

End-of-Program Review 2008-09

Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice Inter-Area 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.
Changing China	Rose Jang	This program covers a wide range of disciplines from history, arts and literature to sociology and business. It is a highly ambitious program with a wealth of topics, which is reflected well in students' self-chosen research topics. Students have to conduct research projects for both winter and spring quarter, which amount to two oral presentations, aided by PowerPoint, and one final research paper of 20 pages. The individual studies and collective sharing were both intellectually stimulating and enriching.
Conceptualizing Native Place	Lara Evans	The minidocumentaries in podcast format caused students to exhaustively edit their work. They edited over multiple drafts, sought extra critiques, and produced near-professional quality documetaries. They gained experience in closely editing their work. I've never gotten so many students to successfully edit a written project the way they edited these podcasts. You can view them at www.blogs.evergreen.edu/nativeplace .
Into the Woods: Communities, Conflicts, Alliances	Joe Tougas and Lori Blewett	Using the conflict that arose naturally within the program ti illustrate skills and analytical tools useful for understanding and responding to conflicts over environmental resource use.
Language Matters: Persuasive Language in Popular Culture	Susan Fiksdal	Students were most impressed by the fact that the program focused on understanding persuasion in every program activity. Using linguistic concetps, they learned to analyze written texts. They also learned to produce persuasive arguments both by extensive writing and revision, and by analyzing each other's writing.
Shifting the Lens: Race. Class, Gender and Power Beyond Black and White	Frances V. Rains PHD	No time, sorry
Spain and the Americas	Womeldorff	Students rotated writing an abstract/summary of each seminar which was handed out in the following seminar. This improved the quality of the seminars and gave students practice at distilling the most important points. At times, each student contributed an in-seminar writing via email that was compiled and included in the seminar. I'll continue to use this structure in all my programs.
Dance: Body, Culture and Behavior	Amy Cook	Non-Dance faculty's participation in dance workshop. Maintaining a close connection between what students were doing in dace workshops and what they were learning about anatomy and physiology each week. Calculated percent body fat in lab: all of the students were interested in knowing this about themselves and even the math-phobic were willing to go through the fairly complex series of quantitative steps to find out their % body fat.
Medieval and Renaissance Studies: Materiality and the Religious Impulse	Lisa sweet	My teaching partner, Elizabeth Williamson, developed some inventive theater workshops that required students to read, discuss Shakespeare's The Winter's Tale, and then asked them to interpret a part of the text in small-group collaborations. This made Shakespeare more accessible to students, and suggested the malleability of Shakespeare's or any dramatic text.
Performance Works: Telling Stories	Sean Williams	1) The grant proposals combining sustainability and perfroming arts; 2) combination of story of Orpheus and Brazilian music and dance and "Black Orpheus"; 3) improvised performances based on program texts (1 hr rehearsals); 4) final presentations of student work.

American Places	Sam Schrager	Full-time independent research project, from mid-winter to mid-spring, integrated into the program, during which students remain in close contact with peers and faculty while having the flexibility to work on a topic and in a location of their choice. They return to class in mid-spring with a major research paper, which they revise and present in a symposium, while completing the common inquiry into the program's themes.
Environmental Analysis	Clyde Barlow	Student groups as analytical replicates Collaborative science through group projects Theory to practice in the in the teaching of the process of science.
Food, Health and Sustainability	Donald Morisato	This full-time program provided an interdisciplinary exploration of food. The focus in fall quarter was primarily on the basic genetics and evolution and ecology of food production, and also included political and economic perspectives, while the emphasis in winter quarter was on nutrition, and the chemistry of food and cooking. This program provided students with an opportunity to engage with important principles of biology and chemistry as applied to the theme of food, and within the broader context of sustainability.
Inescapable Beauty, Elusive Sublime	Matt Hamon	we organized students into thematic "salon" groups for extra curricular study. students from these groups presented their research at the end of the program. a great deal of authentic academic enquiry took place, and a sense community was strengthened.
Towards a Sustainable Puget Sound: Place, People, and Policy	Vaughn Foster-Grahler	What we did with writing! Call me if you want more info- but the students made terrific progress. Though reading student drafts about killed me.
Food, Place and Culture	Rosemeyer/Grossman	Martha- taught ethnobotany with advanced TA- determining what she could do, facilitating her teaching experience. Zoltan- focusing on food framework- working with students who know more than I about food but less about race/class.
Venezuela: Building Economy and Social Justice	Pete Bohmer	Traveling to Venezuela; discussion, working, volunteering in Venezuela