance, with 8 meetings in Winter term 05 required for the P grade.

### **Criteria for Evaluating topic selection**

1. Exciting nature of a topic that will draw student interest.
2. Evidence of student interest. (numbers who want to participate)
3. Intellectual stimulation of topic.
4. Focus that allows exploration in one term.
5. Appropriateness to the resources of the UO
6. Preparation of THINK proposal (writing, organization)

**THINK Syllabus Winter 05**  
**Machiavelli and Musashi**

***Group 1***

**A Comparison of *A Book of Five Rings* by Miyamoto Musashi and *The Prince* by Machiavelli**

**Leader (s): Dan Patton**

**Members: Ryan Wisner, Jacob Mauck, Morgan Miller, Kevin Kohle, Nikos Aragon-Herbert**

**Meeting time and place: (Hamilton, Fri 2:00)**

**Texts: *The Prince* and *A Book of Five Rings***

**Week 1**

- Introductions, roll: sign-up with phone and email to create email list
- Each student explains why he/she wants to take part
  - Discuss goals and opportunities of the THINK program.  
(Students taking charge of education; creating something)
  - Discuss goals for this class: reading and discussing two books  
Get members to write down their goals for the class  
Agree on Mutual Goals, to be written down by leader
- Introduce *A Book of Five Rings* and *The Prince* to get an idea of how many people have read the two books.
  - Discuss one key paragraph from each text, xeroxed and handed out
- Urge all members to attend workshop on discussion-leading Wed Jan 5 6:30  
Dyment Lounge, Walton, led by Tim McMahon, Teaching Effectiveness Program
- Discuss expectations: (1 credit) Eng 405 P/N
  - weekly meetings (LOCATION) will be one hour; regular attendance (8 meetings or more); readings done before the meeting
  - one 500-word essay on the aims of the group and your role in helping achieve those aims (due week 9 at the beginning of the meeting)
  - taking responsibility for discussion leading when your turn comes; participating fully in discussions
- For Week 2, read pages xv-xxix in *The Prince* and the translator's introduction in *A Book of Five Rings*.
  - Danny distributes study/discussion questions to think about while reading
  - Members should make a note of things they want to discuss and bring some questions/topics to next meeting

**Week 2**

- Discuss Mutual Goals agreed on last week
- Brainstorm members questions/topics and discuss
- After reading about the lives of Musashi and Machiavelli, we should be able to discuss the similarities and differences of the two men and contrast the political climates of renaissance Italy and feudal Japan.
  - What connections are there to our world today?
  - What seems totally alien?

- Draw attention to two specific paragraphs from the texts to be read for next week; read aloud and discuss; distribute study questions for next reading.
- For Week 3, read pages 1-35 in *The Prince* and “The Fire Book” in *A Book of Five Rings*.

### Week 3

- Machiavelli’s ideas will be compared and contrasted with the ideas of Musashi.
  1. Members brainstorm key ideas, reactions, questions, with regard to the reading. Leader prepared with a key paragraph to read aloud and discuss. There should be a great deal to discuss, as passages in both books are both relevant to political philosophy and similar conceptually.
  2. Encourage members to refer to and even read out loud specific sentences from either text to illustrate their points about them. Consider different possibilities for what Machiavelli or Musashi might mean.
  3. Discuss two key paragraphs from the reading for week 4. Distribute study/discussion questions.
- For Week 4, read pages 50-77 in *The Prince* and “The Water Book” in *A Book of Five Rings*.

### Week 4

- Brainstorm members reactions to reading assigned in Week 3
  - Focus on key passages to discuss
  - Look for similarities and differences in thinking
  - Look for links/disconnects to present
- Introduce the Classical Elements of Empedocles
- Read two key paragraphs from upcoming reading and discuss
- For Week 5, research and bring your own opinion about the Classical Elements of Empedocles and how those elements are implemented in *A Book of Five Rings*. Read pages 35-49 in *The Prince* and “The Ground Book” in *A Book of Five Rings*.
- *Distribute study/discussion questions*

### Week 5

- Report findings from the Classical Element assignment and its association to Musashi's philosophy of strategy.
  - Clarify Musashi's philosophy of strategy (discuss key passage)
  - Discuss connections to the Classical Elements
  - Connections to Machiavelli? Key passage discussed (more next week)
  - Connections to the present?
- For Week 6, look for associations between the Classical Element philosophy of Musashi and Machiavelli's political philosophies in *The Prince*.

Does Machiavelli implement a Classical Element strategy like Musashi's?

For Week 6 read pages 77-85 in *The Prince* and "The Wind Book" in *A Book of Five Rings*.

Distribute study/discussion questions

### Week 6

- Members brainstorm connections between Machiavelli and the Classical Element strategy.
  - Discuss Machiavelli's use of the Classical Element style in his political philosophy/strategies. Key passages.
  - Implications of "The Wind Book" and how it relates ideas in *The Prince*. Key passages
- For week 7 read "The Book of the Void" in *A Book of Five Rings*. Can you think of some ways that the philosophies we have talked about so far relate to modern politics? Other study/discussion questions distributed. Write down some of your associations.

### Week 7

- Members write observations about connections to modern politics. Discuss the associations between *The Prince*, *A Book of Five Rings*, and modern politics and make a concept map to make a visual representation of these associations.
- For week 8, find a contemporary political article that you think relates to either *The Prince* or *A Book of Five Rings*. Make sure you find evidence from the text to support what you contend.

### Week 8

- Members read short excerpts from articles chosen. Discuss the articles and add to the concept map, creating a full, visual representation of important ideas from *The Prince* and *A Book of Five Rings* and how those ideas relate to today's political climate.



- Brainstorm ideas for how we will present our findings during Spring Term.
- For week 9, each member writes a 500-word evaluation of the group's progress this term toward meeting goals, and the member's role in that progress. Personalized concept map included.

#### Week 9

- Submit 500-word papers, to be read by THINK advisors and returned week 10.
- Decide on how we will report our group's efforts during Spring Term.

#### Week 10

- Distribute evaluation forms to discussion participants and reflect on the class as a whole.

THINK: Community Service Booklet  
Emily Casey and Jocelyn Noonan  
Winter 2005

Preliminary Outline:

Week 1 (Thursday, January 4<sup>th</sup>):

Discuss purpose of THINK program and opportunity to create something entirely new.  
Discuss Community Service and what we intend to research about each organization.  
Have a preliminary template for what information should be gathered about each organization, such as:

Time commitment

Description of organization and who they serve

Location of organization and means of transportation (excluding cars) such as bus, bike or walking

Person to contact (phone number, email, etc.)

-Establish procedure for how each week's meeting will be run. This includes the following: establishing a basic respect agreement that all group members will be expected to sign, laying out expectations:

- All members attend all meetings, one hour a week
- Each person will be expected to do research on one Community service organization per week
- Each person should be prepared to report findings to the group on the assigned days, making sure that everyone is prepared to attend meetings each week
- Craft a mission statement with the input of all group members.

-We will clarify the meeting time for each of the following weeks and depart with the knowledge that **Wednesday at 6:30-7:20 in Dyment is Tim McMahon's discussion-leadership session.**

**Assignment for Week 2:** Brainstorm about Community Service opportunities in the area and bring two suggestions to the following meeting

Week 2 (Thursday January 13<sup>th</sup>):

-Members share suggestions of organizations, hand in to Emily

-Brainstorm a list of all organizations we would like to include in our pamphlet. A preliminary list may include and go beyond organizations concerned with the following:

the hungry/homeless

battered women and children

the elderly

the sick (hospitals, etc.)

those with mental and/or physical disabilities

-If there is time, divide students into groups that will do research for a specific organization. Hand out the revised question templates to all group members.

-Remind students that organizations are often wonderful resources about other organization in the area and ask if they have any other recommendations.

**Assignment for Week 3:** Each student explores one organization on list, alone or in groups. Clarify that students need to take pictures on their outings. Digital cameras are

desired, and if students do not own them they may check one out from the library. (We will need to own at least one memory stick for storing images). Fill out template to share, discuss, and revise at meeting.

Week 3 (Thursday January 20<sup>th</sup>):

- Discuss results of first excursions to report on activities, revise info for templates.
- Based upon the previous meeting we may still need to divide students into groups. Hand out the question templates to all group members.
- We will accept any final recommendations for organizations that students would like to include in the pamphlet (especially if something was recommended during their research)
- Brainstorm about the layout of the pamphlet. With input from Dan Miller (graphic arts, computer science group member) we will begin envisioning what the pamphlet may look like. As students begin to find information for their topics it will be helpful to start thinking about the way in which information will be organized and presented in the pamphlet.

**Assignment for Week 4:** Exploring and reporting on one activity per student (see above: Week two)

Week four: Thursday January 27<sup>th</sup>:

- Discuss reports from organizations explored.
- Continue brainstorming about the look of the pamphlet and begin to compile a list of groups, individuals, departments, etc., that may be able to assist in assembling the pamphlet. Who do we know who can help in putting this all together? Greek Life may be willing to donate money to have this published. The APO group is also a wonderful recourse. Group members will need to volunteer to contact the various people, groups, etc., that may help us with printing and assembling

**Assignment for weeks 5-6:** Exploring and reporting on one activity per week (see above).

Week five: Thursday February 3<sup>rd</sup>, Week six: Thursday February 10<sup>th</sup>,

Discuss reports from organizations explored. Working in groups, edit text for improvements.

Discuss layout issues. Report on efforts to seek guidance and financial support.

We may want to have one of our meetings (depending on our progress) be an outing to one of the organizations or outdoor activities which have been researched

**Assignment for Week 7:** Prepare copy in polished form for inclusion in booklet.

Week seven: Thursday February 17<sup>th</sup>.

Submit written copy to be assembled and distributed to all for revision.

- Members report to the group as a whole about their progress in contacting those people, groups, etc., who will help with the pamphlet's assembling and printing.

**Assignment for Week 8:** Prepare final format designs. Get cost estimate for printing.

Week eight: Thursday February 24<sup>th</sup>.

- Distribute xerox of compiled written text for discussion and editing.
- Evaluate format design

-If any group members need further feedback about research, that can be accomplished during this meeting.

-Finalize strategy for assembling and printing the pamphlet.

**Assignment for week 9:** Each member writes a 500-word evaluation of the project and his or her individual role in accomplishing it.

Week nine: Thursday March 2<sup>nd</sup> or 3<sup>rd</sup>.

Submit 500-word essays to THINK Advisors to be returned Week 10

-Tie up loose ends. Who will be helping produce the pamphlet Spring term?

Get sign up of names, phone numbers, and emails. New members?

Brainstorm roles to perform? Brainstorm a timeline for production.

Week ten: Thursday March 10

Fill out evaluations

Get back essays

Discuss progress of term and project. Successes? Challenges?

Clarify roles for next term. Go over timeline.

Set first meeting for Spring term 2005: Time and place

**“Outdoor Pursuits” THINK Group:**  
**Outline/Timeline for the Winter Term of the**  
HC 409 Practicum P/N or EdLd 199 P/N (1 credit members, 2 credits leaders)

Leader (s) phone and email  
Members phones and emails

Dates and place for meetings

\*Attendance will be taken at the beginning of each week’s meeting.

**Week one: Tuesday January 4<sup>th</sup>.**

Discuss purpose of THINK program and opportunity to create something entirely new.  
Discuss this project and its special challenges.

-Establish procedure for how each week’s meeting will be run. This includes the following: establishing a basic respect agreement that all group members will be expected to sign, laying out expectations:

- All members attend all meetings, one hour a week
- Each person should be prepared to report findings to the group on the assigned days, making sure that everyone is prepared to attend meetings each week
- Craft a mission statement with the input of all group members.

-We will clarify the meeting time for each of the following weeks and depart with the knowledge that Wednesday at 6:30-7:20 in Dymont is Tim McMahon’s discussion-leadership session.

**Assignment for Week 2:** Each member bring at least two outdoor activities to suggest. These should be in written form, with a paragraph describing 1)What the activity is, and 2) Why it should be included.

**Week two: Thursday January 13<sup>th</sup>.**

-Members share suggestions of activities, hand in to Dan

-Brainstorm a list of all activities we would like to include in our pamphlet. A preliminary list may include and go beyond the following: hiking, cycling, mountain biking, inline skating, aggressive inline skating, and downhill skiing.

-Brainstorm about ways in which we can identify locations for where these activities can take place (i.e. internet, speaking with OP employees, visiting club sports reps, etc).

-If there is time, divide students into groups that will do research for a specific activity. Hand out the question templates to all group members.

**Assignment for Week 3:** Each student explores one activity on list, alone or in groups. Clarify that students need to take pictures on their outings. Digital cameras are desired, and if students do not own them they may check one out from the library. (We will need to own at least one memory stick for storing images). Fill out template to share, discuss, and revise at meeting.

**Week Three: Thursday January 20<sup>th</sup>.**

-Discuss results of first excursions to report on activities, revise info for templates.

-Based upon the previous meeting we may still need to divide students into groups. Hand out the question templates to all group members.

-We will accept any final recommendations for activities that students would like to include in the pamphlet.

-Brainstorm about the layout of the pamphlet. With input from Dan Miller (graphic arts, computer science group member) we will begin envisioning what the pamphlet may look like. As students begin to find information for their topics it will be helpful to start thinking about the way in which information will be organized and presented in the pamphlet.

**Assignment for Week 4:** Exploring and reporting on one activity per student (see above: Week two)

Week four: Thursday January 27<sup>th</sup>.

Discuss reports from activities explored.

-Continue brainstorming about the look of the pamphlet and begin to compile a list of groups, individuals, departments, etc., that may be able to assist in assembling the pamphlet. Who do we know who can help in putting this all together? Bill Sullivan (local author of hiking books, Nauvilus Press) is a possibility for guidance and feedback, as is Tanaya Meaux, the chief designer for Housing Publications, and the OP office, the CHC, or University Housing and the Residential Academy may be able to provide money to cover some of the printing costs. Group members will need to volunteer to contact the various people, groups, etc., that may help us with printing and assembling

**Assignment for weeks 5-6:** Exploring and reporting on one activity per week (see above).

Week five: Thursday February 3<sup>rd</sup>, Week six: Thursday February 10<sup>th</sup>.

Discuss reports from activities explored. Working in groups, edit text for improvements.

Discuss layout issues. Report on efforts to seek guidance and financial support.

**Assignment for Week 7:** Prepare copy in polished form for inclusion in booklet.

Week seven: Thursday February 17<sup>th</sup>.

Submit written copy to be assembled and distributed to all for revision.

-We may be meeting in the OP office with a senior staff member to present our ideas and receive feedback.

Assess the status of the project at this point. Identify areas where members need to do more research.

-Members report to the group as a whole about their progress in contacting those people, groups, etc., who will help with the pamphlet's assembling and printing.

**Assignment for Week 8:** Prepare final format designs. Get cost estimate for printing.

Week eight: Thursday February 24<sup>th</sup>.

-Distribute xerox of compiled written text for discussion and editing.

-Evaluate format design

-This is a possible date to meet with Bill Sullivan to bounce around last minute ideas about the structure and content.

-If any group members need further feedback about research, that can be accomplished during this meeting.

-Finalize strategy for assembling and printing the pamphlet.

**Assignment for week 9:** Each member writes a 500-word evaluation of the project and his or her individual role in accomplishing it.

Week nine: Thursday March 2<sup>nd</sup> or 3<sup>rd</sup>.

Submit 500-word essays to THINK Advisors to be returned Week 10

-Tie up loose ends. Who will be helping produce the pamphlet Spring term?

Get sign up of names, phone numbers, and emails. New members?

Brainstorm roles to perform? Brainstorm a timeline for production.

Week ten: Thursday March 10

Fill out evaluations

Get back essays

Discuss progress of term and project. Successes? Challenges?

Clarify roles for next term. Go over timeline.

Set first meeting for Spring term 2005: Time and place