

Summer 2009 Workshops

- [Advising as Teaching: Creating an Advising Syllabus](#)
- [Workshop for Tutorial Instructors](#)
- [Portfolio Project](#)
- [Interdisciplinary Workshops](#)
 - Peace Studies: "Peacebuilding in Traumatized Societies"
 - Curating Across Campus: Developing an Exhibition and Curricular Components using the Grinnell College Art Collection
 - Teaching Film Across the Disciplines
 - Gender, Women's, and Sexuality Studies for the 21st Century
 - Mini-workshop in Health Studies
 - Policy Studies
 - Integrating Human Rights/Human Dignity into the Curriculum
- [Technology Workshop](#)
 - Literacies in the Digital Age

ADVISING AS TEACHING: CREATING AN ADVISING SYLLABUS

Beginning with a discussion of the current state of advising and mentoring at Grinnell College, the workshop will focus on ways faculty members can approach advising as an extension of teaching within a liberal arts curriculum. To that end, we propose to focus the workshop on the creation of "advising syllabi."

This is an opportunity to conceive of academic advising as part of the teaching and learning process, and to articulate it as such to your students. What are your learning goals for the advising relationship in the first year and into the second year? For your major advisees? What 'teaching' materials do you use in the advising relationship? What pedagogy do you employ in your approach to advising? We will create examples of advising syllabi that could guide your work with students at Grinnell and that you might share with other advisers. Led by: Dan Reynolds, Joyce Stern

WORKSHOP FOR TUTORIAL INSTRUCTORS

We invite 2008 and 2009 tutorial instructors to join this workshop to share ideas for preparing first semester students to gain skill in critical thinking, effective writing, discussion participation, and academic honesty. In addition, we will discuss objectives and resources for advising first year students. Led by: Kathleen Skerrett

PORTFOLIO PROJECT

You are cordially invited to take part in the Portfolio Project workshop, a one-week workshop in which faculty will read selected portions of 1st and 2nd year student portfolios to talk about how to improve the way we teach students to write. In examining the papers, assignments, reflections, and cover letters in the portfolios, participants will reflect on what we learn in the context of research investigating how students learn to write. Our goal is to improve our pedagogy to help students write more persuasively and eloquently in all disciplines. We hope the workshop will include faculty members from across the disciplines, whether currently planning to teach a tutorial or not. Of course, for those who are teaching a tutorial soon, this workshop could serve as a valuable addition to the Workshop for Tutorial Instructors. Led by Judy Hunter, director of the Writing Lab and director of the Portfolio Pilot Project.

This workshop will be held **May 26-29** from 9:00-Noon, with an additional session held from 1:00-4:00 on Tuesday afternoon.

PEACEBUILDING IN TRAUMATIZED SOCIETIES

This workshop will examine the psychosocial recovery of individuals and groups after large-scale violence and war. The workshop will explore the important roles of trauma, identity and justice in the recovery process, and place recovery within a larger peacebuilding framework. This interactive workshop will use various exercises, case studies and readings to investigate the principles and practices of trauma healing, strengthening resilience and (re)building stable communities and societies impacted by violence.

Led by: Barry Hart, Ph.D., associate professor of Trauma and Conflict Studies in the Center for Justice and Peacebuilding at Eastern Mennonite University and editor of the book, *Peacebuilding in Traumatized Societies* (2008).

This workshop will be held during Commencement week. It will meet **Tuesday, May 19 to Friday, May 22** from 9:00-Noon and additionally on Thursday, May 21 from 2:00-5:00.

CURATING ACROSS CAMPUS: DEVELOPING AN EXHIBITION AND CURRICULAR COMPONENTS USING THE GRINNELL COLLEGE ART COLLECTION

To celebrate the 10th anniversary of Faulconer Gallery, we plan to present an exhibition in Spring 2010 built from the Faulconer Gallery collection. To curate the exhibition, we want to engage faculty in the process of selecting and interpreting the work during an intensive one-week faculty workshop this summer. Over the course of the week, we hope faculty can develop a theme or themes that link the exhibition to various courses and areas of research on campus, help identify art to include in the exhibition, develop assignments and other curricular tie-ins, and participate in the creation of wall texts, web tools, and other interpretive materials. We see the workshop as working best if it is truly interdisciplinary and if it involves faculty from all three divisions. Readings will be chosen to stimulate discussion and to provide examples of unorthodox ways of reading and presenting art. The workshop will be structured to inspire creativity and collaboration, and requires no prior curatorial experience. We hope the resulting exhibition inspires further discussion and serves as a means of engaging with art in the collection in the future. Led by: Lesley Wright

This workshop will be held **July 13 to 17** from 9:00-Noon.

TEACHING FILM ACROSS THE DISCIPLINES

The aim of this workshop is to acquaint Grinnell faculty interested in and engaging with cinema across a range of disciplines, departments and concentrations with the specifics of film studies. The workshop will help faculty gain increased facility with film as a technological and cultural medium and introduce them to the disciplinary concerns and methodological questions in the field of Cinema Studies. This workshop is envisioned as a structured response to the needs and interests of faculty teaching or planning to teach film in their courses. It also aims to encourage those who have not used film in their courses to conceive of new departmental courses, or rethink the courses they teach by integrating film into their curriculum by providing them with the tools to do so. This workshop will also bring faculty together to generate interdisciplinary discussion about film and its pedagogical benefits. Led by: Terri Geller

GENDER, WOMEN'S AND SEXUALITY STUDIES FOR THE 21ST CENTURY

As the field of Women's Studies enters its fourth decade, a number of new books have been published which examine the state of this interdisciplinary field in the twenty-first century, including: *Women's Studies for the Future: Foundations, Interrogations, Politics*, eds. Elizabeth Kennedy Lapovsky and Agatha Beins (Rutgers UP, 2004); *Women's Studies on the Edge*, ed. Joan Scott (Duke UP, 2008); and *Women's Studies On Its Own: A Next Wave Reader in Institutional Change*, ed. Robyn Wiegman (Duke UP, 2002). This workshop will bring together faculty engaged in and/or interested in gender, women's, and sexuality studies to discuss recent works that address the field today, including current debates and key questions within the field, such as: How can the Grinnell College curriculum best incorporate new theories, methodologies, and pedagogies from the field of women's and gender studies? How do faculty negotiate disciplinary and interdisciplinary perspectives when developing research projects and courses? How do faculty incorporate Queer and LGBT Studies into their courses to reflect the expansion of women's and gender studies in this area? Given the intersectional nature of women's and gender studies, what is the relationship between the field and ethnic, race, and international studies? And finally, as women's and gender studies becomes increasingly institutionalized as its own discipline, what role will the traditional liberal arts disciplines play in the future development of the field? Led by Astrid Henry and Lakesia Johnson

MINI-WORKSHOP IN HEALTH STUDIES

The mini-workshop is designed to bring together faculty who share interests in the broad area of health studies (public health, the environment and health, drug development, health economics, disease-causing microorganisms, medical sociology, cultural views of health and medicine, specific health issues, health policy, health technology, or alternative therapies). Discussions will center on sharing our interests, describing courses we are currently teaching, and planning future collaborations that might be possible. Shared readings might include current books on health care reform or memoirs regarding health/illness/disability experiences and physician/nursing experiences. Led by: Chuck Sullivan

POLICY STUDIES

Professors Elaine Marzluff and Wayne Moyer will lead a summer workshop for the Policy Studies Concentration. The workshop will assist them in designing the upper-level policy studies course, Applied Policy Analysis: Climate Change Policy, which will be offered in fall 2009. They will team-teach the course. The workshop will unfold in two stages: the first will occupy two afternoons during commencement week; the second will occupy three mornings during the last week of July. During the first session, they will solicit suggestions from workshop participants on how to structure the course and what to include. Workshop participants will engage in some common reading for this task. During the second session, they will solicit comments on their course design (which they will have developed during the intervening weeks) and discuss the 2-credit research project for the spring semester. There will also be some general discussion concerning possible topics for future offerings of this class. The new Policy Concentration hire, Tim Werner, will attend. We encourage all faculty who have any interest in policy studies to attend.

Participants will meet on **Tuesday and Wednesday, May 19-20** from 1:00 to 4:00 p.m., and then from 9:00 a.m. to 12:00 noon on **July 27-29**.

INTEGRATING HUMAN RIGHTS/HUMAN DIGNITY INTO THE CURRICULUM

Led by Sarah Purcell and Wayne Moyer, this workshop will provide a venue for discussion about the international human rights regime and about important human rights issues. Some of the topics will include:

- 1) Historical evolution of human rights concepts
- 2) Human rights treaties and institutions
- 3) Important human rights debates
 - Universal or culturally and religiously sensitive rights
 - Civil and political rights, economic and social rights, group rights, and rights resonances and trade-offs
 - When and in what ways is humanitarian intervention justified
 - Human rights and national sovereignty
 - Strategies for ensuring that human rights are respected
- 4) How participants might include human rights in their courses
- 5) Ways to integrate Rosenfield Program events into classes, given the special program emphasis on Human rights in 2009-2010.

LITERACIES IN THE DIGITAL AGE

As digital technology expands the range of ideas and information to which students have ready access, the formats in which students can express new ideas and knowledge, and the tools they can use for sharing those expressions, how should our pedagogy respond? What is literacy in a media-rich culture? What pedagogies, courses, resources, and technologies show promise for helping students and faculty develop their powers of thinking, expression, evaluation, and discovery and exercise those powers responsibly? This week-long seminar/workshop (5 half-days plus assignments) will explore resources, pedagogies, and interrelationships among 4 types of literacy and conclude with a discussion of cultivating a sense of global citizenship -- and its rights and responsibilities -- in a digital age. By the end of the workshop, participants will prepare one of the following: (1) an assignment or course unit incorporating a form of digital literacy in a new way into their own teaching together with a means for assessing student mastery of that literacy; OR (2) a specific plan for how majors in the participant's department might develop and demonstrate competency in one or more area(s) of digital literacy. Led by Library faculty and CTS staff.

This workshop will meet **June 8-12** from 9:00-Noon.

- Tuesday, May 19 – Friday, May 22 [prefer] [available] [not available]
- Tuesday, May 26 – Friday, May 29 [prefer] [available] [not available]
- Monday, August 3 – Thursday, August 6 [prefer] [available] [not available]
- Monday, Aug 10 – Thursday, Aug 13 [prefer] [available] [not available]
- Monday, Aug 17 – Thursday, Aug 20 [prefer] [available] [not available]

Course(s) my participation in this workshop will impact:

Mini-workshop in Health Studies

Please indicate the dates you prefer, but please also indicate whether or not you are available on the other dates. Facilitator: Chuck Sullivan

- Monday, June 8 – Wednesday, June 10 [prefer] [available] [not available]
- Wednesday, June 10 – Friday, June 12 [prefer] [available] [not available]
- Monday, June 15 – Wednesday, June 17 [prefer] [available] [not available]

Course(s) my participation in this workshop will impact:

Policy Studies

Participants will meet on **Tuesday and Wednesday, May 19-20** from 1:00 to 4:00 p.m., and then from 9:00 a.m. to 12:00 noon on **Monday – Wednesday July 27-29**. Facilitated by: Elaine Marzluff and Wayne Moyer

Course(s) my participation in this workshop will impact:

Integrating Human Rights/Human Dignity into the Curriculum

Please indicate the dates you prefer, but please also indicate whether or not you are available on the other dates. Facilitated by: Sarah Purcell and Wayne Moyer

- Monday, June 8 – Friday, June 12 [prefer] [available] [not available]
- Monday, June 15 – Friday, June 19 [prefer] [available] [not available]
- Monday, June 29 – Friday, July 3 [prefer] [available] [not available]

Course(s) my participation in this workshop will impact:

Literacies in the Digital Age

This workshop will be held June 8-12 from 9:00-Noon. Led by Library faculty and CTS staff.

Course(s) my participation in this workshop will impact: