

BUSINESS & SOCIETY

P Y M W Y M I

Student Projects

This quarter, students are responsible for designing the equivalent of 8 credit hours of study and work that fulfills individual learning goals relevant to program themes.

Your project group is also your case-group

We strongly encourage you to form your projects with three others, but with a flexible degree of interdependence.

On the one hand, your entire group may work in close collaboration to complete tasks and projects; on the other hand, you may work in a group of peers with similar interests, themes, or activities but with very separate projects and outcomes.

Begin your thoughts on the purpose and scope of these projects by reflecting on the key question of the quarter:

Given the structures we live within, how do we respond to challenges and opportunities in ways that are right, just, and fair?

and the description of the quarter's all-program work—

Winter quarter is designed to give students the opportunity to develop substantial projects that *meet their personal learning goals while continuing to emphasize ethical reasoning, principles of economics, and a broadly-based understanding of the relationship between business and society* at the program level. The emphasis of our collective inquiry follows directly from the conditions, questions, and interrelated issues we explored in the Fall; having developed some theses about the tension between business and society, we seek to articulate answers to this question: What should we do? We regard this question not as an invitation to broad speculation and ideological grand-standing, but as a vital calling that each of us answers uniquely through a lifetime of work.

WEEK ONE

Tuesday

- In class discussion of project ideas —establish groups & project ideas
- Review this document.
- Begin drafting some learning goals.

Friday Afternoon

- Draft of Plan, Section I due to your group. *Bring Laptops, documents to share.*
- Discussion in groups as you work on your collective plan.

WEEK TWO

Tuesday

- Typed Plans due, one document from each group.

Friday Afternoon

- Plans returned.
- First Group meetings with faculty —“A” groups.



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PROJECT PLAN

PROJECT/GROUP NAME: _____

MEMBERS;

NAME	TELEPHONE	EMAIL	Seminar Faculty

The project plan is your first formal statement of intent. While it should be useful to your faculty in evaluating your goals and process thus far, it should primarily be of use to you as you clearly articulate your goals and plan how to reach them. Such preparatory work is essential to successful management, independent study, and teamwork. Your plan should exhibit serious and motivated preparation for activities that you are passionate about. Your plan may grow and change; you may adjust your course and reconfigure your approach to credits and outcomes; such changes should be considered in conversation with faculty and group members. You are not locked in to anything more than your responsibility to conduct your work with integrity and sincerity. Your plan should be a useful document for setting goals, evaluating your progress, and discussing your work weekly with your team, your faculty, and others.

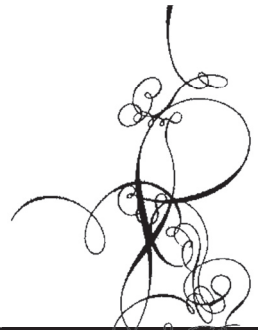


TABLE OF CONTENTS

- 1. THE IDEAS**
 - 1.1 BRIEF DESCRIPTION
 - 1.2 LEARNING GOALS
 - 1.3 PERSONAL MASTERY
- 2. THE WORK**
 - 1.1 MAJOR TASKS
 - 2.2 ARTIFACTS
 - 2.3 FINAL PRODUCTS
- 3. THE TIME**
 - 3.1 WEEKLY SCHEDULE
 - 3.2 A TYPICAL WEEK OF WORK
- 4. THE CLOSURE**
 - 4.1 HOW YOUR WORK WILL BE EVALUATED
 - 4.2 WHAT KIND OF CREDIT YOU ARE ATTEMPTING
 - 4.3 DESCRIPTION OF THE PROJECT PORTFOLIO

In preparation for the *Friday Retreat*, **draft your responses to section I** in terms of your individual project work/ideas, learning goals, and personal mastery. On Friday, you will work with your group-mates to develop this information into a collective plan that includes your consensus on these ideas and some of the unique work of each group member. This will be a very different process for each group, depending on how much—or how little—you will be collaborating on projects. In the extreme of the latter case, please consider carefully ways of collaborating in the planning process so as to create some continuity of goals, concepts, and structure.

1. THE IDEAS

1.1 BRIEF DESCRIPTION

About a half page. Might include key questions, concerns, or concepts. This is the general introduction that gives a sense of what this project is about, why it matters, and what disciplines it involves.

1.2 LEARNING GOALS

A concise and carefully worded list. The language of your learning goals sets you up to evaluate your successes at the end and gives you something to strive toward. Goals may range from the conceptual (“better understand global politics”) to the technical (“improve my research skills”).

1.3 PERSONAL MASTERY

This section will, obviously, be more personal. When we began the project development process, you thought carefully about critical learning that you have done in the past and the values and goals you hold related to your independent work. Use this section to reflect on how this project provides you with opportunities and experiences related to the discipline of personal mastery. Before you write this section reread Senge pages 141-145 and consider other concepts from Senge’s discussion of Mastery, including “creative tension” and “resistance.”



2. THE WORK

1.1 MAJOR TASKS

These are the major activities, the projects within the project, such as “do extensive research into history of U.S. foreign trade policy” or “interview 8-12 local business owners,” or “read *The Communist Manifesto*.”

2.2 ARTIFACTS

List the the things that you will produce along the way that will be available for discussion and critique and as the tangible signs of progress.

2.3 FINAL PRODUCTS

List and describe the things that will be the culmination or capstone of your work, the pieces that will be most important in the consideration of credit and evaluation. Each of these pieces should be described with some detail.



3. THE TIME

3.1 WEEKLY SCHEDULE

This may be the most important element of your plan. Considering all of the ideas and activities above set yourself a schedule for the rest of the quarter, as comprehensive and precise as possible. Your faculty should be able to review this schedule before a meeting and have a strong sense of what to expect from you.

3.2 A TYPICAL WEEK OF WORK

A brief look at what your time is like each week as individuals or as a group, including other responsibilities, group meetings, program study time and specific activities that you will regularly perform related to your project.



4. THE CLOSURE

4.1 HOW YOUR WORK WILL BE EVALUATED

How will you and your faculty know that you have accomplished your goals? What major artifacts and activities should be closely evaluated to determine credits?

4.2 WHAT KIND OF CREDIT YOU ARE ATTEMPTING

What kind of credit are you attempting? Most of you should be working on 8 total credits. For a group, credit might be individualized.

4.3 DESCRIPTION OF THE PROJECT PORTFOLIO

This should be a simple list of the contents of each person’s final project portfolio that will be submitted to faculty ((())) for evaluation. This section should be individualized for group projects.

