

End-of-Program Review 2010-11

Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice **Expressive Arts 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.
Shattered Images of Changing China: Modern Chinese Literature and Film	Rose Jang	There are two aspects of the program that stand out for me. First is the weekly film reviews that students have to write, in addition to weekly response papers to literature. I found films, being more visual and sensuous in impact, provide students more stimuli for intellectual understanding and cultural inquisition. They really write excellent film reviews dealing with specific social and political issues reflected in those visual images. Another aspect is the two integrative essays they have to write, one in the middle of the quarter and one at the end. The essays are designed to have them delve more deeply into the program materials and come up with synthetic, coherent picture of comprehension. They really struggle with close readings of both films and literature. But the outcome of such deep and serious immersion is rewarding.
Theater Intensive	Walter Grodzik	Somatic-Holistic. The education of the voice, body, emotional and intellectual self.
Art, Culture, and Spirit	Hirsh Diamant	Students experienced culture from the inside by participating in important ceremonial gatherings and practices of different cultures e.g. mosques, synagogues and Native American ceremonies, which inspired students to make sense of their own culture. Students also studied math and folklore and created art and performances based on their understanding.
Studio Project: Art and Religious Practice	Jean Mandenberg	Compelling experience: repeating the first seminar reading from the first quarter at the end of the last seminar in the second quarter and comparing impressions, interpretations, and understandings; innovative practice: collaborative mural of tool imagery made of prints, stamped images, gold leafing.
Play On! The Theatre of Sport	Mark Harrison	The relationship of sports (and war) to the performing arts dates back to the Greek concept of "agon." And yet there is a modest body of research to draw on. Which made the interdisciplinary experience all the more exciting. The students learned to reconceptualize their notions of play and performance, of conflict and competition. Sadly, sports and theatre are strange bedfellows at Evergreen but for a few months last fall, they provided an inspiring experience in the program for students and faculty alike.
Making Dances: Creative Process in Motion	Rob Esposito	Throughout, they were experiential experiences through the design of movement (choreography) that distinguished the different modes of knowing and learning, mainly and glibly "mind" and "body" modes; but that also proved that intellectual activities are always integrated with sensory, emotional, and behavioral modes of experience, learning, and communication. Theory lining the individual with his or her would were constantly given concret from in dance composition, analysis, critique, and performance. Seminars revolved around intellectual problems encountered in the process of waking, performing, and discussing each composition.
SOS: Two Dimensional Art	Lisa Sweet	Students' artistic practice proposals were linked to research through the final formal lecture presentation of the students' proposed artistic practice, the work created, and the presentation of a context in which to consider the work completed.