

End-of-Program Review 2009-10***Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice***
Culture, Text and Language 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.
American Stories	Rita Pougiales	What started as a simple question, What is a story?, became more and more complex as we read material on the relation of place to story, texts that showed the hidden experiences that often conflicted with dominant stories, interviewed one another and created a "story," and interviewed members of small communities about their stories. What made this work compelling was to disturb the understanding of "stories" and allow it to stay unresolved throughout the year.
Arab Muslim Women Writers	Therese Saliba	Literature, postcolonial and feminist theory, field trips to Muslim community and Seattle Arts and lecture- literature story and encounters providing depth of understanding.
Art of Conversation	Susan Fiksdal	Probably the most compelling intellectual experiences for the students centered around their discovery of the enormous complexity of the linguistic system of any language. They already speak at least one language fluently, but now know how many systems contribute to that knowledge; for example, the phonological, morphological, and syntactic systems. At the discourse level, they realized, as they watched the video tape of one of their own seminars, how much they now understand about the rhythmic organization, turn-taking system, and the ways politeness theory is realized in the talk and social identity is co-constructed. After reading theory and analyzing other people's discourse in weekly projects, watching their own interaction and discussing it was a powerful way to end the program. Finally, weekly transcription of talk, although time-consuming, was an extremely useful practice for the students, allowing them to make discoveries in their analyses, and giving them practice with data analysis.
Beyond Belief	Marilyn Freeman	One of the most absorbing classroom experiences this quarter came from an early assignment that involved personal essay writing which we provided significant time for each student to share his/her work with the entire class. The work was presented during week two and created a profound bond. Also, increasing candor and complexity in seminar which we believe issued from guided seminar preparation which included seminar passes reflecting on texts and film analyses. Additionally, faculty provided guiding prompts in seminar.
Eye of the Story	Sam Schrager	Studying fiction and non-fiction side-by-side as forms of storytelling kept revealing how intimately linked truth and imagination are, how dependent each form is on what are assumed to be attributes of the other. Making ethnographic fieldwork and oral narrative (including myth and folktale) central the inquiry deepened students' sense of their own developing work as writers.
Heart and Mind on Screen and Page	Tom Maddox	Seminars, small-group responses to student writing, student-organized special interest groups on topics relevant to the program.

Images of Women	Setsuko Tsutsumi	Journal writing on every reading and film reviewed. Feedback on their journal.
Japan Today: Japanese Culture, Literature, Cinema, Society and Language	Harumi Moruzzi	Individual project or research in fall and winter quarters, and study abroad (+ individual project/research) and individual study in spring quarter.
Latin American Short Story	Alice Nelson	Conducting all program activities in Spanish: reading, writing/research, seminar discussions, lectures, films, guest speakers. Extensive use of writing workshops, peer review and revision of written work in the language.
Literature and the Cultural Politics of Democracy in Chile and Brazil	Greg Mullins	The most successful pedagogical practice was to design a 15 week "semester" across winter and the first half of spring. Doing so took our study to a level of depth I've not witnessed in a 10-week frame. (We followed this "semester" with service learning.) Intellectually, the highlight of the program was bringing theoretical readings in memory into conversation with theoretical readings about violence, and triangulating with literary study.
Logopoesis	Kathleen Eamon	We took advantage of low enrollment to involve all students in both poetics and close reading/philosophical workshops. Often, with advanced students, a certain amount of tracking is necessary to provide ample space and time for advanced work in their respective areas of concentration, but having them do advanced work in a less familiar area really led to richer interdisciplinary conversations.
Poetry New York	Leonard Schwartz	Students went to NY for four weeks and interacted with literary professionals.
Shakespeare's America	David Marr	Holding students responsible for their own interdependence in a discussion-based class. No bullshit. Relentless drill in close reading. Relentless drill in the logical use of evidence. Substantial reading in traditional literature. No fluff. No current events. No social promotion or hand-holding. Palpable expectation of only the best effort by each student, in return for which my vow to support each of them to the best of my ability. Assumption on my part that they should entertain me, if there is to be entertainment, not the other way around (J. B., via W. G.).
Stalin: Legacy in Stone, Steel, and Blood	Patricia Krafcik	The most powerful experience in our program has been the immersion in film and literature documenting the Stalin purges and particularly the purges of the 1930s. Deep group discussions with faculty have furthered our students' understanding of a period in 20th-century history which is unfathomably horrible. Students have come to understand their own country, its strengths and weaknesses, as well as their own lives, better as a result of our work together.

The Philosophy of Experience: Getting at What's Real	Charles Pailthorp	Slow reading of challenging primary texts. Use of peer critiques. Final examination organized around key passages from the reading, with planned small group preparation.
Them That's Got Shall Get: Inheritance and Justice	Nancy Koppelman	Students wrote term papers of 15-20 pp. that analyzed some inherited feature of their individual identities. They used the program texts to make their analysis. Some did some outside research, but the program texts provided rich context for virtually every student to consider the tensions between their own identities and attempts at self-making, and inherited features of identity grounded in class, nationality, race, ethnicity, etc., over which they have no choice whatsoever. Students wrote in their evaluations that their views of the world, and of themselves, were transformed.
Transforming the Art of War: From Clausewitz to Al-Qaida and Beyond	Steve Niva	The most significant element of the program was that I taught this program as a group research project. The class was built around the question: how is war changing today? Students read and analyzed major theoretical and empirical studies that provided different answers to this question. They were encouraged to develop their own line of research on key aspects of war or develop broad based theorizing about how war is changing and provide evidence for their perspective. They concluded the first quarter with a preliminary theory/hypothesis about the question and continued to develop their perspective in the second quarter, resulting in a final project. The result was that students became knowledge producers and theorists and critical thinkers. Nearly every student has remarked that they now understand how social science inquiry operates, how they can conduct it and how it can contribute to learning about the world, leading to ways to intervene and act within the world.
What Are Children For?	Nancy Koppelman	There were two: 1) Students wrote a paper in which they had to argue that childhood was either primarily a timeless, unchanging biological state, or a historical and social construction. Most of them began the program thinking that the former was true, and were introduced to the latter point of view. By the end of fall quarter, we asked them to take stand one way or the other. This was extremely valuable for them 2) Both quarters included at least five guest speakers who work with children in social work, education, toy sales, etc. These speakers shared their experiences candidly and with an authenticity that gave wonderful substance to many of the texts we read and issues we discussed. Students loved it.