

## **Gateways: Popular Education, the Arts, and Activism 2010-11 Program Application (sophomores or above—transfer students welcome)**

Note: This application is designed to give you a chance to talk about yourself and your interest in the program. A key goal of Gateways is to assemble a team that can best enable our individual learning, the learning of the incarcerated students, our collective learning, and the growth and stability of the program. Some of the key expectations that we have of program participants are commitment and the ability to work collaboratively and cooperatively, accountability to the group and the program, attendance at all class meetings, taking advantage of each learning opportunity, and rising to the challenges we will encounter. This application is not a test, but please read and respond to it thoughtfully, honestly, and completely. Type your answers to these questions and return them to the Program Secretary in Sem II A2117, or email them to me. Applications received before the May 12, 2010 Academic Fair will be given priority. As I receive applications, I will schedule interview conversations with you—preferably at the Academic Fair. If you cannot make it to the Academic Fair, I will try to make other arrangements with you. Thank you.

1. How did you hear about Gateways, and what do you know about it?
2. Gateways takes as a fundamental principle that every person has talents they have developed throughout their lives. Tell us a little about your talents.
3. In Gateways, it is our job to encourage each other to seek out and find our passions and gifts. What do you think are some ways of drawing out the passions and gifts of others?
4. Our work is guided by ideas of popular education. This means we base our work on the knowledge, experiences, and talents of all participants, while also building on this knowledge using the knowledge of others. Given our many years of experience in learning, we each know a lot about education. Please tell us about some of your key learning experiences.
5. In the process of collectively shaping the Gateways seminar, students will work on designing, implementing, and assessing our work, and organizing productive meetings while also working through conflict. What have been some group projects or activities of which you are proud? What are some mistakes you have made in group projects from which you have learned?
6. U.S. society today has been shaped and influenced by human struggles seeking equality and justice: civil rights movements, women's movements, labor movements, and global social justice movements, among others. Throughout our work we will read, discuss, and learn about exploitation and oppression, while exploring cultural diversity and continually working to foster a space committed to equality. Based on your experiences within this country and world, why is participation in the Gateways Program important for you?
7. We often hear words like “diversity,” “multicultural,” “polycultural,” “ethnicity,” “race,” “melting pot,” “mosaic,” and even “apartheid” used in descriptions of the U.S., its various populations and the relationships among them. In addition to the contributions of people indigenous to the Americas, U.S. culture has been shaped by those who have come from all over the world. Whether that movement took place long ago or recently, or was by choice or not, it is this diversity of immigrant, African, and Indigenous experiences that has built, enhanced, and strengthened U.S. culture. What has “multicultural” meant for you and/or your family's identity and/or experience?
8. List some books, articles, or films that you would like to recommend for the program. (I cannot guarantee that we will use the resources that you recommend, but I will make a list of them to share with program participants.)

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