

End-of-Program Review 2006-07
 Compelling Intellectual Experiences and Successful Pedagogical Practices
 Core Programs

Program Name	Faculty	For purposes of helping faculty 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 Experiences, American Dreams	Nancy Koppelman, Sam Schragger, Nelson Pizarro	The ethnography projects and the personal business (5-year life) plans were compelling. The weekly writing workshops helped many students develop their writing skills in obvious and important ways.
Culture and the Public Sphere: Studies in Literature and Law	Jose Gomez, Greg Mullins	Three practices stand out: 1) peer review of student writing, which contributed to dramatic improvement in student writing, 2) research projects which culminated in creative student presentations, and 3) appellate advocacy (writing legal briefs and presenting oral arguments) as an exercise in critical thinking, which culminated in student presentations before a mock court, The Evergreen Supreme Court.
Environmental Conflicts	Lin Nelson	1. Developing a regional case-study, with international implications and doing site fieldtrip (Ruston-Tacoma-Asarco Superfund site). 2. Walking tour of downtown Olympia. 3. Population politics scenario (students study and take notes of population positions). 4. Many student projects and quality presentations.
Extraordinary Science of Everyday Experience	Heather Heying, Bret Weinstein	Two discussions every week--one classic "seminar" and one small-group then whole-class discussion of specific "study questions" at the beginning of every week. In addition, two weekly 2.5 hour "lectures" were always highly interactive.
Gender and Media	Sally Clonginger, Heesoon Jun	The combination of theory with practice in the study of gender identity, including two film projects, a global media monitoring project, and Mediawatch (quantitative, qualitative and expressive study of contemporary popular culture).
Sign, Symbol, Symptom: The Politics of Meaning	Rachel Hastings, Nancy Allen, Kathleen Eamon	The production of a 30-minute radio show modeled on This American Life, in groups of five students, seemed particularly satisfying to the students.
Understanding Species	Jack Longino, Heather Heying	Involvement of students in real field ecology research. Extensive time in the field taking data. Follow up with analysis of results over several weeks, incorporation of field data into assignments and exams.

Visualizing Ecology	Lucia Harrison, Kevin Francis, Steve Scheuerell	Incorporating agriculture into the study of ecology, adding history/philosophy of science into ecology, adding visual art into ecology, providing multiple ways of learning: lecture, hands-on lab, field work, and art workshops.
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 Compelling Intellectual Experiences and Successful Pedagogical Practices
 Culture, Text, and Language Programs

Program Name	Faculty	For purposes of helping faculty 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 Literature: The Presence of Place	Matt Smith, Bill Ransom	Most critical experience for students was the accumulation of wide ranging knowledge of American Literature. This and a major improvement in capacity to read critically and write clearly was central. Frequent seminar/small group reflection discussions and presentation were basic pedagogy. The development of one very strong capacity and body of work was for many students a revelation and affective for some/most a genuine sense of intellectual excitement.
Art after the End of Art	Elizabeth Williamson, Kathleen Eamon	Most compelling intellectual experience: lectures that were led by 2 or 3 faculty members with significant student input. Most innovative: combining advanced philosophy lectures with guest artists' talks and bringing Evening and Weekend Studies and full-time students together to plan an art opening at the end of the quarter.
Four Philosophers	David Marr	In-class examinations (no books, no notes) on scheduled reading. Required student to analyze concepts, relate part to whole, and remember what he or she had read, an act that in turn is based on careful note-taking and vigorous effort to master the reading and one's own mind. Second, the student panel presentation on music as symbolic form was a big hit with students because it called for them to examine a philosophy. View in-depth conversation with something (music) central to their lives.
Images of Women: Changes in Japanese Literature	Setsuko Tsutsumi	Successful Intellectual Experience: Students developed keen understanding of historical struggles Japanese women experienced and their current efforts to incur a paradigm shift to establish their own sexual and social identity. Successful Pedagogical Practice: Weekly peer editing for two hours.

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Japanese Film: Works of Mizoguchi, Ozu and Kurosawa	Setsuko Tsutsumi	Assigning Film Review Sheets for each film reviewed; assigning reports from film technology text; Film Analysis Paper; and creative project applying Japanese aesthetics.
Memory of Fire: Spain and Latin America	Alice Nelson, Diego deAcosta, David Phillips	Linguistic immersion experiences: all program lectures delivered entirely in Spanish from day one fall quarter, though students range from zero previous skills to native speakers; students debrief in English in small groups at the end of each session; most students cite this as key piece prepping them for student abroad spring quarter in small groups, students write and perform original mini-dramas in Spanish at the end of fall quarter.
Mind and the World	Charles Pailthorp	Satellite groups (see description). Giving students the opportunity to read slowly (7 weeks on one Kant text). Extensive peer critique on writing. Trusting students to work in two seminar groups (with only one faculty!). Year-Long Program!
Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema	Harumi Moruzzi	Exposing the students to the original, theoretical texts that are usually considered very advanced forces them to read the texts more carefully and attentively. I believe that combining theoretical essays with prose-fictions and films enhanced the students' comprehension of concepts, issues and topics expressed in varied media. I also believe that giving the students an opportunity to exercise intellectual or artistic creativity in the form of final projects kept them highly engaged.
Prolegomena to a Future Poetics	Leonard Schwartz	All class poetry workshops...

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Russia and Eurasia: Empires and Enduring Legacies	Pat Krafcik, Rob Smurr, Tom Rainey	Through our readings, lectures, and films, we introduce students to a world largely unknown to them previously--and we are discovering that such previous knowledge about Russian, the Caucasus, Central Asia, and the Russian Far East is, in fact, increasingly less known to young students who learn nothing about these areas in high school. Bringing the history together with the literature, culture, and language--a hallmark of Evergreen's language/culture programs--is an innovative practice in the American college setting.
Self and Culture: Studies in Japanese and American Literature and Cinema	Harumi Moruzzi	During the 8th and 9th weeks I scheduled synthesis workshops to help the students synthesize what they learned in the program this quarter. The students were required to present synthesis/research/project at the end of the quarter.
Some Great Moderns	Jin Darney	Charlie designed this program to introduce students to the literature and poetry of the Modernist period. They read extensively, and critiqued each others' papers.
Tradition and Transformation	Thad Curtz, Elizabeth Williamson	Extensive work on reading poetry aloud, based on Kristen Linklater's <i>Developing the Natural Voice</i> . Requiring students to markup their texts, collecting their texts in the morning session, and reviewing their markup on each reading assignment over lunch before returning their texts at the start of seminar. Comparing the experience of modernization in Early Modern England during the Renaissance and Reformation with the experience of modernization in Nigeria and Egypt during this century.
Women's Voices and Images of Women: Studies in Literature and Cinema	Harumi Moruzzi, Stephanie Kozick	Perhaps, the most compelling intellectual experience was achieved by our students through the consistent and quarter-long exposure to diverse perspectives that often contested their hitherto unquestioned assumptions.

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 Environmental Studies Programs

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Energy Matters	Cheri Lucas-Jennings, John Perkins	Most compelling was that we started them out and kept trying to bring students back to basic conservation measures (using less) as a reflection of long-held traditional practices. This was an exceedingly difficult exercise in critical thought. Most innovative pedagogically were small scale, individual and group research designed to be part of the curriculum and as presentation before legislators at end quarter, to become viable policy.
Field Ornithology	Alison Styring	As a new faculty, I am still developing my voice and methods for teaching here, but my strongest practice is experiential learning. By the end of the quarter, I will have spent an average of 24 hours per week with my students in the field, and the students have spent on average an additional 10 or so hours per week working on field projects or doing hands-on workshops in specimen preparation etc. There is some depth of knowledge that comes from this type of learning that makes their understanding of the other components of the program more concrete.
Fungal Kingdom: Lichens and Mushrooms, Nature's Recyclers	Paul Przybylowicz, Steve Trudell	Forest ecology from a fungal perspective.
Introduction to Environmental Studies: Water, Energy, and Forest Ecosystems	Rob Cole, Dylan Fischer	Weekly field work on campus linked the ecological theory taught in lectures and workshops. A four-day field trip to H.J. Andrews Experimental Forest in Oregon illustrated a number of current forest and water research practices that were similar to, and expanded upon, the field work we did on this campus.
Living in Extreme Environments	Carri LeRoy, Peter Impara	We had students plan the bulk of our 8-day field trip to Death Valley. We learned how to step back and relinquish control so that students could develop their leadership skills. This was challenging, but also very rewarding.

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Nature of Natural History	Frederica Bowcutt, Alison Styring	The use of monographs in the nature journals and extensive field trips on and off campus
Nuisance to Negligence: Environmental Law	Cheri Lucas Jennings	Students' individual research projects where they learned how to go out and interview to add to their information base as well as sorting through a variety of texts to find information supporting or refuting the plethora of on-line contemporary news sources that have become their dominant info source - and reporting this research to other class members (through power point and pod casting) really assisted students in developing their writing skills with the particular addition of specific information demanded in this combo of scientific writing and legal case analysis. The development of both writing (presentation) and especially critical analytic skills was prime.
Practice of Sustainable Agriculture	Galilee Carlisle	Using workshops, breaking into small groups with assignments, coming back together, format for "hands-on" learning of various key concepts and skills was most valuable, as it allowed me to do a lot of prep ahead of time and then step back and watch/hear them work things through-giving me the real indications of what they were and were not understanding/using.
Sustainable Futures: Moving Into the Post-Petroleum Age	Rob Cole	[From an interview] Perhaps the most important aspect of this program was the students' increased awareness of self, particularly their own consumption/waste habits, but also their ability to draw their own conclusions regarding issues of climate change, sustainability, nuclear power, etc. Rob Cole sees his programs as introducing a new emphasis in the sciences, where students' goals transcend a critical mass of content and instead focus on a personal synthesis of content achieved through reflection. It is his belief that this will inculcate an ability to approach global problems through a personal awareness, e.g. global sustainability is more likely to be achieved through realization of individual habits of use/waste. This gives students an ability to affect change, not simply be overwhelmed by the immensity of doom/gloom perceived realities.

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 Compelling Intellectual Experiences and Successful Pedagogical Practices
 Evening and Weekend Studies Programs

Program Name	Faculty	For purposes of helping faculty 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.
A Project Studio Environment (APSE)	Doug Schuler	To me the whole program may have been the "most compelling intellectual experience" in that it was very diverse, had lots of student autonomy, and combined creativity and discipline. The most innovative pedagogical practice was probably the collaborative project "pattern language" that we developed using a wiki.
Age of Irony: America in the 20th Century	Sarah Ryan, Susan Preciso	The best pedagogical practice was probably our construction of workshops where students applied specific tools of cultural criticism to works of art, poetry, and ordinary objects. The students published their research-based history articles in a class web-zine in the winter, which gave them a potential audience and raised the quality of their writing. For the spring creative project, they had fairly wide-open choices. This resulted in some excellent and engaging work, from animated films to songs, paintings, and publications. Also, for the first time, we had a twelve credit section with a curriculum in historiography in the winter and in cultural criticism in the spring. It was a small seminar of 10-15 students with both faculty, and provided some students with a more advanced study of history and/or literary theory.
Building Organizational Capacity to Thrive: Orientation, Conflict, and Cohesion	Marcella Benson- Quaziena, Kathy Kelly	Experiential learning, seminarng.

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Clinical Application of Mindfulness Meditation	Jamyang Tsultrim	One thing that I heard from students was about the usefulness of engaging in daily practice. The purpose of daily practice is examining what is learned in the classroom and whether it is consistent with daily experiences. Students were encouraged not to just accept what they heard in the classroom, but to engage in 20 minutes of meditation and learning through personal experiences. Students also mentioned the DVDs as being powerful in that they explained in concrete ways how mindfulness is applied, especially with certain populations. Through the DVDs, students found common experiences with inmates. Also, I learned that examples used in class should be well-known in the culture, for instance students benefited from analogies that related to what is happening in Olympia or the US rather than examples from Tibet. Also, program was designed for gradual development. It began with an emphasis on understanding theory and culminated in applying theory to a specific clinical situation. This application of theory required students to review what they have learned during the program and to synthesize it and the theory became more real to them.
Dynamics of Diversity: The Immigrant Experience in our Community	Thuy Vu, Lori Blewett	Panel discussions and group seminars. Learning feedback on reading materials. Peer study support.
Good and Evil: Concepts and Realities	Stephen Beck, Mark Hurst	Students in spring quarter participated in a quarter-long "jigsaw classroom" exercise (following Elliott Aronson's model), in which they first studied and then taught each other about various topics on the six virtues identified by positive psychologists Peterson and Seligman. As with (almost) any first-time activity, this one could use some tweaking, but on the whole students gained a strong understanding of the material as well as (according to their reports) built some of the "signature strengths" that they were studying.
How People Learn	Allen Olson	Letting the students drive the learning.
Human Development	Rick McKinnon	The blog was a great tool for building a learning community. I recommend it for almost all courses.
Integral Psychology and the Arts and Crafts Movement	Ann Storey, Jeff Bremer	Interdisciplinary writing, art history, art and psychology. Teaching design leading to drawing leading to printmaking.

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Legacy of Conquest	Mark Harrison, Tom Rainey	Three compelling intellectual experiences stand out: One was a kind of media literacy that came through the analysis of film aesthetics in relation to historical texts. A second was understanding the role of myth and genre in American history. Third, and this was noted by many of our students in their evaluations, was a kind of "paradigm shift" in thinking about American history in relation to conquest.
Mind and Brain	Candace Vogler, Joe Tougas	IDEALLY, and in fact much of the time: We were able to establish safety in learning context that allowed students to recognize and express their closely held ideas/opinions, and then 1) articulate connections between the texts and their current understanding of an issue 2) risk taking in new information, and integrating what is useful 3) build on ideas intersubjectively- with faculty and other students- in this process.
Silk Roads: China, the Middle East, and the New World	Hirsh Diamant, Char Simons	The Liberal Arts Forum with several other Evergreen programs, a Lunar New Year Celebration, the community service requirement, and the study abroad and local travel as peacemaking opportunities.
True, But Not Obvious	Allen Olson, Allen Mauney	We make the students struggle with ideas that don't make sense to allow them to realize that they can think about such things.
Why Businesses Succeed	Bob McIntosh	Seminar (Evergreen Style) I use Don's book on "Teaching With Your Mouth Shut." I also use a workshop program based on human development requirements for the workplace.
Why Shakespeare?	Mark Harrison, Laura Worthen	-Studying one of Shakespeare's plays in depth prior to attending rehearsals and seeing a professional production of the play -Group projects--research and presentation--examining how other art forms have been influenced by Shakespeare's plays. -Creating a Cornell Box in response to one of Shakespeare's plays.

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 Expressive Arts Programs

Program Name	Faculty	For purposes of helping faculty 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.
Flat Art: Two-Dimensional Art Intensive	Lisa Sweet	Rather than researching and delivering weekly art history lectures myself, I formed the "Art History Forum" which essentially guided and supported students as they did the research, lecture writing and presentation of the topics that ordinarily a faculty member would have. Students also created the exam questions for the final exam out of their own research. Rather than using my time to research topics, I spent my time in small, peer-review groups working with students as they developed their research, wrote their papers and practiced their lectures. Students were involved in these mentoring groups and became reviewers of their peers work (while also learning about their peers' subjects in detail). It required a lot of structural overhead and a lot of prodding students to meet deadlines, but so far has worked well as a teaching/learning strategy.
Foundations of Performing Arts: The "Me" and the "Mob"	Arun Chandra, Kabby Mitchell	The assignment of historical and fictional reading matter on which to develop contemporary performances.
Foundations of Visual Art	Susan Aurand, Lara Evans	Intellectual experience: helping students examine critically the ways in which art embodies cultural norm, ideologies and values. Pedagogical Practice: teaching students to work in series as a means of developing their ideas, style, insights into their own creative process and insight into the formal aspects of art. New pedagogical practice: using Moodle for on-line
Indigenous Art and Community Art Organizations	Lara Evans	"White guilt" can be a substantial barrier to students experience learning about Native cultures. I work on shifting their understanding of what "culture" is, its fluidity, and aid them in analyzing not just what they don't like in American culture, but what they DO like. All students need to feel like they have a culture of their own, and that they have some ability to contribute to that culture.

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Lens Based Image: History, Theory, Criticism, Practice	Matt Hamon	Through an academic exchange with the Molecule to Organism program, students collaborated on the production of "genomic art" pieces. The work was put on public display during the annual TESC Science Carnival.
Performance Collaboration in Music and Dance	Arun Chandra, Kabby Mitchell	To have a group perform a text (The Fever) intended for solo speaker. (Final project) to meet with the final project groups every week with the faculty, to go over script creation and rehearsal.
Working Small	Jean Mandeberg	Strategies for collaboration outside visual project models. Visual research paper linked to proposed studio work.

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 Compelling Intellectual Experiences and Successful Pedagogical Practices
 Interarea Programs

Program Name	Faculty	For purposes of helping faculty 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.
Art of the Book: History, Form and Content	Steven Hendricks, Shawn Ferris	Student experiences with the relationship between art, art history, philosophy, literary theory, language, and writing in the context of the overarching concept of "the book." This concept, then, is the umbrella that brings many highly stimulating fields and inquiries together. Such a fusion was meaningful for most students and challenged them.
Family Home Futurism	Stephanie Kozick, Matthew Hamon	Use of literature and film to consider portrayals of family life. Drama: short plays were enacted by students to consider roles and behaviors of family members. Photography: students were shown slides and asked to describe and critique photos on the topic of families. Visual representations for readings; installation of family studies final projects in public setting on campus.
Feminisms: Local to Global	Therese Saliba, Lin Nelson	1. For me (Lin) + students, I think some of the most compelling features involve the range + inter-sectioned off our work, across discipline, political views, themes. For example: reproductive rights/population policy in Israel/Palestine, women evasion in the context of oil politics, sustaining a "gender lens" on the Middle East (women's studies, Middle East Studies), connecting legal and literary approaches to Human Rights. 2. Successful/innovative pedagogical practices, political autobiography, intensive oral histories.
Fire and Water: The Role of the Sun and the Ocean in Global Climate Change	Gerardo Chin-Leo, E.J. Zita	Use of software Moodle for online discussion and organization of resources (syllabus, readings, etc.). Many benefits, but some drawbacks in terms of steep learning curve for some. Lecture-workshop combinations helped students to apply the material right after lecture.

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Food	Martha Rosemeyer, Donald Morisato, David Kiefer, Nancy Murray	We developed lab exercises in fermentation of food, e.g. that illustrated ecology of microbes and interactions with plant while making various ferments. Specifically, I developed a lab on tempeh using the fungus <i>Rhizopus</i> , with and without garlic, to determine whether garlic behaved as an antimicrobial (it did). Donald developed a lab to teach students how one might test a crop to determine if it contained a genetically modified sequence. In Winter, Dave Kiefer had groups of students produce an educational brochure on nutrition for Yakima's high school football team as the request of the coach. In addition to knowing the nutrition, it involved skills in figuring out what to present and how to present it.
Forensics and Criminal Behavior	Sharon Anthony, Rebecca Sunderman, Toska Olson	Students were involved in solving a crime scene all three quarters. Their work required that they integrate forensic science with psychological profiling.
Greece and Italy: An Artistic Literary Odyssey	Bob Haft, Andrew Reece, Benedetta Reece	1. Students put on 20-minute performances of an excerpt from an ancient Greek play. 2. Students went on an architectural scavenger hunt in downtown Olympia to locate buildings which contained examples of Greek architecture. 3. Students wrote 10-page research papers on a subject of their own choosing which concerned either ancient Greece or the Italian Renaissance. 4. Students spent seven weeks traveling, studying and journaling in Greece and Italy.
Heritage: Self-Identity and Ties to the Land	David Rutledge, Yvonne Peterson, Raul Nakasone	See our website.
India: Politics of Dance; Dance of Politics	Ratna Roy, Jeanne Hahn	Using analytical skills, readings in political economy and explicating through kinesthetics (dance/movement/image theatre). Creative Writing and theatre production on issues of oppression that surfaced in India.

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Ireland	Sean Williams, Tom Rainey, Dunstan Skinner	1. I took my students to Ireland in the spring, after six months of intensive preparation in Irish studies. 2. I asked students to create visual responses to two of the program texts instead of the usual written response. 3. I introduced the concept of liminality and spent most of the year helping them to understand it in cultural context.
Museums	Sally Clonginger, Jin Darney	Two-week individual field studies by each student and faculty. We traveled and studied museums all over the world.
Pillars of Fire: Jewish Contributions to World Culture	Ariel Goldberger, Carrie Margolin, Alice-Haya Kinberg	INNOVATIVE: Ethnic cooking and lore workshops reflecting the wide range of cultures of the Jews where students worked under the leadership of members of East African, Moroccan, Ashkenazy, Mizrahi, Persian, and Sephardic communities. Being able to read and discuss Jewish viewpoints on the Middle East without concern for being bashed.
Political and Cultural Exchange in the Eastern Mediterranean Landscape: From Bosphorus to Suez	Steve Niva, Martha Henderson	One of the most compelling was having students write fictional accounts of a "day in the life" of a person in a particular historical and geographical location/time in antiquity (in the Eastern Mediterranean). they had to do research into the time/place and develop a compelling story-line, dramatic narrative. Many students had not heretofore written fiction-short stories-but they uniformly turned in strong and meaningful work.
Political Economy and Social Movements: Race, Gender and Class	Peter Bohmer, Tony Zaragoza, Zoltan Grossman	Popular education workshops.
Restoring Landscapes	Matt Smith, Frederica Bowcutt	Critical practices were formal journals including what Frederica calls Plant Monographs and formal plant collection and identification. Use of Washington State Flora and dichotomous keys was a major intellectual accomplishment for many students. Combination of good case-study-based text and local, relatively manageable group case studies helped develop a complex appreciation for the ecological and political/economic reality of Restoration Ecology.

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Searching for Modern China	Rose Jang, Andrew Buchman, Lin Crowley	We did many things which are intellectually compelling and innovative: 1. The integration of history, philosophy and literature through carefully selected texts and lectures. 2. Writing assignments which varied from integrative, analytical essays to creative writing projects. 3. A variety of workshop exercises (Chinese music, theatre, movements, Taiji, calligraphy, brush painting, garden design and aesthetics) which complement textual surveys with hands-on, inside-the-culture experiences. 4. Student-originated research projects which emphasized both the research methods (library/internet research) and final products (presentations and final papers) 5. A public performance which featured student talents and creativity in movement, theatre, music, computer graphics and visual arts. 6. An intense and well-organized study abroad component which culminated all intellectual studies throughout the year.
Writing on the Wild Side	Dylan Fischer, Bill Ransom	We completed field studies in which students designed, collected, analyzed, and wrote up the data. These were followed by creative non-fiction pieces and poetry written about the same experiences. Finally, this was compiled into a book written, edited, copy-edited, type-set, and printed by the students. Through integration of poetry and field ecology studies we demonstrated and explored relationships between creative and objective modes of observation and communication. Students had to meet strict time-lines for each component.

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 Scientific Inquiry Programs

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Algebra to Algorithms: An Introduction to Mathematics for Science and Computing	Sheri Shulman, Rachel Hastings	We concentrated a lot on analyzing the data, so rather than learning formulae, students were learning to see patterns in data and the formulae that can capture those patterns.
Analyzing the World	Paula Schofield, Andy Brabban	Five-week-long group research projects on the JFK assassination, culminating in a PowerPoint presentation and poster presentation. Each group took an aspect of this historical event and carried out extensive research and analysis of sources. Also, allowing significant re-writes of lab reports with extensive faculty feedback. Students really mastered the technique of technical writing.
Computability: The Scope and Limitations of Formal Systems	Brian Walter, Neal Nelson, Richard Weiss	It's tough to identify "the most compelling intellectual experience", but our spring quarter seminar, which integrated computer science, mathematical logic, philosophy of mind, cognitive science, molecular biology, music, and the art of M.C. Escher (organized around Hofstadter's 'Godel, Escher, Bach: an Eternal Golden Braid') surely ranks up near the top.
Computer Science Foundations	Neal Nelson, Brian Walter, Richard Weiss	Mathematical Thinking, Problem-Solving, Designing Computer Programs to Solve Problems.
Data and Information: Quantitative Ecology	Judy Cushing, Richard Weiss	The case study that led to the term project.
Environmental Analysis: Chemistry and Geology of Aqueous Systems	Jeff Kelly, Clyde Barlow, Jim Stroh	Writing divided by quarters: Fall - emphasis on field and lab notebook: weekly faculty feedback. Winter - on report/paper: multiple drafts, peer review faculty feedback. Spring - oral and visual presentations: PowerPoint, excel, digital images.

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History and Philosophy of Biology: Life and Consciousness	Kevin Francis, David Paulsen	Our most successful recurring activity was the use of the specific questions (6-10) to guide small group seminar discussions. These questions typically required student to comprehend and assess specific passages. The format encouraged broad participation in a meaningful, structured way.
Industrial Biology and Chemistry	Paula Schofield, Andy Brabban	Career development: this series of activities and workshops culminated in mock interviews of students by faculty and career development staff, where students were interviewed for "mock" jobs at biotech companies. Their preparation in terms of writing resumes and cover letters, and for the interview was astonishing. Each student was very articulate in the interview, and was able to talk about their work and their achievements. We have never done this activity before and we would certainly do it again.
Making Milk and Meat: Is Organic Better?	Mike Paros	Teaching in context of real-world experiences: weekly farm visits, inquiry-based learning, must be active!
Mathematics in the History of Science	Neal Nelson, Brian Walter	Mathematics in a historical context critical reasoning integrated with math logic.
Methods of Applied Mathematics	David McAvity	Using Mathematics to visualize three dimensional surfaces, and phase portraits for systems of non-linear differential equations. Using student presentations as a way to see applications of mathematical methods. The most compelling intellectual experience was from a student who was able to make substantive connections between ballet and strange attractors in a way that enhanced her ballet performance and helped illustrate the mathematical concept we were studying.
Molecule to Organism	Lydia McKinstry, Jim Neitzel, Clarissa Dirks	1) Group research projects (spring) 2) Peer reviewed research proposals (Winter) 3) Interdisciplinary cell and molecular biology and virology assignments (Fall) 4) Interdisciplinary literature reading assignments and questions/talking points for seminar discussions (F, W & S).

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Physical Systems	EJ Zita	Student research projects. Via a series of research workshops, students developed research questions and hypotheses in winter quarter, and planned methods of inquiry. In spring quarter, they carried out their inquiries and made several presentations, of their research in progress and of the finished work. Students did creative work and we learned quite a lot from each other, especially about * constraints on candidates for dark matter from recent observations of galaxy collisions, * gamma ray burst mechanisms, and * solar flare mechanisms.
Trace Metals Analysis: Inductively-Coupled-Plasma Mass Spectrometry	Clyde Barlow, Jeff Kelly, Jim Stroh	The core of the Trace Metals Analysis class is applying theory to practice. Students apply performance criteria from professional methods and their work and use these criteria to help establish their role as a competent analysts in written and oral communications.

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 Compelling Intellectual Experiences and Successful Pedagogical Practices
 Society, Politics, Behavior, and Change Programs

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Arts and the Sailor (Fall and Winter Programs)	John Filmer	The application of navigational theory to actual course plotting, current and route plotting and planning. Similarly the physics of sail demonstrated on a continuous basis while underway.
Atlanta, 2007: Social Forums and Social Movements	Dan Leahy, Tony Zaragoza	NeoLiberalism In My Neighborhood workshop, designed by Tony Zaragoza.
Ethical Entrepreneur	Nancy Koppelman, Nelson Pizarro	Marrying the work of planning a business with studying the history and culture of business in the United States allowed the ethical issues embedded in achieving a good life through entrepreneurship to have practical meaning.
Imperialism	Zahid Shariff, Paul McMillin	Requirement that the students write a weekly paper that summarizes the reading material for that week. That helps them absorb the material and enriches the seminar discussion. Furthermore, a synthesis essay at the end of winter quarter in which students read two additional books and relate them to those they have read already wraps up the quarter with a holistic overview of what we have learned.
Innovation and Leadership in American Business	Bill Bruner, Marge Mohoric, Janet Mobus	A final integrative assignment that required application of much of the material and skills that we covered in the program.
Multicultural Counseling	Mukti Khanna	Weekly expressive arts laboratories.
Organizational Change and Leadership	Marge Mohoric	The discipline of citing other's work and looking for the "white spaces" or those who have not been quoted (e.g. often women and minority cultures). Using experience as a tool for reflective learning. I do not believe we learn from experience, but we can learn from experience reflected upon.

Program Name	Faculty	For purposes of helping faculty 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.
Race in the United States: Historical and Contemporary Perspectives	Michael Vavrus, Angela Gilliam	Weekly structured debates around common contentious topics related to our program theme, i.e., a way for students to know both sides of an argument. Weekly integration seminars/papers that moved students from description to analysis and synthesis Two essay exams, one that was collaboratively worked on. An array of guest speakers and films that complemented our program themes.
So You Want to Be a Psychologist	Carrie Margolin	Using jigsaw groups to have students studying different disciplines within psychology (either social, developmental, cognitive, or physiological) and form new groups that combined these areas. The new groups then studied a broad self-selected theme (such as addictions, or education, etc.), using their individual discipline's perspective.
US Foreign Policy Before and After 9/11: Terrorism and the New American Empire	Alan Nasser	Very effective: a workshop before each seminar in which students prepared an agenda for the seminar. This ensured the seminar a clear structure and guaranteed that seminar would be organized around the students' own concerns.
Working the Waters: Maritime Labor History	Cynthia Kennedy, Sarah Pedersen	Teaching aboard a working history tall ship. Real life.

End-of-Program Review 2006-07

Compelling Intellectual Experiences and Successful Pedagogical Practices

Tribal: Reservation-based Community Determined Programs

Program Name	Faculty	For purposes of helping faculty 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.
Tribal: Nisqually	Allen Jenkins	Cases studies, exploring science through cases, Intergovernmental Battlegrounds workshops, ePortfolios, core course and elective courses, group study across reservations in our weekend classes, place-bound courses.
Tribal: Port Gamble	Colleen Almojuela	Students had an opportunity to look at their own learning styles. I would not say that I used innovative pedagogical practices outside of trying to make the course content culturally relevant to the reservation experience. The primary strategies I used were bringing in outside tribal experts and Native-content videos that demonstrated the indigenous perspective.
Tribal: Skokomish	Cindy Marchand-Cecil	Battleground cases. Individualized learning suited to students' needs/interests. Being a fellow student and bringout cutting edge information and practices to my students.