

teaching



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"Upon first interacting with Candace, I was instantly struck with the amount of passion and dedication that she has acquired for her given profession. She alone opened my eyes to a world of difference, that being the world of self sustainability, underground architecture, solar awareness and responsible building as a whole."...Kevin Fitzpatrick, student of Architecture



"Dr. Candace consistently creates a creative, well organized, engaging classroom atmosphere with positive student engagement and response. She is known for her expertise and passion for the subject matter, high standards, unique field projects, and particularly for her support of students."...Randy Martin, Director of the San Juan Center at Skagit Valley College



Applied and Hands-on

1. Learning Objectives

The three most important skills that I want my students to learn are: 1) to find their authentic voice, their passion and to apply their learning to their own life experiences; 2) to find a love of nature and see that everything is interconnected; 3) to learn how to ask questions, experiment and to find the courage to be wrong and try again.

2. How do we accomplish these objectives?

I really enjoy teaching community college and community education classes as they are attended by such a variety of students of all ages, from the running start high school student to a retired surgeon of 80 years old, to a mother returning to school after 20 years. The mix instills a reverence for the old native system of the youth learning from the life experience of the elders and the elders staying alive by being engaged.

The classes I teach have a local integration and service orientation that gives purpose to the class. Making a commitment to where one lives brings a greater importance to the why behind what we are learning. For instance in a cultural anthropology class the students will learn the importance of ethnography, of storytelling and how to collect their own story as it fits into the history of their community. The students will then give a public lecture and invite the subjects of their ethnography as a living history to open the dialog of change.

When the ideas and concepts of a class are difficult, we conduct experiments. I believe applied learning

and project based application are effective ways to retain information. We will take the time to conduct the experiment, to learn how to ask questions and then figure out the answers or solutions through intellectual inquiry.

Assessing if we have learned anything in that process, the students become peer reviewers, they direct the learning objective through communication and self-evaluation and in reflection of the original rubric.

3. Variety

Students do not learn in just one way: To reach a wide range of learning styles, it is important to combine a variety of approaches, including demonstrations, simulations, lecture, discussion, working in groups, as teams and in collaboration with outside sources, as well as in differing mediums including hand drawing and model building, film, documentary and social media. I have learned over the years that students need clear expectations, to plan ahead in their schedules with goals in mind, and to have the teacher accessible throughout the term when they need assistance. Working in teams filters the learning process by allowing more peer communication and tutoring, while learning how to operate in the world.

4. Interdisciplinary Learning and Service Project Orientation

As a teacher with diverse academic experience and degrees it is easy for me to focus the classes as interdisciplinary understanding. For example: **Garbage Archaeology!**

Archaeology is learning about humans and what they use, and in most archaeology classes we focus on very old things, but garbage is a modern problem that can be analyzed using archaeological methods and be turned into a service learning project to find solutions. Over one years time, washed in garbage was collected on a beach on San Juan island. The students then sorted and analyzed the garbage to find out where it was coming from. Defining the categories based upon their understanding of consumption, we were able to track the garbage and then come up with new ideas on how to eliminate or change the idea of garbage all under the posit of eliminating pollution in the ocean and making it safer for the sea life around San Juan Island.

- *"I learned a lot from her but also didn't feel intimidated or ganged up on."*
- *"I like that she didn't focus everything on points/grades. Instead, she wanted us to actually learn the material and connect it to real life."*
- *"She showed a passion for the subject."*
- *"I enjoyed all the hands on activities and the high energy."*
- *"Candace has been one of the best teachers I've ever had. She kept us all engaged and interested all quarter. Every day was exciting and fun. If Candace comes back to teach again, I will definitely take one of her classes."*
- *"This class was extremely rad! I was very interested in learning things I had seen or learned before and this class did that for me! Also we got to play in the dirt. So thanks"*

Evaluation comments from ANTH206, Skagit Valley College 2015

Interdisciplinary Courses

1. University of Denver 2019

- **ANTH 3701 Ancient Cultures and Their Science**

2. University of Colorado at Denver, 2017-2018

- **ANTH 3142 Cultural Diversity in the Modern World**

3. Classes taught Skagit Valley College 2015-2021

- Intro to Archaeology ANTH204;
- Advanced Field Methods & Field School-Archaeology
- EcoDesign Workshops - Solar & Rainwater
- Cultural Anthropology ANTH206
- Ancient Cultures & Their Science
- Qigong/Yoga

4. Courses taught at Marylhurst University 2014:

- Anasazi to Zuni: Science & Innovations In Ancient Cultures SCI388A

5. Courses taught at Portland State University 2002-2014

- Environmental Sustainability UNST224
- Energy & Society SCI321
- Environmental Science ESR101
- Natural Science Inquiry SCI201/ UNST286
- Arcology SCI 599U
- Earth Systems UNST208
- Freshman Inquiry UNST178 & 124-Sustainability
- Sustainable Structures ARCH 131
- Grad School of Education workshops: Solar, Water Solutions, Earth and Straw Buildings 599U

6. Courses taught at Portland Community College 1996-2009

- Architectural & Ecological Design
- Lighting Design
- Design/Build
- Solar Survival
- Straw Bale Workshop
- Water Solutions
- Global Energy
- Earth Buildings and Indigenous Architecture
- Urban Retrofitting
- Contractors Workshop: Green Solutions

7. Classes taught for Saturday Academy 5th-12th grade 1999-2021

- The Great Bear Rainforest (ecology and culture);
- The Salmon Forest;
- Dragonfly Science for girls;
- Architecture: Mobile Solutions;
- Architecture Workshop;
- Basic Design;
- Solar Solutions;
- Zoo Habitats;
- Building Sustainable Structures;
- Rainforest Ecology;
- Anasazi to Zuni (Archaeology).

8. Courses Proposed:

Study Abroad:

- Thai Plant Medicine - 60 hour certificate (Chiang Mai/Burma)
- The Amber Road - Amber as Medicine, ethnography (Italy to Poland)
- Rapa Nui - Vai, the Water and Plant Medicine in the Archaeology (Easter Island, Chile)
- Archaeo-Astronomy
- Easter Island and the South Pacific,
- Mayan, Anasazi and the Desert SW,

- Poverty Point and the Earthbuilders,
- Migration & Ocean Travel
- Plant Medicine & Indigenous Healing
- The Power of Storytelling as Medicine
- Myth, Archetypes and the IChing
- 5Element Chinese Medicine
- Native American Studies
- Ecology
- Environmental Archaeology
- Palynology
- Climate Change Analysis
- Forest Ecosystems
- Earth Science
- Qigong/Yoga

My mission and responsibility as a teacher is to allow the unique qualities of each student to show up. To allow the space, the intrigue, curiosity, a place to be. I do not want them to just learn chapters in a book - they can read that themselves, i want them to learn how to ask questions, find solutions, work with each other, create things that have not yet existed, write about it, explore, ask what it takes to survive, adapt and thrive on the spaceship Earth.

Teaching Philosophy

Explore nature, the world, culture. Travel, jump in, view, question, absorb all that it is made of.

Support, be supported. The ability to work in teams fosters the adaptability and survival nature in each of us as a community.

Integration of who we are on multiple paths drawing from the ancient wisdom of your DNA, your environment & uniqueness to learn how to apply that which brings you intellectual curiosity, adventure and passion in your life, then carry that forward to the world

Get dirty! smell the earth, be, dig, discover, replace, replenish.



Gossen

To test the unique characters that make up each student to find their passion and path

Lead by example, teaching is not something you put away in the closet at the end of each day. Its how you live your life that inspires others with integrity.

"I can never take another elevator, AGAIN! she shouted with exasperation. 24 hours never seemed so long to some of the students in class. How could they possibly do without electricity for THAT long? "no phone?, computer?, games? lights? How do I eat if I can't open the fridge? Does my toilet work on electricity? My grandmother is on a respirator, do I have to turn her off?"

Just 24 hours to unplug, who would think that one exercise in one class could change your life? But it has. "I really didn't pay attention when I was in your class, But guess what, I'm working with wind power now and I am so grateful for what I learned from you, now. Thank you." He was that student that showed up, took the class cause it was required, he was mildly interested but just wanted to graduate. You never know the seed you set as a teacher, all you can do is show up with passion, curiosity, give them everything, then allow your students to set their own paths. When I receive notes like these, years later, I smile.

My mission and responsibility as a teacher is to allow the unique qualities of each student to show up. To allow the space, the intrigue, curiosity, a place to be. I do not want them to just learn chapters in a book - they can read that themselves, i want them to learn how to ask questions, find solutions, work with each other, create things that have not yet existed, write about it, explore, ask what it takes to survive, adapt and thrive on the spaceship Earth.



September 18, 2015

To Whom It May Concern:

It is my absolute pleasure to recommend Dr. Candace Gossen, faculty member here at the Skagit Valley College/San Juan Center.

Dr. Gossen serves the Skagit Valley College community in an instructional role teaching a number of academic courses including Cultural Anthropology and Archaeology. In addition, she also develops and teaches a variety of non-credit community education enrichment classes for our local residents ranging from Qi Gong to Passive Solar Design to Ancient Culture studies and much more. She has migrated many of her courses to hybrid format using online tools to enhance and support classroom experiences. Regardless of the course, Dr. Candace consistently creates a creative, well organized, engaging classroom atmosphere with positive student engagement and response. She is known for her expertise and passion for the subject matter, high standards, unique field projects, and particularly for her support of students.

Dr. Gossen performs in the classroom in an efficient, effective, professional manner, engaging students in developing their critical thinking skills. Classroom and field experience observations reveal her to be highly organized with well-crafted course objectives. Dr. Gossen has a proven ability to connect her student's varied backgrounds, abilities, and challenges. In my view, Dr. Gossen is uniquely talented and skillful in her ability to adapt and connect with an extremely diverse group of learners. She demonstrates time after time a dedication to her students and goes above and beyond to find support for them when needed. Her dedication is recognized by students, administration, staff, and community members who collectively value her listening skills, positive energy, and particularly her integrity.

In addition to her teaching, Dr. Gossen is a mature worker who is reliable without exception, responsible, willing to lead, willing to follow, team-oriented, and committed to doing the right thing. She has proven herself to be a strong asset for Skagit Valley College.

Without a single reservation, I would recommend Dr. Candace Gossen to any organization in need of a responsible, reliable, and dedicated faculty member or researcher. If I can provide further details for you don't hesitate to contact me at 360-378-3265.

Sincerely,

Randy Martin, Director
San Juan Center/Skagit Valley College

Teaching Statement for Candace Gossen, PhD 2021

14 August, 2012

To whom it may concern,

Upon first interacting with Candace, I was instantly struck with the amount of passion and dedication that she has acquired for her given profession. She alone opened my eyes to a world of difference, that being the world of self sustainability, underground architecture, solar awareness and responsible building as a whole. Candace introduced me to the great works of Malcom Wells, which has forever changed my course of thinking. When asked to participate in creating illustrations for her classes, she guided me through the distinct purposes and uses of sustainable building. Through my time and interaction with her, I have learned a world of knowledge pertaining to the earth, the skies, the universe and beyond. Her influence in these particular fields have guided me through my own renaissance of education and exploration. I am forever in debt to her drive and passion for what she believes in, how she chooses to express her knowledge through education and her ability to reach an abundance of people. Candace's humbleness and sincerity have touched my life, and the many people I have continued to discuss what I've learned from her.

Sincerely,
Kevin M. Fitzpatrick
Indianapolis, IN

University of Minnesota

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21 June 2012

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Washington, DC 20036

Greetings:

Candace Gossen is applying for an academic position, and I am delighted to support her application. Candace is, simply put, extraordinary: In her drive, energy, and enthusiasm in setting goals; in her ability to enlist the interest and help of all sorts of people to reach those goals; and in her quick recognition of new and promising paths to get there.

Candace, as a graduate student at Portland State University, inquired several years ago if she could work with me to learn pollen analysis and apply it to lake cores she had taken from Easter Island. Although retired, I still maintained an active lab in the EEB department, and I took her on. She spent several months in my lab in summer 2007 and again in 2008, and we have corresponded since then. Quite independently, she has cultivated professional relations with academic researchers at several other institutions. Among them are John Flenley, in whose New Zealand lab she prepared her samples for pollen analysis, and Tom Guilderson at Livermore Labs, who encouraged her to learn radiocarbon dating by processing her own samples. With her broad and rather unusual background, which includes archaeology, Candace has an inherent interest in the social and environmental history of the people and the island. She can contribute much more to solving the puzzles about Easter Island posed, for example, by Jared Diamond in his book *Collapse* (2005).

In exchange for my teaching her about pollen grains, she taught me all she (or anyone) knows about Easter Island—and I think I got the best of the bargain. When Candace gave a talk to our department on her research (which she volunteered to do), it was among the best I have heard: well organized, beautifully illustrated, and lucidly explained. She has a wonderful ability to get others excited about her work—whether they be university students or native inhabitants of a small, isolated island in the south Pacific.

Sincerely yours,
Edward J. Cushing
Professor Emeritus

Telephone: 612-625-5713 FAX: 612-624-6777 E-mail: cushing@umn.edu

Portland State University

Department of Physics

December 22nd, 2012

It is my pleasure to recommend Dr. Candace Gossen for an academic or research position. She completed her PhD degree in Environmental Science and Resources under my guidance. Her PhD research is on an important interdisciplinary area that is attempting to define the natural climate history of Easter Island and the interactions of the climate with human habitation. Her research is on a period between a few hundred years ago to about 15,000 years before present over which time there have been substantial environmental changes on the Island. The research defines the natural variability of climate and environment over these time scales using the state of the science methods. The work she has completed has answered several long standing questions about the natural history of Easter Island and has laid the foundation for future research. I believe she has established herself as an expert in the field and has a high potential for getting grants to do further research once her papers are published. In addition to her PhD work in palynology and environmental anthropology, she has additional academic qualifications. She has designed and taught courses in ecological design, environmental sustainability, energy and society and humanities based inquiries into science.

Candace Gossen hopes to build her career in academia. I believe that in time she will take her place among the best scientists in her field. She is extremely resourceful, independent, and capable. She works very well with others as evidenced by the established scientists who have supported her work, invited her to work in their laboratories and served on her PhD committee. Ms. Gossen has the combination of intelligence and personality to round out her broad education and research skills. I recommend her highly and without reservations. If needed, I will be glad to provide information on more specific fits with your opening.

Sincerely yours,
M.A.K.Khalil, Ph.D
Professor of Physics
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