

**End-of-Program Review 2008-09*****Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice***  
**Culture, Text and Language Programs**

<b>Program name</b>	<b>Faculty</b>	<b>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.</b>
Japanese Film	Setsuko Tsutsumi	Journal, studnet-originated projects
Art of Conversation	Susan Fiksdal	Students cited the work load as being very heavy but very rewarding: they read both textbooks and journal articles, they conducted weekly research projects testing various methodologies on campus, they wrote synthesis essays, and they completed a final research project on a topic of their own choice. Many were pleased to learn computer technology to promote their work: Express Scribe, a transcription program; iMovie; learning to audio tape, videotape, and learning to upload video clips to our website.
Death Considered	David Marr	Nothing innovative. Weekly essay exams--no books, notes or computers. Ditto for final comprehensive exam. No coddling. No late work accepted. No makeup work. No incompletes allowed. Writing with errors in basic literacy was deemed not credit-worthy. Moderately heavy reading list: 12 medium to long novels and works of philosophy. Students loved Death Considered.
Gender and Culture	Harumi Moruzzi	Each student had to compile final synthesis project of his/her own choice.
Inventing the Citizen	Stacey Davis	Students read political theory (Plato, Aristotle, Rousseau, Montesquieu) and then compared theory to reality in Greek, Roman and French societies. They saw the promise and limits of democracy. Students grappled with creating their own political theory as they crafted their own "ideal" constitutions.
Language and Power	Susan Fiksdal	We used a book called They Say/I Say, which provides templates for academic writing. Students worked on incorporating these into their essays. This was a useful way of teaching writing without leading workshops; instead, students worked together to identify the templates and encourage their use in peer writing groups. We had two small research projects, one based on library databases and the other on ethnography of the courts. Everyone wrote both papers but only half the class presented each time, allowing for some practice in oral presentation without giving up too much class time. Having two different types of research projects was also useful for lower division students.
Nietzsche: Life, Time, Work	M. Bailey	Individual students formal textual analysis presentations w/ questions from me and from colleagues (each responsible for approx. 30 minutes of analysis and intergration/critique by followers.)

Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema	Harumi Moruzzi	The students were exposed to texts and ideas that made them question their received ideas. Many of the texts used were rather advanced; however, many of them seem to appreciate this challenging experience. The students had an opportunity to conceive, plan, and execute their own researches and projects for their final projects, which they were required to present to their peers at the end of the quarter.
Russia and Eurasia: Empires and Enduring Legacies	Patricia A. Krafcik	The most compelling intellectual experience in our program is perhaps student work on the research project in spring term which is a kind of culmination of the foundation built on work in the two previous quarters. Faculty and students work closely together in identifying areas of inquiry, research sources, technical issues involved in formulating a thesis and structuring a research paper, and in the writing of it (a preliminary and final draft). This intense exploration is crucial for the students' overall experience in the program, results in groups presentations of individual research, and serves to broaden the range of topics with which the entire class has contact.
Self and Culture: Studies in Japanese and American Literature and Cinema	Harumi Moruzzi	In order to understand the sociological, psychological, and philosophical aspects of the literary works that are not necessarily always obvious my students were required to read pertinent theoretical texts.
Undergraduate Research in the Humanities	Greg Mullins	Students were enthusiastic about devoting time toward learning how to conduct research and building a foundation for future research projects.
What's What and What Isn't?	C Pailthorp	Most compelling, according to student feedback, was close, slow reading of difficult texts, followed by discussion, and accompanied by expository and critical writing.
After Nietzsche: Arts, Literature and Philosophy in the Wanderer's Shadow	M. Bailey	The travel/pilgrimage and travel journals composed while traveling and perfected and submitted upon return. Some students went to Europe, others traveled in the U.S., or near the campus in North West U.S.
Marx and Marxisms	Kathleen Eamon	Both in my last program and in this one, I've incorporated independent group work structures that allow students to pursue both their own and assigned themes without faculty involvement. These groups also serve for some as study groups, and I sometimes explicitly direct their use in this way. Above all, this work seems to foster both solidarity and independence. They also allow the program as a whole to cover a broader range of materials, since the groups organize presentations and workshops for one of our weekly sessions.
SOS: Human Development	Stephanie Kozick	Students participated in workshops on research methods, chose a topic related to human development and then spent five weeks of the quarter in independent study with faculty meetings for support. The life of an artist was presented as inquiry about human development. Students were required to attend sessions of the Washington Psychological Association Conference to inform their individual research projects.
The English Romantics	Charles McCann	Max responsibility on students
SOS: Community-Based Learning	Alice Nelson	final synthesis essay and presentations. Students drew together issues from readings (theory) with their quarter's work in internship organizations (case study of practice) in a final paper, and then presented significant aspects of learning publicly at the quarter's end.

Telling Untold Story	Joye Hardiman	<p>I introduced the idea of zig-zag seminar. Students were able to self select their topics, then they have to read five books on the topic they have to come each week and teach one their books to each other. The whole notion of having the students not only read the book but teach it to someone else was very effective; it also exposed all the other students to reading they might had not normally gone through but when they hear the students talk about it they could see the connection between Play Thearapy and Boxing if they were in the same seminar group. Probably the most effective thing is allowing the students to self selecttheir topocs. They really liked the idea that the curriculum was descriptive of who they were and wher they wanted to go as opposed to discriptive where I was and where I</p> <p>thought I should go. Also what was really very good is every theory class we would follow up with a workshop in which they were able to explore the concept raised in the theory class through movement, through sight and through sound. So we avail ourselves consistently of multiple learning, teaching and expression styles so each student was allow to be applauded for what they did. I began the class with an orientation to teaching and learning at Evergreen. Eventhough I had seniors, some of them had never really talked about what the Evergreen learning was, and what their transcript was. I used the five foci and the six explanations as outcome goes.</p>
(Re)Imagining the Middle East	Therese Saliba	Regualr cultural interludes where studnets share some cultural research; media comparative study of an issue across regions; oral history of family connected to reading "The Lemon Tree"; political econ., lectures and workshops tied to economic crisis- creating a sense of global citizenship in students through their studies about and in the ME region
Gender and Sexuality: History, Culture and Politics	Greg Mullins	Guest speakers/performers, service learning, extensive research projects connected to needs/audiences outside the classroom, etc.
Immigrant Voices: Writing, Labor, and Community Stories	Char Simons	Classroom components of readings, lectures, and seminar on political economy provide critical framework. For projects, oral history work, publication production and management, community based internships.