

End-of-Program Review 2011-12

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.
The Women's West	Joli Sandoz	In-class time to complete and present 5 art projects; discussion of how specific theory (gender theory, queer theory, literary theory) manifested in both artworks and specific pieces of literature; use of graphic texts and ekphrasis to explore the juncture of words and images
Native City: Histories, Policies and Images	Jennifer Gerend	Our spring quarter focused on restoration and preservation, in tribal, non-tribal environments. We also looked at ecological restoration and historic preservation. Somehow the readings and speakers just came together perfectly.
Telling Our Stories: What Makes Communities Work?- GRH	Suzanne Simons	Student-led anthology project. They did A-Z work on both print and online versions. the print version, in particular, was a powerful learning tool for bridging theory to practice or program goals + concepts, as well as providing students @ practice a wide range of journalistic skills with a public outcome that helped raise the bar for the quality of their experiences of work.
Suburban Nation?	Sarah Ryan	The field studies evaluating alternatives to sprawl and our workshops on repurposing were very compelling. Using cultural studies concepts to understand literary and film representations of the suburbs was also quite good. We developed some workshops that effectively taught students to use these intellectual tools.
I Hear America Singing: 19th Century American Literature and Culture	Susan Preciso	To my surprise (and delight), it was music that tied things together for many students. We sang together at almost every class meeting, went to an all-day "Sing" in Portland, where we joined over a hundred other people singing in the "shape note" tradition. Our study of Uncle Tom's Cabin and Huckleberry Finn (and their historical context) pushed all of us to deal with race and slavery as central to American experience.
Innovation	E. J. Zita, Mark Harrison	Online Seminar - week-long essay/response/synthesis interactions in small groups, addressing program themes (in addition to face-to-face seminars in alternate weeks - not displacing class time) [Break] Cornell Boxes
Defending Mother Earth: Science, Energy and Native Peoples	Rebecca Sunderman	Our entire program was an experiment in interdisciplinarity. We combined Native Studies with Chemistry in a way that had students asking for more information to enhance their learning. Students drove the chemistry topics based on necessity to understand the challenges faced by Native Nations and everyone's energy needs.
Self and Community	Heesoon Jun	Compelling intellectual and emotional experiences - Requiring students to learn through transformal learning.
Justice: A Relationship of Reciprocal Respect	Yvonne Peterson	theory to praxis workshops on saturday
Interrogating Emotions	Laura Citrin	I felt like our program was truly interdisciplinary. We had students form Emotion Study Groups of 3-6 students where they engaged in more intensive, focused study of a particular emotion (e.g., Jealousy) using two means of inquiry: 1) primary data collection on their emotion, and 2) creative writing that illustrated how that emotion works. Both projects informed and enriched each other.
Zinn and the Art of Protest	Jose Gomez	The two most innovative pedagogical practices were: 1) The scholarly research project that required students to focus on a social movement or protest of their choice and to analyze its goals, strategies and effectiveness; 2) The briefing of landmark Supreme Court cases and analyzing them in class through the Socratic method as an additional technique to develop critical thinking.

Re-Interpreting Liberation: Third World Movements and Migration	Therese Saliba	Developing a campus-wide Occupy Symposium to learn together across a number of programs--with a multiplicity of voices and disciplinary perspectives examining the complexity of social movements. Emphasis on how Liberation has been re-interpreted over time and across cultures, through social (gender), economic and political analysis. Integrating the theory and practice of liberatory movements through student community involvement. Interdisciplinarity in examining these questions. Media research on movements from a range of international media to explore various perspectives on contemporary movements.
Theater of Business/Business of Theater	Bill Bruner	Students learned about business + business history by reading + performing plays that dealt with business themes + topics.
Ecological Agriculture: Crop Botany and Plant Genetics	M. Rosemeyer and D. Morisato	The lab exam appeared to be an important learning experience that synthesized the quarters laboratory observations.
Dangerous Work	Sarah Ryan	For many of our students, the most compelling intellectual experience was understanding the relationship between social status and health, occupationally and otherwise. Having students research and present a project about a specific illness or injury in a specific group helped ground their understanding of larger concepts and historical precedents. They were able to converse with a non-academic audience about their work.
Ecological Niche: The Interface of Human and Animal Behavior	George Freeman	Extensive field work and field trips were very successful in bringing theory to practice as was the community service. The compelling idea was the interface of human behavior and animal behavior and the cultural aspects that propel us towards the idea of the cultural landscape and the interface of culture and the environment
Masquerade and Metaphor	Ann Storey	The interweaving of disciplines and experiences - reading, lectures, workshops, art projects + writing all influenced program themes. There was a wonderful synergy by the end of the quarter.
Blood and Borders: Tradition and Transformation in Central Europe	Patricia Krafcik	We invited a Fulbright Scholar-in-Resident to teach with us. She was from Comenius University in Bratislava; a cultural anthropologist by training. She taught with us only during fall term, but provided a perspective that was unique and of great value to us as faculty and to our students as we explored issues in Central Europe. Faculty teams ought to consider this option--applying to Fulbright for a Scholar-in-Residence. This is a great boon for both the scholar and the faculty team and students, even if the grant is for only one term. We advise faculty teams to explore and consider this option.
In Our Image	Rita Pougiales	Students completed a significant research essay on a topic of their choosing. We stressed that they choose something meaningful, something they wanted to understand better.
Salish Sea and the Pacific Northwest: Lives and Landscapes	John Baldrige	Revelations about Native history and genocide; understanding the link between native societies, health, and sustainable ecological practice; group mapmaking activity; attendance at the Salish Sea ecosystem conference.
Field and Laboratory Biology in Southwestern Ecosystems	Dylan Fischer	Extended field trip to the southwest
Communication and Power in Education	Lester Krupp	Students completed a multi-stage analysis of verbal and non-verbal communication dynamics in a 5-minute video clip of an elementary classroom. The sequence of activities enabled students to reach sophisticated and articulate analyses of classroom interactions.
Citizen Science: Ecoliteracy	J. Antonelis-Lapp	The teach outs. Twice I organized students into teams to learn, master and then teach material to their peers.
Business and Sustainability: Myth or Method?	Bob McIntosh	This was the first time either faculty taught together: business and dynamic writing for story-telling in fusion. Marketing is story telling and good stories are/can be marketing and selling an idea. Students responded well to the model and the workshops were dynamic.

Communication and Social Change in American History	Lori Blewett, Trevor Griffey	Combining the study of social movement history, feminism, and introductory level TV production to create short educational TV programs about 2nd and 3rd wave feminist organizations [Hard question with no easy answer. I found that students very much enjoyed writing magazine style journalism, in that they were liberated from the academic paper form to engage a contemporary issue while still having space to do analytical work. I also found that not enough research projects happen at Evergreen, so it was valuable to students to give them 3 weeks of independent study and let them both learn some of the process but also struggle a bit and realize that they weren't quite ready for ILCs.]
Roots of China: Culture, Art and Poetics	Rose Jang	The most exciting and rewarding intellectual and artistic experiences in the program is definitely the trip to China and the four-week study of theatre acting, music performance and stage makeup at one of the most prestigious performing arts schools, The National Academy of Chinese Theatre Arts, in Beijing, China. Students learned about the culture as well as the essence of Chinese performing arts at the same time. It is a kind of hands-on learning which you can only gain once in a lifetime.
Nature and Value of Life	Stephen Beck	Both faculty as well as the students engaged in sustained and extensive inquiry into the connections between ethics and evolutionary biology. As a part of that, we gained a deeper appreciation for the diversity of life and our ethical relations to non-humans through studying ecological diversity and environmental ethics.
Equatorial Studies: Sound, Science and the Western Imagination	Sean Williams	We sent the students off to do three weeks of individual research, and had them write significant papers and present the results of their research to the class. It was extremely challenging for some of them; for others, it was a chance to understand what graduate school is like.
Slavic and Celtic Folklore: Heroic, Spiritual, Practice	Sean Williams	We had students in small groups -- on one morning -- brainstorm about the twelve folktales they had studied, then rehearse and present a version of one of those tales to the class, all in the same morning.
Embodying The Book	Marla Elliott	Kinesthetic experience of voice and language.
Animal Morphology, Motion, and Mind	Ruth Hayes, Amy Cook, Kevin Frances	Activities and projects that integrated art and animation with biology, for example using drawings as a way to teach comparative morphology and having students research and develop animation that expresses evolutionary changes that connect various taxa with each other. Also we had writing workshops instead of seminar discussions about the texts emerged from peer reviews of student essays. This process generated some of the most interesting seminar discussions.
Stages of Discovery: Revolutions in Art and Science	Krishna Chowdary	We worked hard to integrate three of four divisions: Art, Humanities, and Science. We used the study of "science plays" to focus our study. We had individual writing conferences with students for each major essay (one writing conference was incorporated into the fall evaluation conference) so each student had the opportunity to speak directly with faculty for each of 4 major essays. We tried (with varying levels of success) to have students post seminar papers on-line before seminar and respond to other students after seminar. Students' work culminated in an extensive research & performance project to research, compose, and present their own "science play" in public performances to the whole class. We devoted nearly a quarter of the program time (concentrated in the second half of winter quarter) to support students research, collaboration, composition, and performance. We met playwrights and brought in a guest artist to workshop with students.
Drawing on Earth: Explorations in the Aesthetics and Dynamics of the Earth	Abir Biswas	Active learning and use of group activities during lecture appeared to help students become better engaged in the program and leave lecture with a better understanding of the material.
Ethics in the Workplace: Theory and Practice	Joli Sandoz	We had an excellent mix of lectures and applied activities.
Creative Writing: Act and Artifact of American Voice	Anne de Marcken	I think students benefitted from defining, developing and maintaining an independent creative practice. Also, literature writing assignments w/ 2-3 parts that required significant creative "discussion" facilitated creative risk-taking.