

End-of-Program Review 2006-07

Compelling Intellectual Experiences and Successful Pedagogical Practices

Interarea Programs

Program Name	Faculty	For purposes of helping faculty 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.
Art of the Book: History, Form and Content	Steven Hendricks, Shawn Ferris	Student experiences with the relationship between art, art history, philosophy, literary theory, language, and writing in the context of the overarching concept of "the book." This concept, then, is the umbrella that brings many highly stimulating fields and inquiries together. Such a fusion was meaningful for most students and challenged them.
Family Home Futurism	Stephanie Kozick, Matthew Hamon	Use of literature and film to consider portrayals of family life. Drama: short plays were enacted by students to consider roles and behaviors of family members. Photography: students were shown slides and asked to describe and critique photos on the topic of families. Visual representations for readings; installation of family studies final projects in public setting on campus.
Feminisms: Local to Global	Therese Saliba, Lin Nelson	1. For me (Lin) + students, I think some of the most compelling features involve the range + inter-sectioned off our work, across discipline, political views, themes. For example: reproductive rights/population policy in Israel/Palestine, women evasion in the context of oil politics, sustaining a "gender lens" on the Middle East (women's studies, Middle East Studies), connecting legal and literary approaches to Human Rights. 2. Successful/innovative pedagogical practices, political autobiography, intensive oral histories.
Fire and Water: The Role of the Sun and the Ocean in Global Climate Change	Gerardo Chin-Leo, E.J. Zita	Use of software Moodle for online discussion and organization of resources (syllabus, readings, etc.). Many benefits, but some drawbacks in terms of steep learning curve for some. Lecture-workshop combinations helped students to apply the material right after lecture.

Program Name	Faculty	For purposes of helping faculty 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.
Food	Martha Rosemeyer, Donald Morisato, David Kiefer, Nancy Murray	We developed lab exercises in fermentation of food, e.g. that illustrated ecology of microbes and interactions with plant while making various ferments. Specifically, I developed a lab on tempeh using the fungus <i>Rhizopus</i> , with and without garlic, to determine whether garlic behaved as an antimicrobial (it did). Donald developed a lab to teach students how one might test a crop to determine if it contained a genetically modified sequence. In Winter, Dave Kiefer had groups of students produce an educational brochure on nutrition for Yakima's high school football team as the request of the coach. In addition to knowing the nutrition, it involved skills in figuring out what to present and how to present it.
Forensics and Criminal Behavior	Sharon Anthony, Rebecca Sunderman, Toska Olson	Students were involved in solving a crime scene all three quarters. Their work required that they integrate forensic science with psychological profiling.
Greece and Italy: An Artistic Literary Odyssey	Bob Haft, Andrew Reece, Benedetta Reece	1. Students put on 20-minute performances of an excerpt from an ancient Greek play. 2. Students went on an architectural scavenger hunt in downtown Olympia to locate buildings which contained examples of Greek architecture. 3. Students wrote 10-page research papers on a subject of their own choosing which concerned either ancient Greece or the Italian Renaissance. 4. Students spent seven weeks traveling, studying and journaling in Greece and Italy.
Heritage: Self-Identity and Ties to the Land	David Rutledge, Yvonne Peterson, Raul Nakasone	See our website.
India: Politics of Dance; Dance of Politics	Ratna Roy, Jeanne Hahn	Using analytical skills, readings in political economy and explicating through kinesthetics (dance/movement/image theatre). Creative Writing and theatre production on issues of oppression that surfaced in India.

Program Name	Faculty	For purposes of helping faculty 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.
Ireland	Sean Williams, Tom Rainey, Dunstan Skinner	1. I took my students to Ireland in the spring, after six months of intensive preparation in Irish studies. 2. I asked students to create visual responses to two of the program texts instead of the usual written response. 3. I introduced the concept of liminality and spent most of the year helping them to understand it in cultural context.
Museums	Sally Cloninger, Darney	Jin Two-week individual field studies by each student and faculty. We traveled and studied museums all over the world.
Pillars of Fire: Jewish Contributions to World Culture	Ariel Goldberger, Carrie Margolin, Alice-Haya Kinberg	INNOVATIVE: Ethnic cooking and lore workshops reflecting the wide range of cultures of the Jews where students worked under the leadership of members of East African, Moroccan, Ashkenazy, Mizrahi, Persian, and Sephardic communities. Being able to read and discuss Jewish viewpoints on the Middle East without concern for being bashed.
Political and Cultural Exchange in the Eastern Mediterranean Landscape: From Bosphorus to Suez	Steve Niva, Martha Henderson	One of the most compelling was having students write fictional accounts of a "day in the life" of a person in a particular historical and geographical location/time in antiquity (in the Eastern Mediterranean). they had to do research into the time/place and develop a compelling story-line, dramatic narrative. Many students had not heretofore written fiction-short stories-but they uniformly turned in strong and meaningful work.
Political Economy and Social Movements: Race, Gender and Class	Peter Bohmer, Tony Zaragoza, Zoltan Grossman	Popular education workshops.
Restoring Landscapes	Matt Smith, Frederica Bowcutt	Critical practices were formal journals including what Frederica calls Plant Monographs and formal plant collection and identification. Use of Washington State Flora and dichotomous keys was a major intellectual accomplishment for many students. Combination of good case-study-based text and local, relatively manageable group case studies helped develop a complex appreciation for the ecological and political/economic reality of Restoration Ecology.

Program Name	Faculty	For purposes of helping faculty 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.
Searching for Modern China	Rose Jang, Andrew Buchman, Lin Crowley	We did many things which are intellectually compelling and innovative: 1. The integration of history, philosophy and literature through carefully selected texts and lectures. 2. Writing assignments which varied from integrative, analytical essays to creative writing projects. 3. A variety of workshop exercises (Chinese music, theatre, movements, Taiji, calligraphy, brush painting, garden design and aesthetics) which complement textual surveys with hands-on, inside-the-culture experiences. 4. Student-originated research projects which emphasized both the research methods (library/internet research) and final products (presentations and final papers) 5. A public performance which featured student talents and creativity in movement, theatre, music, computer graphics and visual arts. 6. An intense and well-organized study abroad component which culminated all intellectual studies throughout the year.
Writing on the Wild Side	Dylan Fischer, Bill Ransom	We completed field studies in which students designed, collected, analyzed, and wrote up the data. These were followed by creative non-fiction pieces and poetry written about the same experiences. Finally, this was compiled into a book written, edited, copy-edited, type-set, and printed by the students. Through integration of poetry and field ecology studies we demonstrated and explored relationships between creative and objective modes of observation and communication. Students had to meet strict time-lines for each component.