



Great teachers keep learning

Faculty Development Program's summer workshop focuses on teaching ethics

by Barbara Fister

What do Gustavus faculty do during the summer? Many of them go back to school—joining with colleagues across the curriculum in intensive teaching and learning workshops provided by the Faculty Development Program with funding from the Bush Foundation.

The 2005 Summer Workshop for faculty focused on teaching ethics, social responsibility, and values. Facilitator Barbara Patterson of Emory University opened the three-day program by telling faculty, "You are already great teachers." But during intensive days of brainstorming, discussion, and activities, faculty refined a particular course while sharing their expertise with one another. Following the workshop, faculty continued to meet to share progress and insights.

Attendees brought different issues to the workshop. Florence Amamoto (English) wanted to explore how best to help students in her First Term Seminar connect texts about Native American and African American lives to their personal experience of diversity in Minnesota. David Rudek (psychology) wanted to help his students understand an issue that researchers in his field must wrestle with continually: what are the most ethical ways to conduct research with human subjects? Unlike content that can be covered in a lecture or two, an ethical approach to research requires developing an instinct for research methods that adhere to rigorous ethical standards.

Aaron Banks (health and exercise science) was particularly interested in finding ways to include a sensitivity to social inequality in his classes as he works with future teachers who will need to be prepared for diverse needs in increasingly diverse classrooms.

His departmental colleague, Jeanne Herman, is a veteran of several summer workshops. After a 2002 workshop on critical thinking, she revised her senior seminar course. It now begins by introducing models of critical thinking, followed by a semester-long critical analysis paper in which each student tackles a controversy in health education. "Students find the project difficult but intellectually challenging, and in the senior exit interviews we conduct each spring, they comment specifically about the project and the senior seminar as an absolutely critical course."

Denis Crnković, professor of Russian studies, worked on a Curriculum II course on the Literary Experience during the same summer workshop. "Critical thinking and literature became a way for me as professor to encourage the students to think rigorously about what they read." He always places literature in a broader context, "trying to show

the students that methods and modes of thinking critically cross over disciplines and 'even' find their way into how they think about the world in general." He has found that students do apply critical thinking skills to contexts after graduation. "Just last week I was talking to a former Curriculum II student who mentioned, out of the clear, that in her current nursing studies she is constantly aware of two things: that learning lots of facts and figures is necessary for being a good nurse and that thinking critically about the situations that healthcare providers always find themselves in is absolutely essential for being a good nurse."

A 2001 workshop on active learning gave Jeanne Herman several practical tools for engaging students with ideas—using "get acquainted" activities to build a sense of trust and community, in-

continued on next page

Students and faculty collaborate on research

Four Presidential Faculty/Student Collaboration Grants enabled research teams to delve into a variety of projects over the summer. **Laura Behling (English)** and **Patrick Jones (senior this fall from Los Angeles, Calif.)** worked on a project titled *Race, Anatomy, and the Metaphor of Habeas Corpus in American Literature*. **Margaret Bloch Qazi (biology)** and **Tanner Miest (junior, Willmar, Minn.)** conducted research on *Female Determinants of Sperm Fate in the Fruit Fly, Drosophila melanogaster*. **Jill Locke (political science)** and **Kristen Nelson (senior, Edina, Minn.)** explored the topic of *Brides and Brothers: Marriage and Fraternity in Tocqueville's France and America*. **Steve Mellema (physics)** and **Sharon Jaffe '05** worked on a *Study of Optical Imaging by Reflection through Random Media*. ☐



bookmarks



Gerald Brekke, emeritus professor of education (taught 1962–1987), has published a novel, *Intercession*, the fictionalized account of a survivor of the Thirty Years' War in Germany who is rescued from one danger after another through the intercession of others.

Gerald Brekke, *Intercession* (Waldoboro, Maine: Goose River Press, 2004; trade paper, \$12.95)

Environmental Ethics for a Postcolonial World links environmentalism with colonialism and makes the strong case that rapid economic change has caused an environmental and population crisis. Author **Deane Curtin** has been a professor of philosophy at Gustavus since 1978.

Deane W. Curtin, *Environmental Ethics for a Postcolonial World* (Lanham, Md.: Rowman & Littlefield Publishers, 2005; trade paper, \$24.95)

The Statutes of the King, by **Casey Elledge**, assistant professor of religion since 2002, represents the revision of a project undertaken during a U.S. Fulbright Programs grant in Jerusalem. It is a study of a section of the *Temple Scrolls* containing laws governing the conduct of Israelite kings.

Casey D. Elledge, *The Statutes of the King: The Temple Scroll's Legislation on Kingship* (Paris: J. Gabalda et Cie. Éditeurs, 2004; trade paper, \$70.00)

Michael Hvidsten, professor of mathematics and computer science, has completed a textbook that evolved from the many geometry courses he has taught at the College since 1987. The text is complemented by *Geometry Explorer*, software designed to be a virtual geometry lab. The book earned Hvidsten the 2005 Faculty Scholarly Accomplishment Award, announced at the Honors Day convocation this past May.

Michael Hvidsten, *Geometry with Geometry Explorer* (New York: McGraw-Hill, 2004; boardcover, \$103.25)

Horst Ludwig, associate professor of German (1965), and his collaborator from the Netherlands, Max Verhart, editor of the haiku quarterly *Vuursteen*, are in the forefront of the writing of a Western form of multilingual linked verse called *rengay*, and *Twelve Moons* is the first collection of that form to be published.

Horst Ludwig and Max Verhart, *Zwölf Monde – Twaalf manen – Twelve Moons* (Hertogenbosch, Netherlands: Verhart, 2005; chapbook, \$5.95)

A recent book by **Bruce Wells**, visiting assistant professor of religion from 2003 to 2005, compares aspects of pentateuchal law of testimony with the practice of law in the ancient Near East and finds significant similarities in Neo-Babylonian trial records.

Bruce Wells, *The Law of Testimony in the Pentateuchal Codes* (Wiesbaden, Germany: Harrassowitz Verlag, 2004; boardcover, \$98.00)


The above-mentioned books are available through the Gustavus Book Mark (phone 800/847-9307, or log onto <www.bookmark.gustavus.edu>).

Great teachers

Continued from previous page

roducing free-writing exercises to stimulate ideas, and making use of poetry, quotations, and excerpts from books as discussion starters. "Students comment very positively on these at the end of the semester," she reports. But her students aren't the only beneficiaries. In the years since this workshop she has shared materials and insights with other teachers. "One very positive outcome of the active learning workshop (and other workshops as well) is the sharing of ideas with colleagues" both within her department and across campus.

Since 2001, faculty from nearly every department have participated in summer workshops funded by the Bush Foundation. Summer workshops are one way that Gustavus faculty model the passion for lifelong learning they hope to pass along to their students. However accomplished they are as teachers, they know they can always learn more, both from knowledgeable facilitators and from one another.

Jeanne Herman encourages new faculty in her department to apply for summer workshops. "What better way to foster new ideas, raise critical questions, and challenge students intellectually? Every workshop I attended over the 27 years I have been at Gustavus has directly and positively affected my role as teacher and mentor." 

Barbara Fister has been an academic librarian at Gustavus since 1987 and is a coordinator of the Faculty Development Program.