

## End-of-Program Review 2008-09

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

#### Core 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.
Creativity & Constraint	Steven Hendricks	Successful practice: The integration of improvisational performance workshops greatly improved our work in seminar because it gave students tools with which to think differently about their interpersonal connections, strategies for overcoming anxiety, and increased awareness of the needs of others.
Character Studies: Images, Ethics, and Culture	Andrew Reece	3rd quarter of year-long program in itself; focus on faith; major integrative paper essay assignment, ethnography studies, production of Oedipus The King
Hop on Pop	Julia Zay	It was gratifying to see students become so attuned to the details of language, both written/verbal (through our regular inclusion of word etymology and our investigation of "keywords" in cultural studies) and visual (through our weekly work with the visuality of popular culture in images, film/video, and performance). Our inclusion of creative writing workshops on pop songs, pop obsessions, and pop culture in everyday life gave students a way to connect the concepts we studied to the way they negotiate their own identities through popular culture.
Trees and Humans: Ecology, Arts, and Culture	Joe Tougas	Getting non-fscience oriented students into the microcospy lab looking at insects from the forest. Visiting the forks logging museum and the Makah Museum and hearing from members of both those communities about the historical links to the Olympic forest ecosystem.
Wonderful Ideas	Stephanie Kozick	Performance project based on interview, use of visual representation as book response, integration seminar, fictuion as social study