

End-of-Program Review 2010-11

Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice Inter-Area 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.
Law and Literature: Equality, Citizenship and Democracy	Greg Mullins	Students wrote a self-evaluation each week, and wrote terrific end-of-program self evals. Students seminared on their own papers. A weekly capstone meeting assisted students synthesize each week. A weekly online discussion forum was very successful.
Dance of Consciousness	Don Middendorf, Sarah Williams, Ratna Roy	1. Contemplative practice instruction - most frequently cited in self-evals. 2. Group dance performance. 3. Production of "personal" books of most important new idea for group display.
The Past and Future of American Youth	Zoe Van Schyndel	Service component on site at schools and after school programs. The personal aspect of much of the material covered.
From Problems to Issues to Policies	Cheri Lucas-Jennings	Give back (borrowed from Tacoma) at the end of each guest and student presentation the learning community pointed out to the speakers what we had gained; what was new; what we were taking away from the experience multi-media (we saw an art film "Burning Man") and considered the ways in workshop that artistic expression could enhance design and communication
The Authentic Self: Becoming an Instrument of Change	Marcella Benson-Quaziana	Fitting theory to practices through performance.
Mediated States of Modernity: Distraction, Diversion, and Ambivalence	Kathleen Eamon	This may not sound innovative, but we made the form of the essay central to both our readings (reading essays but also reading essays on the essay) and our modes of approach (writing essays). We used philosopher Theodor Adorno's "The Essay as Form" as a central text, and we crafted our own critique guidelines from that text. We used these when reading one another's work for writing seminar. Since the guidelines had been developed out of one of their readings, students really recognized them; one of the most effective was that students were asked to place the essay's author on a 'critical continuum' that ranged from Technician to Dreamer, with the thought that our goal was to land somewhere in the middle.
Bodies of Knowledge	Donald Morisato with Rita Pougiales and Joe Tougas	1) Integrating the teaching of scientific concepts within the philosophical, historical, and cultural framework of scientific practice 2) Student-driven quarter-long projects that linked personal experience with larger ideas and program themes (key elements: stepwise, allowing time for discovery and reflection at each stage) (Examples: Drosophila genetics project; ethnographic investigation of personal artifact; maskmaking and personal identity)
The Human Element	Nancy Koppelman	1) Fall quarter, regular writing workshops which taught peer review and rewriting. 2) Winter quarter, a step by step process of learning how to pursue a viable research topic, leading to the production of 12-15 pp. papers. 3) Both quarters, lively faculty seminars which gave the program the equivalent of a good "bass" line, which created the conceptual glue for the program.
Art, New Media, and the Science of Perception	Richard Weiss	One of the most successful practices was annotated links, where students find material on the web related to the topic we are discussing and reading about, and they present it in class.
Animal Behavior and Zoology	Heather Heying	Interactive lectures, held frequently and with the expectation that students would take intellectual risks and join the discussion as often as they felt that they had something new to offer. Debates between viable adaptive strategies (e.g. generalist vs. specialist), assembled by students. Over three quarters, ever decreasing size of research teams for empirical and theoretical projects: Fall: 3 - 5 students; Winter: pairs of students; Spring: solo projects. Frequent, on-going faculty and peer-feedback on written work.

Rethinking the Suburbs	Jennifer Gerand, Dave Muehleisen, Matt Smith	We engaged in a Charrette design project for the potential redevelopment of the K-mart site in Olympia. Students were also given an assignment to look at where they went over Thanksgiving from the perspective of Jane Jacobs. During the internship period a small, informal weekly seminar gave students in the area an additional opportunity to discuss in a smaller setting with the faculty team.
Dionysia: Enlivening Greek Theater	Andrew Reece	The integration of literary and performative work were deeply, mutually enhancing. The culmination of the program in 2 full-scale plays convinced us of this especially.
Mount Rainier: The Place and its People	J. Antonelis-Lapp	Nearly every student commented at their final evaluation conference that the depth, connection and support of the learning community was the best of their Evergreen experience. This was intentional from day one when faculty were explicit about learning everyone's name and something about each student. A seemingly small thing, but it set a tone that permeated the year. Students mentioned it repeatedly in their evaluations.
Environmental Analysis	Abir Biswas	I feel that the quarter-long projects that our students researched, developed, conducted, and presented in end-of-quarter professional style Powerpoint presentations were important though grueling intellectual experiences for them. I feel that this experience sets them up to take any question (environmental in particular), develop relevant hypotheses, and produce meaningful results to inform themselves and the community.
Internet: Knowledge and Community	Stephen Beck	Students collaborated to develop a program wiki, with only a few guidelines from the faculty. The goal was for students to define the nature and the scope of the wiki through their own collaborative decision-making and work on the wiki.
Calculated Fiction	Brian Walter	The most compelling intellectual experience in our program is the writing project, a short piece of original fiction incorporating mathematical ideas in its form and content.
Movement and Mindfulness	Cindy Beck	Weekly Movement Classes