

## End-of-Program Review 2007-08

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

#### Culture, Text and Language Programs

		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.
Program name	Faculty	
African and African Diasporic Storytelling	Chauncey Herbison, Joye Hardiman	Our students' final projects/performances that reflected a full range of ways and abilities to synthesize program material (from film to musical performances to dance and beyond).
America Abroad	Sam Schrager, David Marr, Eric Stein, Bresnihan Brian	1) Town study done through site observations and interviews. 2) Oral history of an individual done through interviews. 3) Close guided readings of written texts. 4) Open inquiries into questions evolving from the reading of written texts and from seminar and classroom discussions 5) Lectures by the faculty 6) The individual, self-designed, directed, and carried out 10-week program project and resulting paper and presentation--quarter-long full-time independent studies from mid-winter to mid-spring that were (a) text-based, in literature, history, or philosophy;(b) field-based in the U.S., with optional internship; or (c) field-based abroad, via an NGO, language school, or on one's own. All students wrote major papers on their research topic. The first fifteen weeks of the program prepared students for this intensive work. The final weeks included redrafts of the papers based on faculty and peer review, and a student-run symposium in which all students read portions of their papers. It's fair to say that most students met or exceeded their own expectations of what they were capable of accomplishing in their research and writing...and that they engaged in very significant dialogue with one another about their work.
City Life	Kozick Stephanie	City field study preparation and shared experience of field work. City recordings in photography and audio - "crews" of 5 students travelled to near cities and created visual/audio presentations. Being involved in the diversity series (2 quarters) to support inquiry about social aspects of city,

Contemplative Studies	Sarah Williams	Exploring new fields of academic study with highly motivated students with whom I've had multiple quarters of contact was exciting. Both contemplative education and consciousness studies are compelling innovations that combine traditional somatic, artistic and spiritual approaches to wisdom with traditional academic approaches to knowledge. The design of the program also proved compelling: students mixed and matched component pieces that included an artist lecture series, field trips, yoga studio, seminar, core (required readings, writing assignments, portfolios, and peer reviews) and individual projects.
Digitizing Movements	Jules Unsel	Please look at our program wiki - it was a *breakthrough* this time: <a href="http://www2.evergreen.edu/wikis/digmovements">www2.evergreen.edu/wikis/digmovements</a> .
Gender and Culture: Studies in Japanese and American Literature, cinema, and Popular culture	Harumi Moruzzi	Seminars, workshops, a field trip, a final project that can take varied forms, such as a research paper, creative writing, creative art, creative video, music, and a required project presentation at the end of the quarter.
Human Rights, Literature, Theory	Greg Mullins	Students emphasized the value of several high-profile guest speakers: Kenji Yoshino (Yale, Law, Cal Anderson speaker), Joseph Slaughter (Columbia, Comparative Literature), Marc Brenman (Executive Director, Washington State Human Rights Commission), C, Rosalind Bell and Michelle Shay (New Orleans Monologues, winter quarter diversity speakers). All these speakers/events pushed students to understand theory in relation to literature/culture and the value of professional intellectual labor.
Illuminations: French Arts, Thought and Cultural History of the Medieval, Renaissance and Early Classical Eras	Marianne Bailey, Stacey Davis, Judith Gabriele, John Snyder Stephen Beck (for Stacey Davis)	Homestays and language institutes in France. On-site study in France of art and culture. Individual student "pilgrimages" researched here, conducted in France for over 3 weeks.
Individual and Society: American and Japanese Society, Literature and Cinema	Harumi Moruzzi	Critical analysis of different historical narratives, expository essay assignments according to particular theoretical perspectives, such as Marxist and feminist theories.
Japanese Language and Culture	Setsuko Tsutsumi, Tomoko Ulmer	Self-oriented research for Japanese history and its presentation, a spring trip to Japan, various weekly writing.
Literature of Americas: Brazil and the United States - Fall Quarter	Greg Mullins	Not having yet read the students' portfolios, but based on classroom discussion, my best guess is they were most moved and impressed by James Baldwin's critique of racism, by the sharp contrast in constructions of race in the US and Brazil, and by the extent to which authors in both countries wrote fiction that reflected the times in which they lived. To elaborate on this latter point--students were already relatively familiar with approaching literature through themes, but new worlds of meaning were opened to them when they studied the historical forces that tend to create "movements" (modernism, postmodernism, etc.).

Literature of Americas: Brazil and the United States - Spring Quarter	Greg Mullins	Due to student demand in prior programs, I included a lot of lectures in this one. Elsewhere that wouldn't be innovative, but at Evergreen it seems to be so. Feedback from students suggests that they want more lectures because they want more models of how to approach critical thinking, analysis, etc in more sophisticated ways.
Monstrous Possibility: Literary Arts and Theory	Steve Hendricks	Most successful experience for students: Writing critical (not feedback-based but interpretive) essays about each other's creative work.
Playing with Shakespeare	Nancy Taylor, Fritz Levy	Use of performance groups to understand dynamic literature. Use of film to get global perspective on Shakespeare.