

## End-of-Program Review 2008-09

### *Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice*

### Evening and Weekend Studies Programs

Program name	Faculty	For purposes of helping 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.
East-West Intergrated Psychology	Jamyang Tsultrim	First Person based research method
Art and Women: Masquerade	Ann Storey	The close integration of art with art practice. the in depth exploration of feminity as a social construct. The performance
Embodying the Book	Steve Blakeslee	<p>The centerpiece of our program, which also provided one of its most compelling intellectual experiences, was a collective recitation of William Faulkner's As I Lay Dying in its entirety. The program divided into seven student groups, each of which was responsible for a different portion of the text. Because the novel is divided into 59 sections and involves numerous points of view voiced by over a dozen different characters, this was a challenging but ultimately exciting and satisfying activity. Students divided their portions as their group saw fit, and presented the final version over the course of three class meetings (total performance time: approximately seven hours). The students felt proud—as did their faculty—not only that they did well individually, but also that they had created a truly collective learning experience.</p> <p>Another exciting aspect of the program involved a trip to the Book-It Repertory Theater in Seattle, to see the group's original stage adaptation of Dinaw Mengestu's The Beautiful Things that Heaven Bears. Because our students had read, reread, researched, and recited from the novel prior to the performance, they served as a unusually well-informed and emotionally invested audience for the play. This experience was deepened by a post-performance meeting between students, several of the actors, and the play's adaptor to discuss the pleasures and challenges of bringing literary work to the stage. [new paragraph] Finally, faculty members Steve Blakeslee and Marla Elliot modeled the effective recitation of literary works through performance of their own—Steve reciting the poetry of E.E. Cummings and a prose selection from C.S. Lewis, and Marla reciting selections from Shakespeare and Walt Whitman, as well as a humorous essay from The New Yorker. Because our approaches and vocal styles differ widely, we were able to give our students a better sense of the range of performance possibilities than wither of us could have done alone.</p>
Holism and Our Healthcare System: Personal Wellness, Healthy	Marcella Benson-Quaziena	Expiermental learning
Order and Chaos: Making and Breaking Rules in the Arts and	Allen Mauney	Combining theater and science in 3-d responses
Physics and Calculus: Finding Order in the Physical World	Mario Gadea	Participation in American Physics Society meetings, visit to physics laboratories (particle accelerators, cyclotrons)
Plants, People and Phytochemicals	Cindy Beck	Peer teaching
Reproduction, Birth and Power	Laura Citrin	Bringing the healthcare practioners (from Olympia) in to talk about the same topics we were reading/learning about made the topics real for students. It made their learning more interactive to, for ex., read about obstetric practice and then be able to ask questioins of an obsterician
Music: Technology, Performance and Musicianship	Ben Kamen	Learning through composition, collaboration and Expierimentaion

Immigration: History, Law, Controversy	Sarah Ryan	One of the most compelling concepts, a challenge to the cliché that "the immigration system is broken," became a center of our discussion. It was introduced by a guest speaker. On innovative pedagogy, we had students choose three of the Winter quarter books during the fall, and we maintained the After Class Group, a critical review of the classes and planning for the future.
Interdisciplinary Psychology: From Science to Society	Mark A. Hurst	Creating and performing a play based on social science
What Unions Do	Sarah Ryan	The combination of internships, served during the week, with a Saturday class was particularly engaging for everyone in the class. The students in the "regular" half time Saturday class quite often had union experience as well, so the applied nature of the learning was very clear.
Civic Intelligence: Will We Be Smart Enough, Soon Enough?	Doug Schuler	We used cards that were based on the patterns in my book (Liberating Voices, MIT Press, 2008) in workshops in which community based problem solving techniques were explored and developed.
Sight and Incite: Art and Activism	Ann Storey	The complete intergration of art and activism was compelling. This opportunity (many opportunities really) for the students to move from theory to practice in social movement theory to art and performance practice gave them a densely packed and interesting matrix of educational references.
Why Businesses Succeed: Designing A Sustainable Company	Bob McIntosh	Our weekly two hour workshops are always the best intellectual experiences. They are very open to input and problems that each student may discover. Most of my students are working adults who spend their Saturdays work in teams that design and build a full business plan to save the world. I use a number of computer devices to make sure we use little or no paper (exchanging)we have our own social website ( <a href="http://starangers.ning.com">http://starangers.ning.com</a> ) which allows current students and alumni communicate with each other. Each week I use a number of films, powerpoint and my special treats that I show them using videos from <a href="http://www.ted.com">www.ted.com</a> and <a href="http://mitworld.mit.edu/browse">http://mitworld.mit.edu/browse</a> These two sites open up the student to the real people "out there doing it."
Autobiography	Steve Blakeslee	<p>One of our most successful practices involved the use of "writing marathons," an approach outlined in Natalie Goldberg's Writing Down the Bones. Students (and teacher) generate a list of topics, then write for set amounts of time on each. In between writing rounds, each participant shares his or her writing aloud, without introduction to responses. Because the format purposely excludes the criticism of others, participants gradually let down their defenses and write more freely and deeply on a wide range of topics. Typically these sessions lasted for at least three hours, and helped many students to find the autobiographical topics and themes of greatest concern to them.</p> <p>A Second compelling experience, connected to our reading of two texts by Helen Keller, involving an exercise in which students underwent a calculated "sensory deprivation," to give them a rough sense of the challenges faced by deaf-blind people. Using earplugs and blindfolds, participants allowed themselves to be led around campus by a fellow students, communicating only by means of whatever signs they could devise. Many students expressed surprise at the way other sensory information (smells, touch, vibrations, etc.) suddenly came to the front of their awareness, as well as their general sense of vulnerability even in the hands of a capable guide.</p> <p>[new paragraph] Finally, our study of autobiographical texts was enhanced by the inclusion of two graphic ("comic art") narratives and an accompanying drawing workshop. The latter involved the use of a limited visual vocabulary (circles, triangles, lines, dots, etc.) in making a creative and meaningful self-portrait.</p>

Work and the Human Condition	Susan Preciso	<p>In our year-long program, students were able to engage with complex intellectual concepts and profound questions--over time! A couple of texts were central to our work, and we used them all year: Hannah Arendt's <i>The Human Condition</i>, and E.H. Carr's <i>What is History?</i> They became touchstones for students as they recognized parts of these analyses of history and culture in literature, histories, philosophical explorations. Indeed, the ideas they presented became something that allowed them to critique their own lives and experience. While year-long programs face the challenge of keeping students from quarter to quarter (and that was certainly there), a significant number of our students stayed for the year--their engagement with the material and themes is significant. They also helped students who came winter quarter to understand the background for our continued study. It was more complicated for the few students who came in the spring.</p> <p>We established a few practices that worked well. At the beginning of each quarter, students were put into a triad--that remained stable for the quarter. Seminars began with triads reading and offering feedback on each others written reflections on what we had read for that meeting. We incorporated a field trip to research institutions: Washington State Historical Society Museum--with a talk from their exhibits curator, Redmond Barnett; and, to the Pacific Northwest Room of the Tacoma Public library, where research librarians presented the collection and how to use it. Our own library provided critical support as well. Sarah P. spent time with our syllabus and helped students navigate the resources available at the college. Our spring quarter project will result in a program documentary that presents a picture of local people and the work they do.</p> <p>Students spent 2-3 hours with each interview subject, took digital images, and with great support from Frank Barber in the Computer Center, we're finishing the project this week and next. We'll invite all the people who appear in the documentary--and their families--to the end of the year pot luck and show the documentary for the first time. This was our experiment with a 12 credit EWS program and we have been quite satisfied with it. The extra time (we met M/T/W nights and 1 Saturday per quarter), allowed us to support students work with writing, critical reasoning, and academic research. See our program wiki: <a href="http://www2.evergreen.edu/wikis/work">www2.evergreen.edu/wikis/work</a> for the whole year's activities.</p>
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