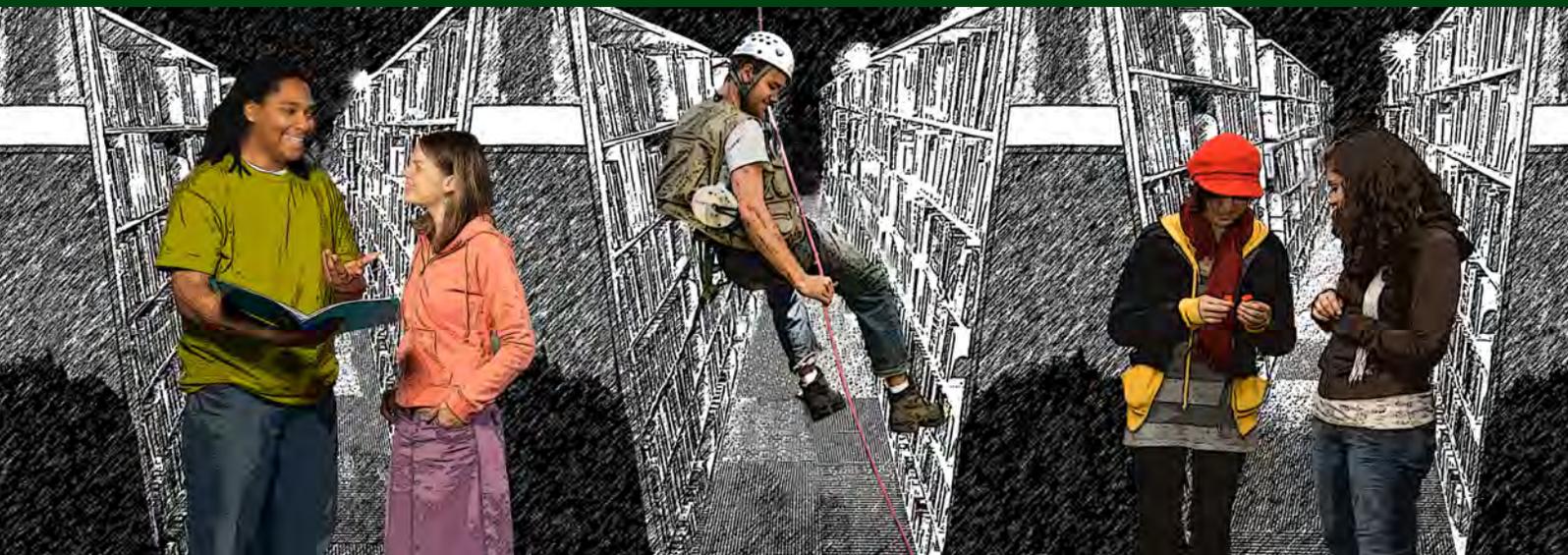


# evergreen



# Undergraduate Catalog 2008-2009

Learning at Evergreen is a creative, interactive pursuit where faculty and students develop the knowledge and skills to tackle complex real-world issues. Each year our faculty reimagines programs to enrich your exploration of problems through multiple perspectives. The faculty works closely with students and each other to encourage the development of collaborative skills needed to analyze problems, understand and communicate complex issues and find innovative solutions that respect differences. You will have the opportunity to take these skills into the community through internships, field studies and service learning.



# ***WE BELIEVE. . .***

*the main purpose of a college is to promote student learning through:*

## ***Interdisciplinary Study***

Students learn to pull together ideas and concepts from many subject areas, which enable them to tackle real world issues in all their complexity.

## ***Collaborative Learning***

Students develop knowledge and skills through shared learning rather than learning in isolation and competition with others.

## ***Learning Across Significant Differences***

Students learn to recognize, respect and bridge differences, a critical skill in an increasingly diverse world.

## ***Personal Engagement***

Students develop their capacities to judge, speak and act on the basis of their own reasoned beliefs.

## ***Linking Theory with Practical Applications***

Students understand abstract theories by applying them to projects and activities and by putting them into practice in real world situations.



# Table of Contents

## **ENROLLMENT SERVICES**

---

- 005** Academic Calendar
- 006** Admissions
- 009** Tuition and Fees
- 011** Registration and Academic Regulations

## **ACADEMIC PLANNING**

---

- 014** Planning and Curricular Options
- 016** Matching Evergreen's Programs to Your Field of Interest
- 021** Condensed Curriculum

## **ACADEMIC PROGRAMS**

---

- 024** How to Read a Program Description
- 025** Programs for Freshmen
- 049** Culture, Text and Language
- 063** Environmental Studies
- 075** Expressive Arts
- 089** Scientific Inquiry
- 103** Society, Politics, Behavior and Change
- 119** Native American and World Indigenous Peoples Studies
- 125** Tacoma Program
- 127** Graduate Study at Evergreen
- 128** Faculty, Trustees and Administration

## **INFORMATION**

---

- 133** Mission Statement
- 133** Expectations
- 134** Public Service at Evergreen
- 135** Diversity and Community
- 136** Services and Resources
- 138** Evergreen's Social Contract
- 140** Campus Regulations
- 141** Index
- 144** Campus Map



# Academic Calendar 2008–2009

	Fall 2008	Winter 2009	Spring 2009	Summer 2009	
				First Session	Second Session
<b>Orientation</b>	September 20–28*				
<b>Quarter Begins</b>	September 29	January 5	March 30	June 22	July 27
<b>Evaluations</b>	December 15–19	March 16–20	June 8–12	July 27– 31	August 31– September 4
<b>Quarter Ends</b>	December 19	March 20	June 12	July 24	August 28
<b>Vacations</b>	<i>Thanksgiving Break</i> November 24–28	<i>Winter Break</i> December 20 – January 4	<i>Spring Break</i> March 21–29		

\* Subject to change

Commencement	Super Saturday
June 12	June 13

## No classes

Martin Luther King Day, Presidents' Day, Independence Day, Memorial Day and Labor Day holidays.

### EQUAL OPPORTUNITY

The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, religion, creed, national origin, gender, sexual orientation, marital status, age, disability or status as a disabled or Vietnam-era veteran.

### NON-DISCRIMINATION STATEMENT

Responsibility for protecting our commitment to equal opportunity and non-discrimination extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of every member of the college community to ensure that this policy is a functional part of the daily activities of the college. Evergreen's social contract, the Affirmative Action and Equal Employment Opportunity policy and the Sexual Harassment policy are available at [www.evergreen.edu/policies](http://www.evergreen.edu/policies). Persons who believe they have been discriminated against at Evergreen are urged to contact the Human Resource Services Office, (360) 867-5361 or TTY: (360) 867-6834.

### ACCREDITATION

The Evergreen State College is accredited by the Northwest Commission on Colleges and Universities, 8060 165th Ave. NE, Redmond, WA 98052.

### DISCLAIMER

Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.

This Catalog is published by The Evergreen State College Office of Enrollment Management. ©2007 by The Evergreen State College

Printed on recycled paper.

This catalog is updated regularly; for the most current information please visit our Web site: [www.evergreen.edu/catalog/2008-09](http://www.evergreen.edu/catalog/2008-09).

The information contained in this Catalog is available in other media with 24 hours' notice. TTY: (360) 867-6834.

# Admissions

Complete and updated information regarding admissions criteria and standards is available on Evergreen's Admissions Web site: [www.evergreen.edu/admissions](http://www.evergreen.edu/admissions).

## ELIGIBILITY FOR ADMISSION

Applicants are initially ranked for eligibility using formulas that combine academic factors such as grade point average and/or test scores. Evergreen offers admission to all qualified applicants until the entering class has been filled.

The most important factor in the admissions process is academic preparation, demonstrated by the nature and distribution of academic course work. Grade point average or narrative evaluation progress, and scores from the ACT or SAT are also evaluated. You may submit additional materials you believe will strengthen your application, such as your personal statement, letters of recommendation and essays. Submissions should be limited to one page and should clearly address your academic history and educational goals. Artwork, videos and audio recordings will not be considered.

Information you provide on your application for admission may support programs for students. The data collected about the education level of your parents and your race/ethnicity may result in additional funding from Washington state and federal government programs to support the educational needs of students. Additionally, you may be eligible for financial assistance through "Passport to College," if you were in foster care in Washington. More information about Passport to College may be found at [www.evergreen.edu/apply](http://www.evergreen.edu/apply).

If Evergreen determines that an applicant's enrollment could present a physical danger to the campus community, based on the application, the college reserves the right to deny admission.

## TO APPLY FOR ADMISSION

A substantial amount of time is needed to process and evaluate each application. After you send your application and nonrefundable application fee, request all official transcripts and/or test scores. All of these items and documents should be sent to the Office of Admissions. The priority application dates are:

*Fall Quarter accepting applications from September 1 to March 1*

*Winter Quarter accepting applications from April 1 October 1*

*Spring Quarter accepting applications from June 1 to December 1*

Your application file should have all of the required documents by the priority date for timely admission consideration.

**Note:** If you are unsure whether you meet the admission criteria as a freshman or transfer student, or if you are unsure whether all the credits you earned will be transferable, you should submit all of the materials required for both freshman and transfer applicants. By taking this precaution, you can avoid unnecessary delays and reduce the chance of not completing your file on time.

Use the online application or print the four page application from a PDF file found at [www.evergreen.edu/apply](http://www.evergreen.edu/apply).

## GENERAL TRANSCRIPT INFORMATION

Official college transcripts from each and every institution attended must be submitted. An official high school transcript for freshman applicants must be sent from the high school from which you graduated. Transcripts must reflect all course work completed at the time you submit your application. If transcripts are not available, verification must be sent directly from the institution, or the overseeing state agency if the institution no longer exists.

## RETENTION OF RECORDS

Credentials, including original documents and official transcripts submitted in support of an application for admission, become the property of the college and cannot be returned or reproduced. Transcripts of students who do not register for the term for which they applied will be held for two years before being destroyed.

## NOTIFICATION AND DEPOSIT

Once the college notifies you of your eligibility, you will be asked to send a nonrefundable tuition deposit of \$50 by a stated deadline to ensure your place at the college for the quarter of admission. The deposit, which is an admissions processing fee, will be credited toward your first quarter's tuition. Admission and deposit do not guarantee your enrollment in a particular program, contract or course.

## ADDITIONAL INFORMATION FOR FRESHMAN APPLICANTS

### ACCEPTABLE COLLEGE PREPARATORY COURSE WORK

**English:** Four years of English study are required, at least three of which must be in composition and literature. One of the four years may be satisfied by courses in public speaking, drama as literature, debate, journalistic writing, business English or English as a Second Language (ESL). Courses that are not generally acceptable include those identified as remedial or applied (e.g., developmental reading, remedial English, basic English skills, yearbook/annual/newspaper staff, acting, library).

**Mathematics:** Three years of mathematics, at the level of algebra, geometry and advanced (second year) algebra, are required. Advanced mathematics courses, such as trigonometry, mathematical analysis, elementary functions and calculus are recommended. Arithmetic, prealgebra and business mathematics courses will not meet the requirement. An algebra course taken in eighth grade may satisfy one year of the requirement if second year algebra is completed in high school.

**Social Science:** Three years of study are required in history or in any of the social sciences (e.g., anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology). Credit for student government, leadership, community service or other applied or activity courses will not satisfy this requirement.

**Foreign Language:** Two years of study in a single foreign language, including Native American language or American Sign Language, are required. A course in foreign language, Native American language or American Sign Language taken in the eighth grade may satisfy one year of the requirement if the second year of study is completed in high school. The foreign language requirement will be considered satisfied for students from non-English-speaking countries who entered the U.S. educational system at the eighth grade or later.

**Science:** Two years are required. One full year—both semesters in the same field—of biology, chemistry, physics, principles of technology or equivalent must be completed with a laboratory component. The second year may be completed in any course that satisfies the high school's graduation requirement in science. Two years of agricultural science is equivalent to one year of science. Students planning to major in science or science-related fields should complete at least three years of science, including at least two years of algebra-based laboratory science.

**Fine, visual and performing arts or academic electives chosen from the areas above:** One additional year of study is required from any of the areas above or in the fine, visual or performing arts. These include study in art appreciation, band, ceramics, choir, dance, dramatic performance, production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, pottery, printmaking and sculpture.

In addition, students should choose electives that offer significant preparation for a challenging college curriculum. Honors and advanced placement courses are strongly encouraged and a more rigorous curriculum will be taken into account during the admissions selection process. Interdisciplinary study and courses that stress skills in writing, research and communication are especially helpful in preparing for Evergreen's innovative programs.

Admission can be granted on the basis of at least six semesters of high school work. Applicants may be admitted on this basis provided that they submit an official transcript showing the date of graduation and successful completion of all subject area requirements prior to attending their first class at Evergreen. Failure to submit a final transcript that shows satisfactory completion of subject area requirements will result in disenrollment. High school seniors cannot complete their high school coursework as matriculating students at Evergreen.

**Nontraditional high schools** must provide transcripts that indicate course content and level of achievement.

**High school students** who have earned college credit or participated in Washington's Running Start program are considered for admission under the freshman criteria, regardless of the number of credits earned. Running Start participants who have earned an Associate of Arts degree prior to the application priority date, as reflected on official transcripts, will be considered under transfer student criteria.

More information for freshmen applicants can be found at [www.evergreen.edu/admissions/freshman.htm](http://www.evergreen.edu/admissions/freshman.htm)

## ADDITIONAL INFORMATION FOR TRANSFER APPLICANTS

### COMMUNITY COLLEGE DEGREES

Designated Transfer Degrees and Direct Transfer Degrees receive the highest transfer admission preference. Applicants who have earned or will earn (prior to enrolling at Evergreen) either of these degrees will be awarded 90 quarter hour credits, which is the equivalent of junior class standing. Each community college has a designated transfer degree and it is your responsibility to consult with the college you attend to ensure that you are registered in the correct course sequence. A complete list of designated degrees can be found at [www.evergreen.edu/transferdegrees](http://www.evergreen.edu/transferdegrees). Evergreen has also identified a variety of vocational or technical associate degrees that will also receive admission preference. A list of these vocational/technical associate degrees may also be found at the same Web address above.

*Students who have already earned a B.A. or B.S.* only need to submit the final official transcript from the institution that awarded the degree, as long as the degree confirmation is indicated on the transcript.

### TRANSFER OF CREDIT

Evergreen has a generous policy of accepting credit from other accredited institutions. The maximum amount of credit that can be transferred is 135 quarter hours (90 semester hours). A maximum of 90 quarter hours (60 semester hours) of lower division (100–200 level) course work will transfer.

Policy varies depending on the kind of institution from which you transfer and the kinds of course work involved. In general, courses are acceptable if a minimum 2.0 grade point average or grade of C was received (work completed with a C-minus does not transfer). Courses in physical education, remedial work, military science and religion are not transferable. Some vocational and personal development courses are transferable; others are not. Evergreen abides by the policies outlined in Washington's Policy on Intercollegiate Transfer and Articulation. See the Transfer Student section on the Admissions Web site at [www.evergreen.edu/admissions/transfer.htm](http://www.evergreen.edu/admissions/transfer.htm) for detailed information.

The evaluation of your official transcripts that results in a Transfer Credit Award is conducted after you have been admitted and paid the \$50 nonrefundable tuition deposit. This evaluation is based upon the transcripts submitted for your admission application.

### OTHER SOURCES OF TRANSFER CREDIT

Evergreen accepts credits earned through CLEP, AP and IB work on a case-by-case basis, as long as the credits do not duplicate credit earned at other institutions, including Evergreen. Other national credit-by-examination options are reviewed on a case-by-case basis. To have your CLEP, AP or IB work evaluated for transfer credit, contact the testing company and have official test scores sent to Admissions. CLEP and AP credit are also accepted as part of an associate's degree in a direct transfer agreement with a Washington state community college.

**AP examinations:** a minimum test score of 3 is required to receive credit.

**CLEP** general and subject examination may also generate credit. Minimum test scores vary by subject area.

**International Baccalaureate (IB):** Evergreen will award up to 45 credits of IB work, based on a minimum of three higher level subject marks and three subsidiary level subject marks with scores of 4 or better. Students without the final IB diploma and with scores of 4 or better on the exams may be eligible to receive partial credit.

### SPECIAL STUDENTS

Students wishing to enroll on a part time basis prior to seeking admission to Evergreen may register as "special students" for a maximum of eight credits per quarter. The outreach coordinator for Evening and Weekend Studies is available to assist special students with academic advising and registration information. For additional information, refer to [www.evergreen.edu/admissions/adult\\_student.htm](http://www.evergreen.edu/admissions/adult_student.htm).

### SUMMER QUARTER

Summer quarter enrollment is handled through the Office of Registration and Records and does not require formal admission.

Students who wish to continue their studies into fall quarter may do so by registering again as a special student or by being admitted to the college through the formal application process.

More information for transfer applicants can be found at [www.evergreen.edu/admissions/transfer.htm](http://www.evergreen.edu/admissions/transfer.htm)

# Tuition and Fees

## RESIDENCY STATUS FOR TUITION AND FEES

To be considered a resident for tuition and fee purposes, you must be (1) a financially independent non-resident, (2) a financially dependent student with a parent residing in Washington state or (3) meet certain conditions as a non-citizen.

As a financially independent non-resident, you must first establish a domicile in the state of Washington in compliance with state regulations. You must also establish your intention to be in Washington for purposes other than education. Once established, the domicile must exist for one year prior to the first day of the quarter in which you plan to apply as a resident student.

As a financially dependent student, you must prove dependence as well as proving that your parent has an established domicile in the state of Washington.

As a non-citizen, you must have resided in Washington state for three years immediately prior to receiving a high school diploma, and completed the full senior year at a Washington high school; or completed the equivalent of a high school diploma and resided in the state for the prior three years and continuously resided here since earning the diploma or its equivalent or have a visa status that allows establishment of a domicile.

Contact Evergreen's Office of Registration and Records directly at (360) 867-6180 should you have specific residency questions. Residency information and application for a change of status are available at [www.evergreen.edu/registration](http://www.evergreen.edu/registration) or in the Office of Registration and Records.

Applications to change residency status must be made no earlier than four to six weeks prior to the quarter in which you may become eligible. See Residency application for priority processing dates and deadlines.

## BILLING AND PAYMENT PROCEDURES

The Student Accounts Office assembles most student financial information, both charges and credits, and prepares a periodic statement. This allows registered students to submit a single check for tuition, fees, housing and other charges by mail or night depository.

Tuition and fees are billed quarterly by mail if you are pre-registered. Payment in full must be in the Cashier's Office by 3:45 p.m. on the deadline for each quarter. Cash, check, money order, Visa and MasterCard are all acceptable forms of payment. Web payment is also available for students wishing to pay with Visa, Mastercard or E-check.

In accordance with Section 438 of Public Law 93-380 (Family Education Rights and Privacy Act of 1974), billing information will only be discussed with or mailed to the student. If the student is dependent on someone else for financial support while attending Evergreen, it is his or her responsibility to make sure that the other party is aware of what payments are due and that the payments are made on time. You may set up a special billing address so your bills are sent directly to the person who pays them. Contact the Student Accounts Office for more information.

Failure to pay tuition and fees in full by the deadline may result in cancellation of registration. Payments must be received by the deadline; postmarks are not considered. Currently, the tuition payment deadline is the Wednesday before the first day of each quarter.

Students registering as of week two must pay a \$50 late-registration fee.

## REFUNDS/APPEALS

Refunds of tuition and fees are allowed if you withdraw from college or are called into military service. If you change your credit load, the schedule below will determine what refund, if any, you will receive. If you follow proper procedures at the Office of Registration and Records, we refund:

*100 percent to Friday of the first week of the quarter*

*50 percent to the 30th day*

*No refund after the 30th calendar day*

If your tuition is paid by financial aid, any refund will be made to the financial aid program, not to you. Appeals of tuition and fees must be made to the Office of Registration and Records. Appeals of other charges must be made to the office assessing the charge.

**ESTIMATED EXPENSES**

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2008–09 nine-month academic year.

	<b>RESIDENT</b>	<b>NON-RESIDENT</b>
<b>Tuition and Fees</b>	\$4,796	\$15,656
<b>Books and supplies</b>	829	829
<b>Housing and meals</b>	6,410	6,410
<b>Personal needs</b>	1,939	1,939
<b>Transportation</b>	1,263	1,263
<b>Total</b>	\$15,237	\$26,097

Note: Full-time undergraduate tuition figures do not include the quarterly health, transit, CAB, and clean energy fees, which are mandatory for students attending the Olympia campus.

**ESTIMATED TUITION AND FEES**

Rates are set by the Washington State Legislature and the Evergreen Board of Trustees. They are subject to change without notice. The rates below are for the 2007–08 academic year. Visit [www.evergreen.edu/tuition](http://www.evergreen.edu/tuition) or call Student Accounts to verify tuition rates at (360) 867-6447.

<b>ENROLLMENT STATUS</b>	<b>QUARTER CREDIT HOURS</b>	<b>RESIDENT TUITION*</b>	<b>NONRESIDENT TUITION*</b>
<b>Full-time Undergraduate</b>	10–18	\$1,530 per quarter	\$4,978 per quarter
	19	\$1,661	\$5,441
	20	\$1,792	\$5,904
<b>Part-time Undergraduate</b>	9 or fewer	\$153.00 per credit; 2 credit minimum	\$497.80 per credit; 2 credit minimum
<b>Full-time Graduate</b>	8 MPA & MES	\$1,751.20 per quarter	\$5,334.40 per quarter
	16 MIT	\$2,189 per quarter	\$6,668.00 per quarter
<b>Part-time Graduate</b>	9 or fewer**	\$218.90 per credit; 2 credit minimum	\$666.80 per credit; 2 credit minimum

\*Tuition and fees may vary in summer quarter, which is not part of the regular academic year.  
\*\* For financial aid purposes, 8 MPA and MES quarter credit hours are considered full-time, 7 or fewer, part-time.

**MISCELLANEOUS FEES**

<b>Application Fee (nonrefundable)</b>	\$50	<b>Returned Check</b>	\$15
<b>Mandatory Health Fee (quarterly)</b>	\$46	<b>Reinstatement/late-registration Fee</b>	\$50
<b>Mandatory Bus Pass (quarterly)</b>	\$1.10 per credit up to \$13.20	<b>ID Card Replacement with meal plan</b>	\$5 \$25
<b>CAB Renovation Fee</b>	\$5.75 per credit	<b>Graduation Fee</b>	\$25
<b>Clean Energy Fee</b>	\$1 per credit	<b>Undergraduate Admission Deposit (nonrefundable)</b>	\$50
<b>Transcript, per copy</b>	\$10	<b>Graduate Admission Deposit (nonrefundable)</b>	\$100
<b>WASHPIRG (quarterly, waivable)</b>	\$8	<b>Specialized Facility Use Fee (varies)</b>	\$5–\$150
<b>Housing / Administrative Fee: Rental Contract or Unit Lease</b>		\$45 each	

These fees are current at time of publication. Please check to verify amounts or additional fees.

**PARKING FEES**

	<b>Automobiles / Motorcycles</b>	<b>Automobiles / Motorcycles</b>	
<b>Daily</b>	\$2.00	<b>Academic year</b>	\$115 / \$60
<b>Quarterly</b>	\$40 / \$20	<b>Full year</b>	\$120 / \$65

# Registration and Academic Regulations

## NEW AND CONTINUING STUDENT ENROLLMENT PROCESS

**Each quarter, prior to the Academic Fair, registration information for the upcoming quarter is available on the Web at [my.evergreen.edu](http://my.evergreen.edu).** You are responsible for looking up your time ticket to register, researching the curriculum information and registering. New students will be asked to participate in an academic advising session. Registration priority is based on class standing. Early registration may increase your chances of getting into the program of your choice. Late registration begins the first week of the quarter and requires a faculty signature. Late fees begin the second week of the quarter for all transactions. Some programs require a faculty interview or audition for entry. For those programs, you will need to obtain faculty approval in the form of an override in order to register online. You may be required to specify the number of credit hours you are registering for in a term.

Individual Learning Contracts, internships and credit exceptions are processed in the Office of Registration and Records.

Changes in enrollment or credits must be done in the Office of Registration and Records and may result in a reassessment of tuition, fees and eligibility for financial aid. Special registration periods are held for those enrolling as non-degree-seeking special students. These special registration periods, which usually follow the registration period for continuing students, are announced in publications distributed on and off campus.

## COLLEGE EMAIL POLICY

All students, including both admitted and “special” (non-admitted) students, will be given an Evergreen email account upon admission (or registration for “special” students.) This email account will be a primary mechanism for official college communications to students, including registration and student account information, announcements of official college policies and general announcements and information. As part of their responsibility to work with the college to manage their business and enrollment issues, students are expected to check their college email account on a regular basis.

## CHANGES IN PERSONAL INFORMATION

It is vital to maintain current information that affects your student records with the Office of Registration and Records. Any change(s) affecting your student record requires acceptable documentation before a change in records can be made. Students can update address information at any time using their MyEvergreen account. See also Billing and Payment Procedures, page 9.

## TO ADD, CHANGE, OR DROP A PROGRAM

If you want to add, change or drop your program or courses, you should complete your change of registration by the 10th day of the quarter. During or after the second week of the quarter, you must petition to change a program or course (as opposed to changing your credits or dropping).

Reducing credits or dropping a program must be completed by the 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 9.)

## WITHDRAWAL

You may withdraw any time up to the 30th calendar day of the quarter, but you must inform the Office of Registration and Records. (See Refunds/Appeals, page 9.)

## LEAVE OF ABSENCE

If you have been regularly admitted and completed at least one quarter, you are eligible for a leave of absence of no more than one year. If you are not enrolled in a program or contract by the enrollment deadline, you are considered to be on leave (for up to one year).

## VETERAN STUDENTS

The Evergreen State College’s programs of study are approved by the Washington State Higher Education Coordinating Board’s State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

## ACADEMIC CREDIT

### General Policies

You receive academic credit for meeting your program requirements. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill these academic obligations. Evergreen will not accept credit twice for the same course work.

### Credit Limit

Students may register for a maximum of 20 credits during any given quarter, and a minimum of 2. A full-time load is considered to be 12 to 16 credits, although well-prepared students may register for an overload up to 20 credits. Students registering for more than 16 credits must follow college policy and complete their registration by the Friday of the first week of the quarter. Additional tuition charges may apply.

Academic programs, independent study contracts and internships will be offered for a maximum of 16 credits each quarter. Students concurrently pursuing coursework at another college may register for a combined maximum of 20 credits. Credits earned beyond this limit will not be accepted.

Registration is prioritized by the number of credits earned, giving seniors first choice, and is organized as follows:

<i>Freshmen</i>	<i>0–44 credits</i>
<i>Sophomores</i>	<i>45–89 credits</i>
<i>Juniors</i>	<i>90–134 credits</i>
<i>Seniors</i>	<i>135 or more credits</i>

## RECORD KEEPING

### Transcripts

Transcripts are the records of your academic achievement at Evergreen, and are maintained by the Office of Registration and Records. Your transcript will list all work done for credit, the official description of the program or contract, faculty evaluations and, when required, your self-evaluations.

If you decide to write a summative self-evaluation—up to one quarter after graduation—the specific form must be turned in to Registration and Records to be included. (See *Expectations of an Evergreen Graduate*, page 133.)

Credit and evaluations are reported only at the end of a program or contract, unless you go on a leave of absence, withdraw or change programs. When you receive a copy of an evaluation from the Office of Registration and Records, and if you need your faculty to further revise your evaluation, you have 30 calendar days or until you request your transcript to be sent out, whichever comes first.

Your self-evaluation cannot be removed or revised once it has been received in the Office of Registration and Records. Pay close attention to spelling, typographical errors, appearance and content before you turn it in.

When a transcript is requested in writing, the entire body of information is mailed. Graduate students who attended Evergreen as undergraduates may request transcripts of only their graduate work. Please allow two weeks for processing between the time you make your written request and pay the required fee, and the time your transcript is mailed. The transcript request form and current fees are available at [www.evergreen.edu/registration](http://www.evergreen.edu/registration).

Evergreen reserves the right to withhold transcripts from students who are in debt to the institution.

### Confidentiality of Records

The federal Family Educational Rights and Privacy Act (FERPA) gives students certain rights regarding their education records. You have the right to:

- Inspect and review your educational records within a reasonable time period*
- Request an amendment to education records you believe are inaccurate or misleading*
- Consent to disclosures of personally identifiable information contained in your records, except to the extent that FERPA authorizes disclosure without consent*
- File a complaint with the U. S. Department of Education concerning alleged failures to comply with the requirements of FERPA*

You must contact the Office of Registration and Records in person or by telephone if you want your records kept confidential. These records include your name, address, telephone number and student status.

Questions concerning your rights under FERPA should be directed to the Office of Registration and Records.

## ACADEMIC STANDING POLICY

The academic standing of each Evergreen student is carefully monitored to ensure the full development of his or her academic potential. Any student not making satisfactory academic progress, as defined below, is informed of her or his standing and is advised accordingly.

Formal faculty evaluation of student achievement occurs at the conclusion of programs, contracts, courses and internships. In addition, any student in danger of receiving less than full credit at mid-quarter is so notified in writing by his or her faculty or sponsor. A student making unsatisfactory academic progress will receive an academic warning and may be required to take a leave of absence.

### 1. Academic warning.

A student who earns less than three-fourths of the number of registered credits in two successive quarters or cumulative credit for multiple term enrollment, will receive an academic warning issued from the Office of Enrollment Services. A student registered for six credits or more who receives no credit in any quarter will receive an academic warning. These warnings urge the student to seek academic advice or personal counseling from a member of the faculty or through appropriate offices in Student Affairs. A student will be removed from academic warning status upon receiving at least three-fourths of the credit for which he or she is registered in two successive quarters.

### 2. Required leave of absence.

A student who has received an academic warning, and while in warning status received either an incomplete or less than three-fourths of the credit for which she or he is registered, will be required to take a leave of absence, normally for one full year.

A waiver of required leave can be granted only by the academic dean responsible for academic standing upon the student's presentation of evidence of extenuating circumstances. A student returning from required leave will re-enter on academic warning and be expected to make satisfactory progress toward a bachelor's degree. Failure to earn at least three-fourths credit at the first evaluation period will result in dismissal from Evergreen.

## Dismissal and Readmission

A student who is dismissed from the college for academic reasons will not be allowed to register for any academic program or course at the college during any subsequent quarter. A student who has been dismissed may only be readmitted to the college by successfully petitioning the academic deans. The petition must convince the deans that there are compelling reasons to believe that the conditions that previously prevented the student from making satisfactory academic progress at Evergreen have changed.

## GRADUATION REQUIREMENTS

- The minimum requirement for the Bachelor of Arts or the Bachelor of Science is 180 credits.
- If you transfer credit from another college, you must earn at least 45 of your last 90 credits while enrolled at Evergreen to be eligible for an Evergreen degree. Credits for Prior Learning from Experience documents or CLEP tests do not satisfy the 45-credit requirement.
- If you have a bachelor's degree from a regionally accredited institution (including Evergreen) and wish to earn a second bachelor's degree, you must earn at least 45 additional credits as an enrolled Evergreen student.
- The Bachelor of Science degree requirement also includes 72 credits in mathematics, natural science or computer science, of which 48 credits must be in advanced subjects.
- Concurrent awards of Bachelor of Arts and Bachelor of Science degrees require at least 225 credits, including 90 at Evergreen, and application at least one year in advance.
- To graduate, you must submit an application form to the Office of Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MIT programs, please refer to the appropriate catalog.

**For more information about academic regulations, call (360) 867-6180.**

## ENROLLMENT STATUS

	Full time	Part time
Undergraduate students	12–20 credits	11 credits or fewer
Graduate students	10–12 credits	9 credits or fewer

(For graduate students' financial aid purposes, 8 credits are considered full time, 7, part time.)

# Planning and Curricular Options

## HOW DO I PLAN MY EDUCATION AT EVERGREEN?

At Evergreen, there are no predetermined majors or required courses of study. You plan your own academic pathway with assistance from faculty and staff advisors. Advisors can help you identify and choose those programs that appeal to you and for which you are appropriately prepared.

## SELECTING YOUR PROGRAM OF STUDY

At Evergreen, you have the privilege and responsibility of planning your education. This can be challenging, but there are many services available to help you, whether you are creating a four-year academic plan or selecting a program for a single quarter.

**Faculty Support** You will discuss your academic plans in an annual reflection with your faculty, usually at your evaluation conference at the end of the program. At the quarterly Academic Fair, you can talk to the faculty directly about the content, style and requirements of the program you are considering. Ask them anything. If one program is not right for you, they may suggest an alternative. Fair dates are found at: [www.evergreen.edu/advising/academicfairs.htm](http://www.evergreen.edu/advising/academicfairs.htm)

**Publications** This catalog contains the full-time curriculum for 2008–09, planned during the spring of 2007. Updates and changes are listed online: [www.evergreen.edu/catalog/2008-09](http://www.evergreen.edu/catalog/2008-09). Our part-time offerings are published in the *Evening and Weekend Studies Class Listing* (online at [www.evergreen.edu/ews](http://www.evergreen.edu/ews)) and the *Summer Times* (online at [www.evergreen.edu/summer](http://www.evergreen.edu/summer)).

**The Advising Offices** Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to [www.evergreen.edu/advising](http://www.evergreen.edu/advising) for more information on what these offices offer.

Since planning your education is your responsibility, the more information you have, the better. Students new to Evergreen may find the Academic Planning Workshop very useful for gathering comprehensive information on the academic planning process and the resources and tools available to you. This workshop is required for all new students to Evergreen. Students can sign up online at: [www.evergreen.edu/advising/Workshops/workshopsignup.htm](http://www.evergreen.edu/advising/Workshops/workshopsignup.htm) or [www.evergreen.edu/advising/academicplanning.htm](http://www.evergreen.edu/advising/academicplanning.htm)

## SPECIAL FEATURES OF THE CURRICULUM

Along with the full-time interdisciplinary programs listed here, Evergreen also offers other ways to earn your degree:

**Evening and Weekend Studies** The Evening and Weekend Studies area offers a variety of 2- to 12-credit courses and programs with a single or multi-disciplinary focus. Offerings are found in the quarterly class listings or at [www.evergreen.edu/ews](http://www.evergreen.edu/ews). Courses available during summer sessions are listed in the Summer Times or at [www.evergreen.edu/summer](http://www.evergreen.edu/summer). For more information about Evening and Weekend Studies, contact the outreach coordinator at (360) 867-6164 or [ews@evergreen.edu](mailto:ews@evergreen.edu).

**Prior Learning from Experience** Evergreen recognizes that adult students returning to college have acquired knowledge from their life and work experiences. If students want to document this knowledge and receive academic credit, Prior Learning from Experience (PLE) provides an appropriate pathway. For more information, call (360) 867-6164, or visit [www.evergreen.edu/priorlearning](http://www.evergreen.edu/priorlearning).

**Study Abroad** At Evergreen, international studies may include study abroad in a full-time academic program, consortium program, individual contract or internship. Advanced-level students who choose to study abroad through individual contracts or internships should have previous experience in both the method of study and the subject matter to be studied. Students must negotiate agreements with an appropriate faculty sponsor.

Students are required to complete the Study Abroad Waiver, Release, and Indemnity Agreement, to comply with safety procedures and provide emergency contact information before traveling. For more information and forms, contact the International Programs and Services coordinator in Academic Advising or visit [www.evergreen.edu/advising](http://www.evergreen.edu/advising) under "Study Abroad."

**Individual Learning Contracts and Internships** Typically reserved for junior- and senior-level students, these are

### PLANNING AND CURRICULAR OPTIONS 2008-09 PROGRAMS WITH A STRONG TRAVEL COMPONENT:

After Nietzsche: Arts, Literature, Philosophy in the Wanderer's Shadow	p 60
American Places	p 50
Animal Behavior & Zoology	p 90
Changing China	p 27
India: Tradition & Beyond	p 52
Introduction to Geology	p 73
Persistence: A Study of Inspired Work	p 36
(Re)Imagining the Middle East	p 56
Survey of the Wine Industry Across the Americas	p 111
Venezuela: Building Economic and Social Justice	p 85

student-generated projects where the student works with a faculty sponsor to complete advanced academic work. An internship, which is a way to gain specialized knowledge and real-world experiences, requires a field supervisor as well. Assistance with both types of study, and more information, is available at [www.evergreen.edu/advising](http://www.evergreen.edu/advising) under “Individual Study.” For individual study and internship options and more information on the 2008-09 contract pool of faculty sponsors, visit [www.evergreen.edu/catalog/2008-09/individualstudy.htm](http://www.evergreen.edu/catalog/2008-09/individualstudy.htm).

## STUDIES IN SUSTAINABILITY AND JUSTICE



**If you'd like to focus your education on issues of sustainability, look into these programs:**

Climate Change	p 44
Conceptualizing Native Place	p 28
Environmental Health: Science, Policy and Social Justice	p 66
Food, Health and Sustainability	p 30
Food, Place and Culture	p 45
Green Studio	p 31
Legacy of the American Dream: People, Power and Nature	p 33
Mediaworks in Context: Sustainability & Justice	p 82
The Olympic Peninsula	p 39
The Pacific Northwest: History, Culture and Environment	p 48
Practice of Sustainable Agriculture	p 69
Toward a Sustainable Puget Sound: Place, People and Policy	p 40
Venezuela: Building Economic & Social Justice	p 85

*Insist on the rights of humanity and nature to co-exist.*  
—William McDonough and Michael Braungart

At Evergreen, we take a “seven generations” approach to questions of how to sustain human life and community in harmony with the planet. This is a cross-generational, ecologic ethic that has descended to us from the Haudenosaunee (Iroquois) Confederacy<sup>1</sup>. We offer students who embrace this ethic the opportunity to design a curricular pathway that focuses on issues of sustainability.

In this catalog, you can find programs in environmental studies, social justice, the humanities and the arts, to help you build the background, skills and vision needed to make change in areas that count—climate change, food systems, cultural survival, environmental justice, media and communications, applied ecology, green business and beyond.

In addition, the college’s Center for Community-Based Learning and Action works with programs to involve students in community-based work with a wide range of service, study and governance organizations in our area. Students also have chances to apply their studies to Evergreen itself. Our Sustainability Task Force works with food services, purchasing, facilities, heat and power—even parking—to reduce our environmental and social impacts and enhance the health of the college’s land and people, and its presence in the wider community.

<sup>1</sup> The Haudenosaunee, whose historical lands and continuous home is in what is now the Northeast US/Southeast Canada, consist of the Mohawk, Oneida, Tuscarora, Onondoga, Cayuga and Seneca Nations, and continue to provide leadership in educating people in how to conceive of planetary stewardship and ensuring the health of human and animal populations.

# Matching Evergreen's Programs to Your Field of Interest

Evergreen's programs are organized into seven Planning Units – academic areas that will help you find current programs which match your needs and interests. The Planning Units are: Programs for Freshmen; Culture, Text and Language; Environmental Studies; Expressive Arts; Native American and World Indigenous Peoples Studies; Scientific Inquiry; and Society, Politics, Behavior and Change.

If you are accustomed to thinking about your studies in terms of subject areas or majors, this guide can help you match your educational interests with Evergreen's offerings. For example, if you are interested in American studies, look for the American studies category heading. Under it, you will find the titles of programs that have American studies content. Then check the Condensed Curriculum (page 21) to find which quarters the program is offered and the full program description location in this catalog. Another option for matching your interests to Evergreen's programs is to use "Connect to Your Major" from Evergreen's home page, [www.evergreen.edu](http://www.evergreen.edu).

## **AESTHETICS**

Acting & Directing: Queer Theory and Practice  
 After Nietzsche: Arts, Literature, Philosophy in the Wanderer's Shadow  
 Green Studio  
 Inescapable Beauty, Elusive Sublime  
 Japanese Film: Characteristics and Aesthetic Tradition  
 Music Composition Intensive  
 Nietzsche: Life, Times, Work  
 Rehearsal & Performance: Theatre

## **AFRICAN AMERICAN STUDIES**

Hop on Pop: Investigating and Intervening in American Popular Culture

## **AGRICULTURE**

Food, Health and Sustainability  
 Food, Place and Culture  
 Practice of Sustainable Agriculture  
 Survey of the Wine Industry Across the Americas

## **AMERICAN STUDIES**

The American Eye  
 American Places  
 Character Studies: Images, Ethics and Culture  
 Conceptualizing Native Place  
 The End of Prosperity  
 Gender and Sexuality: History, Culture, and Politics  
 Hop on Pop: Investigating and Intervening in American Popular Culture  
 Looking Backward: America in the Twentieth Century  
 Survey of the Wine Industry Across the Americas  
 The Pacific Northwest: History, Culture and Environment  
 Undergraduate Research in the Humanities  
 The Wisdom of a Sailor

## **ANTHROPOLOGY**

American Places  
 Character Studies: Images, Ethics and Culture  
 Health and Human Development  
 Imagining the Body  
 Individual Study: Cultural Studies  
 The Olympic Peninsula  
 Persistence: A Study of Inspired Work  
 Toward a Sustainable Puget Sound: Place, People and Policy

## **ARCHITECTURE**

Green Studio

## **ART HISTORY**

Conceptualizing Native Place  
 Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing: Poetry, and Multicultural American Literature  
 The Incisive Line  
 Inescapable Beauty, Elusive Sublime  
 Medieval and Renaissance Studies: Materiality and the Religious Impulse  
 Student Originated Studies: Visual Art

## **ASTRONOMY**

Climate Change  
 Undergraduate Research in Scientific Inquiry

## **BIOCHEMISTRY**

Foundations of Health Science: Global and Local Perspectives  
 Molecule to Organism  
 Undergraduate Research in Scientific Inquiry

## **BIOLOGY**

Advanced Biology: Cell Signaling  
 Animal Behavior & Zoology  
 Food, Health and Sustainability  
 Food, Place and Culture  
 Foundations of Health Science: Global and Local Perspectives  
 Health and Human Development  
 Introduction to Natural Science  
 Marine Life: Biological Oceanography  
 Microbial Ecology  
 Molecule to Organism  
 The Opening Of The Field: Ecopoetics, Ecology and Ideas  
 Science, Creativity and Exploration  
 Undergraduate Research in Scientific Inquiry

**BOTANY**

Advanced Research in Environmental Studies  
Practice of Sustainable Agriculture  
Science, Creativity and Exploration

**BUSINESS AND MANAGEMENT**

Advanced Business Foundations  
Individual Study: Management, Business, Maritime Studies,  
Non-profit Development and International Trade  
The Science of Business Decisions

**CHEMISTRY**

Climate Change  
Environmental Analysis  
Foundations of Health Science: Global and Local Perspectives  
Introduction to Natural Science  
Molecule to Organism  
Science, Creativity and Exploration  
Undergraduate Research in Scientific Inquiry

**CLASSICS**

Character Studies: Images, Ethics and Culture

**COMMUNICATIONS**

Acting & Directing: Queer Theory and Practice  
Art of Conversation  
Gateways: Popular Education & Political Economy  
Hop on Pop: Investigating and Intervening in American Popular Culture  
Image and Sequence  
Language Matters: Persuasive Language in Popular Culture  
Looking Backward: America in the Twentieth Century  
Media Services Internships  
Persistence: A Study of Inspired Work  
Political Economy of the Media: U.S. Historical & Contemporary Realities  
Student Originated Studies: Performing Arts

**COMMUNITY STUDIES**

The End of Prosperity  
Environmental Health: Science, Policy and Social Justice  
Food, Place and Culture  
Gateways: Popular Education & Political Economy  
Individual Study: Society and Behavior  
Persistence: A Study of Inspired Work  
Power Play(ers): Actions and Consequences  
Reservation-Based/Community-Determined: Integrating Change in a Communal Society  
Social Work/Human Services Skill Sets  
Venezuela: Building Economic and Social Justice  
Wonderful Ideas

**COMPUTER SCIENCE**

Algebra to Algorithms  
Computability and Language Theory  
Computer Science Foundations  
Data and Information: Computational Linguistics  
Introduction to Natural Science  
Methods of Mathematical Physics  
Models of Motion  
Music, Math, and Motion  
Undergraduate Research in Scientific Inquiry

**CONSCIOUSNESS STUDIES**

Individual Study: Cultural Studies  
Individual Study: Society and Behavior  
Integral Psychology  
Language Matters: Persuasive Language in Popular Culture  
Multicultural Counseling: An Innovative Model

**CULTURAL STUDIES**

Acting & Directing: Queer Theory and Practice  
Advanced Biology: Cell Signaling  
American Places  
Art of Conversation  
Changing China  
Conceptualizing Native Place  
Dance: Body, Culture and Behavior  
Decolonizing the Mind  
Food, Place and Culture  
Gateways: Popular Education & Political Economy  
Gender and Culture: Studies in Japanese and American Literature and Popular Culture  
Hop on Pop: Investigating and Intervening in American Popular Culture  
Imagining the Body  
India: Tradition & Beyond  
Individual Study: Cultural Studies  
Individual Study: Psychology  
Individual Study: Society and Behavior  
Japanese Film: Characteristics and Aesthetic Tradition  
Legacy of the American Dream: People, Power and Nature  
Looking Backward: America in the Twentieth Century  
Medieval and Renaissance Studies: Materiality and the Religious Impulse  
Multicultural Counseling: An Innovative Model  
Native Studies: Indigenous Americans Before and After Columbus  
The Pacific Northwest: History, Culture and Environment  
PerformanceWorks: Telling Stories  
Persistence: A Study of Inspired Work  
Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema  
Power Play(ers): Actions and Consequences  
(Re)Imagining the Middle East  
Reservation-Based/Community-Determined: Integrating Change in a Communal Society  
Russia and Eurasia: Empires and Enduring Legacies  
Self and Culture: Studies in Japanese and American Literature and Cinema  
Social Work/Human Services Skill Sets  
Spain and the Americas: Cultural Crossings  
Turning Eastward: Explorations in East/West Psychology  
Undergraduate Research in the Humanities  
Venezuela: Building Economic and Social Justice  
The Wisdom of a Sailor  
Wonderful Ideas

**DANCE**

Dance: Body, Culture and Behavior  
India: Tradition & Beyond  
PerformanceWorks: Telling Stories  
Student Originated Studies: Performing Arts

**ECOLOGY**

Advanced Research in Environmental Studies  
Animal Behavior & Zoology  
Data and Information: Computational Linguistics  
Educating On the Wild Side  
Food, Health and Sustainability  
Marine Life: Marine Ecology  
Microbial Ecology  
Natural History Expedition Leadership  
The Olympic Peninsula  
The Opening Of The Field: Eco-poetics, Ecology and Ideas  
Political Ecology of Land  
Toward a Sustainable Puget Sound: Place, People and Policy

**ECONOMICS**

Decolonizing the Mind  
 The End of Prosperity  
 Individual Study: Management, Business, Maritime Studies,  
 Non-profit Development and International Trade.  
 Looking Backward: America in the Twentieth Century  
 Native Studies: Indigenous Americans Before and After  
 Columbus  
 Political Ecology of Land  
 Reservation-Based/Community-Determined: Integrating Change  
 in a Communal Society  
 The Science of Business Decisions  
 Spain and the Americas: Cultural Crossings  
 Survey of the Wine Industry Across the Americas  
 The Wisdom of a Sailor

**EDUCATION**

Advanced Research in Environmental Studies  
 Character Studies: Images, Ethics and Culture  
 The End of Prosperity  
 Gateways: Popular Education & Political Economy  
 Health and Human Development  
 Individual Study: Topics in Environmental Education, Science  
 Education, Environmental Studies, and Education  
 Introduction to Natural Science  
 Persistence: A Study of Inspired Work  
 Power Play(ers): Actions and Consequences  
 Toward a Sustainable Puget Sound: Place, People and Policy

**ENVIRONMENTAL STUDIES**

Advanced Research in Environmental Studies  
 Animal Behavior & Zoology  
 Climate Change  
 Educating On the Wild Side  
 Environmental Analysis  
 Environmental Health: Science, Policy and Social Justice  
 Individual Study: Topics in Environmental Education, Science  
 Education, Environmental Studies, and Education  
 Introduction to Geology  
 Legacy of the American Dream: People, Power and Nature  
 Marine Life: Biological Oceanography  
 Marine Life: Marine Ecology  
 Marine Life: Marine Science Research  
 The Pacific Northwest: History, Culture and Environment  
 Political Ecology of Land  
 Power Play(ers): Actions and Consequences  
 Practice of Sustainable Agriculture  
 Toward a Sustainable Puget Sound: Place, People and Policy  
 Undergraduate Research in Scientific Inquiry

**FIELD STUDIES**

Animal Behavior & Zoology  
 Educating On the Wild Side  
 Environmental Analysis  
 Introduction to Geology  
 Marine Life: Biological Oceanography  
 Marine Life: Marine Ecology  
 Marine Life: Marine Science Research  
 Natural History Expedition Leadership

**GENDER AND WOMEN'S STUDIES**

Acting & Directing: Queer Theory and Practice  
 Art of Conversation  
 Gender and Culture: Studies in Japanese and American  
 Literature and Popular Culture  
 Gender and Sexuality: History, Culture, and Politics  
 Hop on Pop: Investigating and Intervening  
 in American Popular Culture  
 Imagining the Body

India: Tradition & Beyond  
 Individual Study: Cultural Studies  
 Language Matters: Persuasive Language in Popular Culture  
 Multicultural Counseling: An Innovative Model  
 The Pacific Northwest: History, Culture and Environment  
 (Re)Imagining the Middle East  
 Social Work/Human Services Skill Sets

**GEOGRAPHY**

Advanced Research in Environmental Studies  
 Conceptualizing Native Place  
 Legacy of the American Dream: People, Power and Nature  
 Russia and Eurasia: Empires and Enduring Legacies  
 Survey of the Wine Industry Across the Americas

**GEOLOGY**

Advanced Research in Environmental Studies  
 Introduction to Geology  
 The Olympic Peninsula  
 Science, Creativity and Exploration  
 Toward a Sustainable Puget Sound: Place, People and Policy

**GOVERNMENT**

Reservation-Based/Community-Determined:  
 Integrating Change in a Communal Society

**HEALTH**

Behavioral Medicine  
 Environmental Health: Science, Policy and Social Justice  
 Food, Health and Sustainability  
 Foundations of Health Science: Global and Local Perspectives  
 Health and Human Development  
 Individual Study: Psychology  
 Microbial Ecology

**HISTORY**

Beyond the News: Media, Theory and Global History  
 Conceptualizing Native Place  
 Decolonizing the Mind  
 The End of Prosperity  
 Gender and Sexuality: History, Culture, and Politics  
 Hop on Pop: Investigating and Intervening  
 in American Popular Culture  
 Imagining the Body  
 Individual Study: Topics in Political Economy, Globalization,  
 Contemporary India and U.S. History  
 Looking Backward: America in the Twentieth Century  
 Medieval and Renaissance Studies:  
 Materiality and the Religious Impulse  
 Native Studies: Indigenous Americans Before  
 and After Columbus  
 The Pacific Northwest: History, Culture and Environment  
 Political Economy of the Media:  
 U.S. Historical & Contemporary Realities  
 Power Play(ers): Actions and Consequences  
 Russia and Eurasia: Empires and Enduring Legacies  
 Science, Creativity and Exploration  
 Survey of the Wine Industry Across the Americas  
 Undergraduate Research in the Humanities

**HYDROLOGY**

The Olympic Peninsula

**INTERNATIONAL STUDIES**

Changing China  
 Individual Study: Management, Business, Maritime Studies,  
 Non-profit Development and International Trade.  
 Power Play(ers): Actions and Consequences  
 (Re)Imagining the Middle East  
 Survey of the Wine Industry Across the Americas

**LANGUAGE STUDIES**

Changing China  
 (Re)Imagining the Middle East  
 Russia and Eurasia: Empires and Enduring Legacies  
 Spain and the Americas: Cultural Crossings  
 Venezuela: Building Economic and Social Justice

**LAW AND PUBLIC POLICY**

The End of Prosperity  
 Environmental Health: Science, Policy and Social Justice  
 Looking Backward: America in the Twentieth Century  
 Political Ecology of Land  
 Power Play(ers): Actions and Consequences  
 The Science of Business Decisions  
 Social Work/Human Services Skill Sets  
 Toward a Sustainable Puget Sound: Place, People and Policy

**LEADERSHIP STUDIES**

Individual Study: Management, Business, Maritime Studies,  
 Non-profit Development and International Trade.  
 Natural History Expedition Leadership  
 Persistence: A Study of Inspired Work  
 Power Play(ers): Actions and Consequences

**LINGUISTICS**

Art of Conversation  
 Data and Information: Computational Linguistics  
 Language Matters: Persuasive Language in Popular Culture  
 Language and Mind

**LITERATURE**

After Nietzsche: Arts, Literature, Philosophy in the Wanderer's  
 Shadow  
 The American Eye  
 American Places  
 Changing China  
 Death Considered  
 Gender and Culture: Studies in Japanese  
 and American Literature and Popular Culture  
 Gender and Sexuality: History, Culture, and Politics  
 Individual Study: Fiber Arts, Installation, Non-Western Art  
 History, Native American Studies, Creative Writing: Poetry,  
 and Multicultural American Literature  
 Japanese Film: Characteristics and Aesthetic Tradition  
 Looking Backward: America in the Twentieth Century  
 Nietzsche: Life, Times, Work  
 The Opening Of The Field: Eco-poetics, Ecology and Ideas  
 PerformanceWorks: Telling Stories  
 Postmodernity and Postmodernism: Barth, Pynchon, DeLillo,  
 Murakami and World Cinema  
 Power Play(ers): Actions and Consequences  
 Rehearsal & Performance: Theatre  
 Russia and Eurasia: Empires and Enduring Legacies  
 Self and Culture: Studies in Japanese and  
 American Literature and Cinema  
 Spain and the Americas: Cultural Crossings  
 Undergraduate Research in the Humanities  
 The Wisdom of a Sailor  
 Wonderful Ideas

**MARINE SCIENCE**

Advanced Research in Environmental Studies  
 Educating On the Wild Side  
 Marine Life: Biological Oceanography  
 Marine Life: Marine Ecology  
 Marine Life: Marine Science Research

**MARITIME STUDIES**

Individual Study: Management, Business, Maritime Studies,  
 Non-profit Development and International Trade.  
 The Wisdom of a Sailor

**MATHEMATICS**

Algebra to Algorithms  
 Computability and Language Theory  
 Computer Science Foundations  
 Introduction to Geology  
 Introduction to Natural Science  
 Methods of Mathematical Physics  
 Models of Motion  
 Music, Math, and Motion  
 Quantum Theory: Physics and Philosophy  
 Toward a Sustainable Puget Sound: Place, People and Policy  
 Undergraduate Research in Scientific Inquiry

**MOVING IMAGE**

Image and Sequence  
 Media Artists Studio  
 Media Services Internships  
 Mediaworks in Context: Sustainability and Justice

**MUSIC**

Advanced Audio Production Workshop  
 India: Tradition & Beyond  
 Music Composition Intensive  
 Music, Math, and Motion  
 PerformanceWorks: Telling Stories  
 Wonderful Ideas

**NATIVE AMERICAN STUDIES**

American Places  
 Conceptualizing Native Place  
 Food, Place and Culture  
 Native Studies: Indigenous Americans Before  
 and After Columbus  
 The Pacific Northwest: History, Culture and Environment  
 Persistence: A Study of Inspired Work  
 Reservation-Based/Community-Determined:  
 Integrating Change in a Communal Society

**NATURAL HISTORY**

Educating On the Wild Side  
 Natural History Expedition Leadership  
 The Olympic Peninsula

**OUTDOOR LEADERSHIP AND EDUCATION**

Natural History Expedition Leadership  
 The Wisdom of a Sailor

**PERFORMING ARTS**

Acting & Directing: Queer Theory and Practice  
 Changing China  
 Dance: Body, Culture and Behavior  
 Experimental Theatre and Puppet Theatre  
 India: Tradition & Beyond  
 Rehearsal & Performance: Theatre  
 Student Originated Studies: Performing Arts  
 Wonderful Ideas

**PHILOSOPHY**

After Nietzsche: Arts, Literature, Philosophy in the Wanderer's  
 Shadow  
 Death Considered  
 The End of Prosperity  
 Inescapable Beauty, Elusive Sublime  
 Language and Mind

Nietzsche: Life, Times, Work  
 Postmodernity and Postmodernism: Barth, Pynchon, DeLillo,  
 Murakami and World Cinema  
 Science, Creativity and Exploration  
 Undergraduate Research in the Humanities

### PHILOSOPHY OF SCIENCE

Data and Information: Computational Linguistics  
 Quantum Theory: Physics and Philosophy  
 Science, Creativity and Exploration

### PHYSICS

Climate Change  
 Methods of Mathematical Physics  
 Models of Motion  
 Music, Math, and Motion  
 Quantum Theory: Physics and Philosophy

### PHYSIOLOGY

Dance: Body, Culture and Behavior

### POLITICAL SCIENCE

Beyond the News: Media, Theory and Global History  
 Decolonizing the Mind  
 The End of Prosperity  
 Food, Place and Culture  
 Gateways: Popular Education & Political Economy  
 Individual Study: Topics in Political Economy, Globalization,  
 Contemporary India and U.S. History  
 Legacy of the American Dream: People, Power and Nature  
 Native Studies: Indigenous Americans Before  
 and After Columbus  
 Political Economy of the Media:  
 U.S. Historical & Contemporary Realities  
 Power Play(ers): Actions and Consequences  
 (Re)Imagining the Middle East  
 Reservation-Based/Community-Determined:  
 Integrating Change in a Communal Society  
 Spain and the Americas: Cultural Crossings  
 Survey of the Wine Industry Across the Americas  
 Venezuela: Building Economic and Social Justice

### PSYCHOLOGY

Behavioral Medicine  
 Health and Human Development  
 Individual Study: Psychology  
 Individual Study: Society and Behavior  
 Integral Psychology  
 Multicultural Counseling: An Innovative Model  
 Self and Culture: Studies in Japanese and American Literature  
 and Cinema  
 So You Want to be a Psychologist  
 Social Work/Human Services Skill Sets  
 Turning Eastward: Explorations in East/West Psychology  
 Wonderful Ideas

### QUEER STUDIES

Acting & Directing: Queer Theory and Practice  
 Gender and Sexuality: History, Culture, and Politics

### RELIGIOUS STUDIES

India: Tradition & Beyond  
 Individual Study: Society and Behavior  
 Turning Eastward: Explorations in East/West Psychology

### SOCIOLOGY

Beyond the News: Media, Theory and Global History  
 Decolonizing the Mind  
 The End of Prosperity  
 Power Play(ers): Actions and Consequences

### SOMATIC STUDIES

Individual Study: Cultural Studies

### STUDY ABROAD

Animal Behavior & Zoology  
 Persistence: A Study of Inspired Work  
 (Re)Imagining the Middle East  
 Survey of the Wine Industry Across the Americas  
 Venezuela: Building Economic and Social Justice

### SUSTAINABILITY STUDIES

Climate Change  
 Conceptualizing Native Place  
 Environmental Health: Science, Policy and Social Justice  
 Food, Health and Sustainability  
 Food, Place and Culture  
 Green Studio  
 Legacy of the American Dream: People, Power and Nature  
 Mediaworks in Context: Sustainability and Justice  
 The Olympic Peninsula  
 The Pacific Northwest: History, Culture and Environment  
 Practice of Sustainable Agriculture  
 Toward a Sustainable Puget Sound: Place, People and Policy  
 Venezuela: Building Economic and Social Justice

### VISUAL ARTS

The American Eye  
 Changing China  
 Green Studio  
 Hop on Pop: Investigating and Intervening  
 in American Popular Culture  
 Image and Sequence  
 The Incisive Line  
 Individual Study: Fiber Arts, Installation, Non-Western Art  
 History, Native American Studies, Creative Writing:  
 Poetry, and Multicultural American Literature  
 Inescapable Beauty, Elusive Sublime  
 Media Artists Studio  
 Medieval and Renaissance Studies:  
 Materiality and the Religious Impulse  
 Student Originated Studies: Visual Art

### WRITING

Awareness: Independent Studies  
 Changing China  
 Character Studies: Images, Ethics and Culture  
 Hop on Pop: Investigating and Intervening  
 in American Popular Culture  
 Imagining the Body  
 The Incisive Line  
 Individual Study: Fiber Arts, Installation, Non-Western Art  
 History, Native American Studies, Creative Writing:  
 Poetry, and Multicultural American Literature  
 Language Matters: Persuasive Language in Popular Culture  
 Natural History Expedition Leadership  
 The Opening Of The Field: Ecopoetics, Ecology and Ideas  
 PerformanceWorks: Telling Stories  
 (Re)Imagining the Middle East  
 Reservation-Based/Community-Determined:  
 Integrating Change in a Communal Society  
 Science, Creativity and Exploration  
 Toward a Sustainable Puget Sound: Place, People and Policy  
 The Wisdom of a Sailor  
 Wonderful Ideas

### ZOOLOGY

Advanced Research in Environmental Studies  
 Animal Behavior & Zoology  
 The Olympic Peninsula

# Condensed Curriculum 2008–2009

These pages feature the program titles and the quarters of the programs planned for the 2007–08 academic year. Each planning unit offers Core programs that are entry-level studies designed for freshmen. All-level programs include a mix of freshmen, sophomores, juniors and seniors. Lower-Division programs include half freshmen and half sophomores. Intermediate programs are geared for sophomores and above with a prerequisite of one year of college. Advanced programs are geared toward juniors and seniors.

You may decide to work for a number of quarters within one planning area, or you may move from area to area to broaden your education. Either choice may be appropriate, depending on your academic goals. Some programs will be listed in more than one planning area.

**Key:** F–fall quarter W–winter quarter S–spring quarter

## SPECIAL FEATURES OF THE CURRICULUM

	<b>pg</b>
Evening and Weekend Studies	<b>14</b>
International Studies and Opportunities to Study Abroad	<b>14</b>
Public Service Centers	<b>134</b>

## PROGRAMS FOR FRESHMEN

<b>Core: Designed for freshmen</b>	<b>pg</b>	<b>quarter</b>
Changing China	27	F W S
Character Studies: Images, Ethics and Culture	28	F W S
Hop on Pop: Investigating and Intervening in American Popular Culture	32	F W
Imagining the Body	33	F W
Legacy of the American Dream: People, Power and Nature	33	F W
The Pacific Northwest: History, Culture and Environment	48	S
Toward a Sustainable Puget Sound: Place, People and Policy	40	F W S
Wonderful Ideas	40	F W
<b>All-level: A mix of freshmen, sophomores, juniors and seniors</b>	<b>pg</b>	<b>quarter</b>
Acting & Directing: Queer Theory and Practice	26	F W
Algebra to Algorithms	43	S
The American Eye	44	S
American Places	26	F W S
Awareness: Independent Studies	27	F W S
Computer Science Foundations	41	W S
Conceptualizing Native Place	28	F W
Dance: Body, Culture and Behavior	29	F W
Data and Information: Computational Linguistics	29	F
Decolonizing the Mind	30	F W
Educating On the Wild Side	44	S
Food, Health and Sustainability	30	F W

Food, Place and Culture	45	S
Foundations of Health Science: Global and Local Perspectives	31	F W S
Gender and Culture: Studies in Japanese and American Literature and Popular Culture	46	S
Green Studio	31	F W
Image and Sequence	32	F W S
The Incisive Line	45	S
Language Matters: Persuasive Language in Popular Culture	41	W
Language and Mind	47	S
Looking Backward: America in the Twentieth Century	34	F W S
Medieval and Renaissance Studies: Materiality and the Religious Impulse	34	F W
Microbial Ecology	35	F
Music, Math, and Motion	35	F W
The Olympic Peninsula	39	F W
The Opening Of The Field: Ecopoetics, Ecology and Ideas	42	W S
Persistence: A Study of Inspired Work	36	F W S
Political Economy of the Media: U.S. Historical & Contemporary Realities	42	W S
Russia and Eurasia: Empires and Enduring Legacies	37	F W S
Science, Creativity and Exploration	37	F W S
Self and Culture: Studies in Japanese and American Literature and Cinema	43	W
So You Want to be a Psychologist	48	S
Social Work/Human Services Skill Sets	38	F W S
Spain and the Americas: Cultural Crossings	38	F W
Survey of the Wine Industry Across the Americas	39	F W S

## Lower-division: 50 percent freshmen and 50 percent sophomores

	<b>pg</b>	<b>quarter</b>
PerformanceWorks: Telling Stories	36	F W
Climate Change	72	S

**CULTURE, TEXT AND LANGUAGE****All-level: A mix of freshmen, sophomores, juniors and seniors**

	pg	quarter
American Places	50	F W S
Awareness: Independent Studies	51	F W S
Gender and Culture: Studies in Japanese and American Literature and Popular Culture	61	S
Language Matters:		
Persuasive Language in Popular Culture	58	W
Looking Backward:		
America in the Twentieth Century	54	F W S
Medieval and Renaissance Studies:		
Materiality and the Religious Impulse	55	F W
The Opening Of The Field:		
Ecopoetics, Ecology and Ideas	60	W S
Russia and Eurasia:		
Empires and Enduring Legacies	57	F W S
Self and Culture: Studies in Japanese and American Literature and Cinema	59	W
Spain and the Americas: Cultural Crossings	58	F W

**Sophomores or above (intermediate level)**

	pg	quarter
Art of Conversation	50	F
Gender and Sexuality:		
History, Culture, and Politics	51	F W
Individual Study: Cultural Studies	61	S
Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing: Poetry, and Multicultural American Literature	52	F W S
Japanese Film:		
Characteristics and Aesthetic Tradition	54	F W
Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema	56	F
(Re)Imagining the Middle East	56	F W S

**Juniors or seniors (advanced level)**

	pg	quarter
After Nietzsche: Arts, Literature, Philosophy in the Wanderer's Shadow	60	S
Death Considered	51	F
India: Tradition & Beyond	52	F W S
Inescapable Beauty, Elusive Sublime	53	F W
Nietzsche: Life, Times, Work	59	W
Undergraduate Research in the Humanities	62	S

**ENVIRONMENTAL STUDIES****All-level: A mix of freshmen, sophomores, juniors and seniors**

	pg	quarter
Dance: Body, Culture and Behavior	65	F W
Educating On the Wild Side	72	S
Food, Health and Sustainability	67	F W
Food, Place and Culture	73	S
Microbial Ecology	69	F
The Olympic Peninsula	70	F W
The Opening Of The Field:		
Ecopoetics, Ecology and Ideas	71	W S

**Lower-division: 50 percent freshmen and 50 percent sophomores**

	pg	quarter
Climate Change	72	S

**Sophomores or above (intermediate level)**

	pg	quarter
Introduction to Geology	73	S
Natural History Expedition Leadership	71	W S

**Juniors or seniors (advanced level)**

	pg	quarter
Advanced Research in Environmental Studies	64	F W S
Animal Behavior & Zoology	65	F W S
Environmental Analysis	66	F W S
Environmental Health:		
Science, Policy and Social Justice	66	F W S
Individual Study:		
Topics in Environmental Education, Science Education, Environmental Studies, and Education	68	F W
Marine Life: Biological Oceanography	68	F
Marine Life: Marine Ecology	70	W
Marine Life: Marine Science Research	74	S
Political Ecology of Land	74	S
Practice of Sustainable Agriculture	69	F S

**EXPRESSIVE ARTS****All-level: A mix of freshmen, sophomores, juniors and seniors**

	pg	quarter
Acting & Directing: Queer Theory and Practice	76	F W
The American Eye	87	S
Conceptualizing Native Place	77	F W
Dance: Body, Culture and Behavior	65	F W
Green Studio	78	F W
Image and Sequence	78	F W S
The Incisive Line	87	S
Medieval and Renaissance Studies: Materiality and the Religious Impulse	83	F W
Music, Math, and Motion	84	F W

**Lower-division: 50 percent freshmen and 50 percent sophomores**

	pg	quarter
PerformanceWorks: Telling Stories	84	F W S

**Sophomores or above (intermediate level)**

	pg	quarter
Experimental Theatre and Puppet Theatre	87	S
Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing: Poetry, and Multicultural American Literature	79	F W S
Mediaworks in Context: Sustainability and Justice	82	F W S
Rehearsal & Performance: Theatre	88	S
Student Originated Studies: Visual Art	86	W S
Venezuela: Building Economic and Social Justice	85	F W S

**Juniors or seniors (advanced level)**

	pg	quarter
Advanced Audio Production Workshop	76	F W S
India: Tradition & Beyond	79	F W S
Inescapable Beauty, Elusive Sublime	80	F W
Media Artists Studio	81	F W S
Media Services Internships	81	F W S
Music Composition Intensive	83	F W
Student Originated Studies: Performing Arts	85	F W

## NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLES' STUDIES

### All-level: A mix of freshmen, sophomores, juniors and seniors

	pg	quarter
American Places	120	F W S
Conceptualizing Native Place	121	F W
Food, Place and Culture	124	S
Persistence: A Study of Inspired Work	122	F W S
Social Work/Human Services Skill Sets	123	F W S

### Sophomores or above (intermediate level) pg quarter

Native Studies: Indigenous Americans Before and After Columbus	121	F W
---	-----	-----

### Juniors or seniors (advanced level) pg quarter

Reservation-Based/Community-Determined: Integrating Change in a Communal Society	123	F W S
---	-----	-------

## SCIENTIFIC INQUIRY

### All-level: A mix of freshmen, sophomores, juniors and seniors

	pg	quarter
Algebra to Algorithms	100	S
Computer Science Foundations	99	W S
Data and Information: Computational Linguistics	91	F
Food, Health and Sustainability	92	F W
Food, Place and Culture	101	S
Foundations of Health Science: Global and Local Perspectives	93	F W S
Introduction to Natural Science	94	F W S
Language and Mind	101	S
Microbial Ecology	95	F
Music, Math, and Motion	96	F W
Science, Creativity and Exploration	97	F W S

### Lower-division: 50 percent freshmen and 50 percent sophomores

	pg	quarter
Climate Change	100	S

### Sophomores or above (intermediate level) pg quarter

Computability and Language Theory	91	F W S
Health and Human Development	93	F W
Methods of Mathematical Physics	94	F W
Models of Motion	95	F W S
Molecule to Organism	96	F W S
Undergraduate Research in Scientific Inquiry	98	F W S

### Juniors or seniors (advanced level)

Advanced Biology: Cell Signaling	90	F
Animal Behavior & Zoology	90	F W S
Environmental Analysis	92	F W S
Quantum Theory: Physics and Philosophy	102	S

## SOCIETY, POLITICS, BEHAVIOR AND CHANGE

### All-level: A mix of freshmen, sophomores, juniors and seniors

	pg	quarter
Decolonizing the Mind	105	F W
Integral Psychology	117	S
Looking Backward: America in the Twentieth Century	108	F W S

Persistence: A Study of Inspired Work	109	F W S
Political Economy of the Media: U.S. Historical & Contemporary Realities	114	W S
So You Want to be a Psychologist	117	S
Spain and the Americas: Cultural Crossings	110	F W
Survey of the Wine Industry Across the Americas	111	F W S

### Sophomores or above (intermediate level) pg quarter

Advanced Business Foundations	104	F W
Behavioral Medicine	104	F
Beyond the News: Media, Theory and Global History	105	F W
Gateways: Popular Education & Political Economy	106	F W S
Health and Human Development	107	F W
Individual Study: Management, Business, Maritime Studies, Non-profit Development and International Trade.	107	F W S
Individual Study: Psychology	114	W
Individual Study: Society and Behavior	116	S
Native Studies: Indigenous Americans Before and After Columbus	109	F W
(Re)Imagining the Middle East	110	F W S
The Science of Business Decisions	117	S
Turning Eastward: Explorations in East/West Psychology	112	F W
Venezuela: Building Economic and Social Justice	113	F W S
The Wisdom of a Sailor	111	F W S

### Juniors or seniors (advanced level) pg quarter

The End of Prosperity	115	W
Individual Study: Topics in Political Economy, Globalization, Contemporary India and U.S. History	116	S
Multicultural Counseling: An Innovative Model	108	F W S

## TACOMA CAMPUS PROGRAMS

### Juniors or seniors (advanced level) pg quarter

Power Play(ers): Actions and Consequences	126	F W S
---	-----	-------

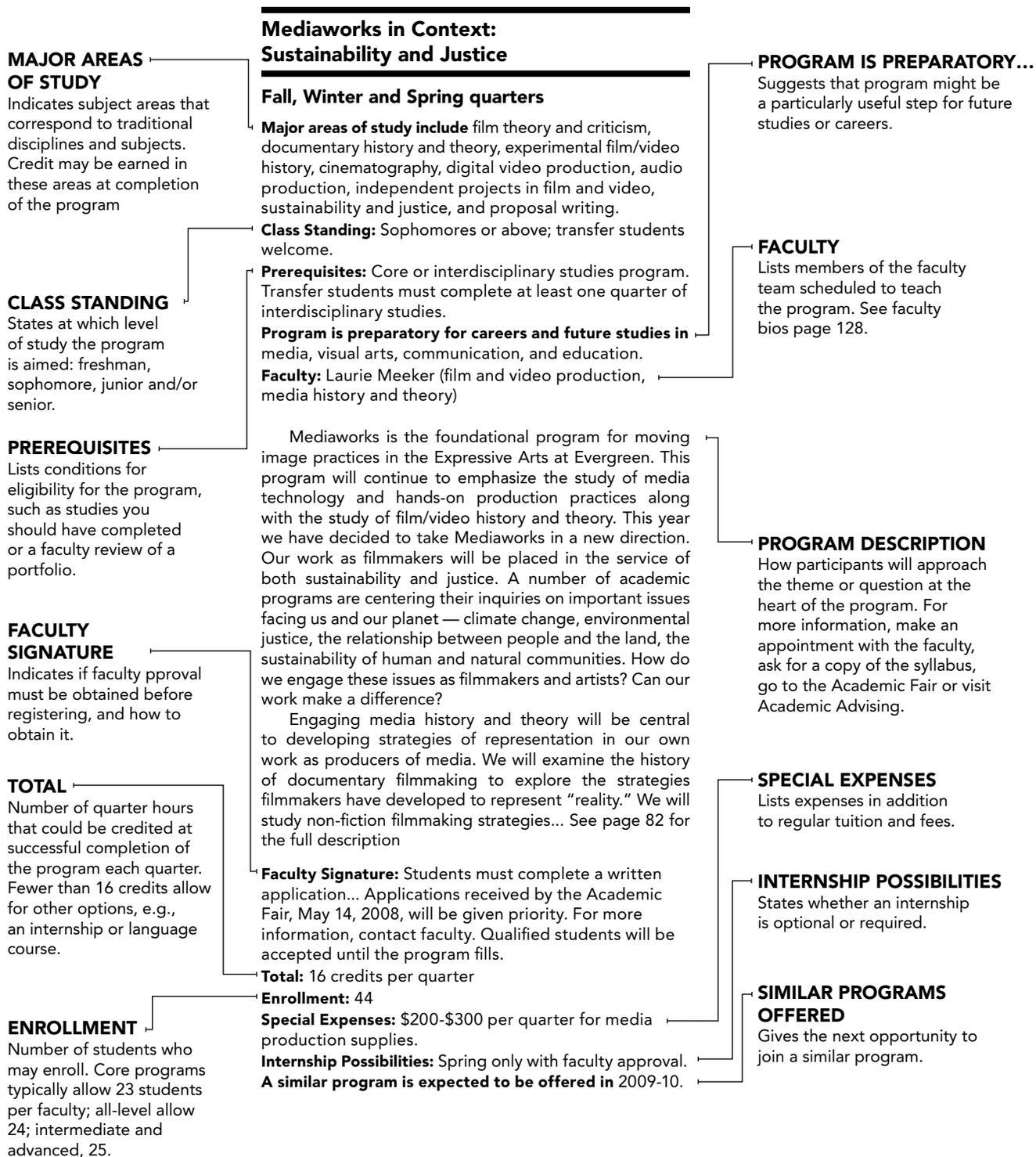
## INDIVIDUAL STUDY AND RESEARCH

### Advanced level pg quarter

Advanced Research in Environmental Studies	64	F W S
Individual Study: Cultural Studies	61	S
Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing: Poetry, and Multicultural American Literature	52	F W S
Individual Study: Management, Business, Maritime Studies, Non-profit Development and International Trade.	107	F W S
Individual Study: Psychology	114	W
Individual Study: Society and Behavior	116	S
Individual Study: Topics in Environmental Education, Science Education, Environmental Studies, and Education	68	F W
Marine Life: Marine Science Research	74	S
Media Services Internships	81	F W S
Undergraduate Research in the Humanities	62	S

# How to Read a Program Description

Because Evergreen's curriculum is so distinct, the college describes its academic offerings in unusual detail. Below is a sample of a typical program description. The annotations will help you interpret all the information packed into the listings that follow.



# Programs for Freshmen

**Freshmen may enroll in** Core programs, All-level programs and some programs designed for sophomores and above.

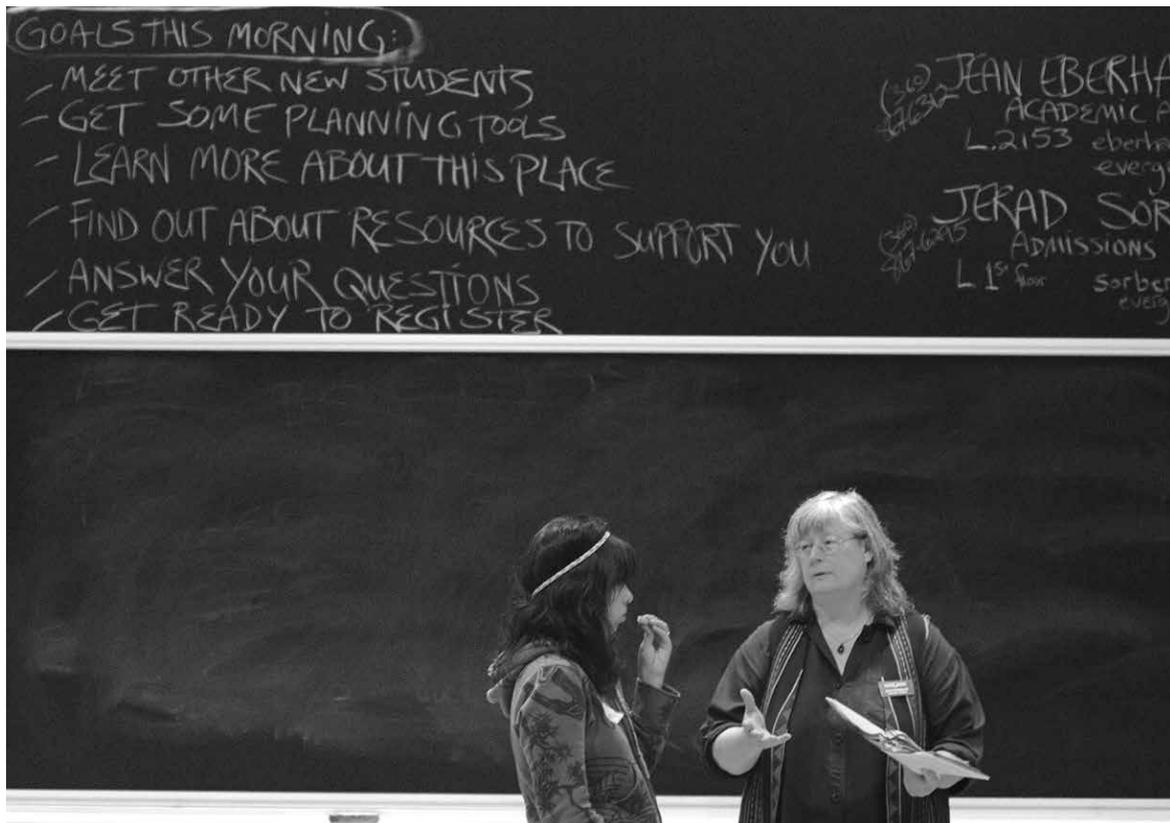
Core programs are designed to give you a solid foundation of knowledge and skills to prepare you for advanced studies. You will learn how to write more effectively, read carefully, analyze arguments, reason quantitatively or mathematically, work cooperatively in small groups and use campus resources such as the library. Core programs will introduce you to Evergreen's interdisciplinary studies, in which faculty members from different disciplines teach together to help you explore a central theme, topic or issue as a whole, rather than as a collection of unrelated fragments. You will be exposed to the connection of artistic expression to social conditions, for example, or to the relationship of biological facts to individual psychology. These integrated study programs combine several activities: seminars, individual conferences with faculty members, lectures, group work and, usually, field trips and laboratories. You will also learn the skills needed to design your own education.

The small student-faculty ratio in Core programs (23:1) ensures close interaction between you and your faculty and with other students.

**All-level programs** enroll a mix of freshmen, sophomores, juniors and seniors, with a typical mix of 25 percent freshmen. Like Core programs, they are interdisciplinary studies. Most students in these programs will already have some years of college experience, so you will get less guidance about basic skills development. Faculty expectations about what you know and what you can learn on your own will be greater. You should also be ready to work with a wide mix of students—in age, experience and stages of learning. Talk to Academic Advising about the background necessary to be in an All-level program.

**Lower-division programs** are designed as entry-level offerings that accept freshmen and sophomores. Lower-division programs include a mix of half freshmen and half sophomores.

**Programs for sophomores and above** may admit a particularly well-qualified freshman. These programs are listed in their respective planning units in the remainder of the catalog. Consult the faculty and Academic Advising if you are interested in one of these programs.



## Acting & Directing: Queer Theory and Practice

### Fall and Winter quarters

**Major areas of study include** acting, directing, technical theatre and theatrical design, theater history and dramatic literature, playwriting, dramaturgy, and queer, gender, and feminist studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, theatre, queer studies, the arts and humanities.

**Faculty:** Walter Eugene Grodzik (theater, acting)

The appearance of queer people on the stage is not only a modern phenomenon. This program will investigate the portrayal of gays and lesbians in the theatre from Shakespeare through the pioneering plays of the early and mid-twentieth century, to contemporary playwrights and queer performance and performance art. In addition, we will also examine how the nature and practice of theatrical performance has transformed from the realism of the early 20th century to the postmodern performance of today.

Students will participate in weekly seminars, critiques, and theatre workshops. In seminar, we will study queer theatre history and dramatic literature, and acting and directing theories and techniques from Stanislavski to Robert Wilson and Anne Bogart. In performance workshop, students will select and perform monologues and scene work and also act in and direct one-act plays. In addition to the performance aspects of the class, students should possess a strong interest in reading, critical thinking, and queer theatre history and gay and lesbian dramatic literature.

Students interested in this program should come prepared with commitment, enthusiasm, and creativity. Students must also possess a strong interest in gay, lesbian, and queer theatre and performance as it is fundamental to the program. This is an introductory preparatory theatre training program where students of all ages and abilities are welcome. Students who show the discipline and ability to perform at an advanced level will be invited to join spring quarter's Rehearsal and Performance: Theatre.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Planning Units:** Expressive Arts and Programs for Freshmen

## American Places

### Fall, Winter and Spring quarters

**Major areas of study include** American studies, anthropology, literature, history, Native American studies, politics, and community studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** humanities, elementary and secondary education, journalism, American studies, Native American studies, social services, law, and environmental studies.

**Faculty:** Sam Schragger (folklore), Kristina Ackley (Native American studies), Matthew Smith (political science)

*Place absorbs our earliest notice and attention, it bestows on us our original awareness; and our critical powers spring up from the study of it and the growth of experience inside it. Sense of place gives equilibrium; extended, it is sense of direction too. —Eudora Welty*

Place forms us, Welty says. Yet in this age of unprecedented interchangeability of spaces, what happens to the distinctive character of places? In the face of the mobility, uprooting, and alienation endemic in the U.S. and elsewhere, what connections to place can we hope to nurture? Our program will explore how place emerges from experiences of location within the physical world and power-laden fields of social relations. We will study how American places are conceived, lived in, felt about, fought over, and transformed at intersections of geography and history, culture and politics. How, we will ask, do persons and groups create—and how are they shaped by—the places they inhabit?

Re-imagining and reinventing place will be a central theme. We will look at how Indigenous communities have contested American spaces by re-mapping race, gender and nation in the face of colonization, and we will listen to ongoing Native discourse about the effects of borders on tribal sovereignty. Our inquiry will consider other groups remaking places: Europeans transplanting home cultures, African Americans asserting selfhood in racist South and North, settlers relocating to the West, and Latin American and Asian immigrants forging transnational identities. Contemporary issues will include tourism and economic development, power in social institutions, practices of community, the value of stories and the fate of cultural traditions. Our views of place will range broadly, encompassing Olympia and New York City, the Six Nations Confederacy and the Idaho woods, families and worship-houses, beauty salons and theme parks, schools and prisons.

This program offers ideal opportunities for students to develop skill as interpreters, writers, and researchers by studying scholarly and imaginative works and by conducting ethnographic fieldwork (observation, interviewing, documentation of social life). From mid-winter to mid-spring, students will undertake an extended project on an American place of their choice, locally or elsewhere. The faculty will provide strong support. This project, embedded in the conversation of the program, will include the option of combining research with internships or other community service. The research will be a fine context for writing senior theses. We anticipate that the work students accomplish here will be a source of pride and pleasure in years to come.

**Total:** 16 credits per quarter

**Enrollment:** 72

**Special Expenses:** \$240 for fall and spring program field trips. Students may incur expenses associated with winter/spring research project. Costs will depend on location of study and choices of research.

**Internship Possibilities:** With faculty approval, as part of winter-spring research project.

**Planning Units:** Culture, Text and Language; Native American and World Indigenous Peoples' Studies; and Programs for Freshmen

## Awareness: Independent Studies

### Fall, Winter and Spring quarters

**Major areas of study include** areas of student interest.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** wherever your work takes you.

**Faculty:** William Ray Arney

Awareness has been offered in various forms for the past three years. This year, students will pursue independent projects that fit under the rubric of Awareness. There is no faculty signature requirement, but students are encouraged-not required-to submit proposals to the faculty before registering. (NB: Submission of a proposal does not guarantee a slot on the class roster.) Proposals should consist of answers to the following questions:

1. What do you want to learn?

2. How are you going to learn it?

3. How are you going to know that you have learned it? (This is the most difficult and most important question. If you have trouble answering this question, or if you are inclined to say you are involved in "life-long learning," you probably need different answers to the first two questions.)

4. What difference will this make?

There will be an optional convivium every second or third week at which students may present their work.

All students should be motivated and self-directed. Freshmen are welcome but are **STRONGLY** advised to consult with faculty via e-mail before registering.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Internship Possibilities:** With faculty approval.

**Planning Units:** Culture, Text and Language and Programs for Freshmen



## Changing China

### Fall, Winter and Spring quarters

**Major areas of study include** China studies, Chinese history, philosophy, religion, literature, language studies, visual arts, theatre and performing arts, movement and martial arts, as well as research and writing.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** China studies, Asian studies, international studies, Eastern philosophy, Chinese literature and language, world literature, comparative literature, education and the social sciences.

**Faculty:** TBA (China Studies), Rose Jang (China Studies, performing arts)

From the ancient titles of "Middle Kingdom" and "All under Heaven" and nearly four thousand years of written history and ongoing civilization emerged a complicated, multi-ethnic and controversial place called China. What is China? Who is Chinese? This program will provide students with a comprehensive picture of Chinese history and culture, from prehistoric archaeology and mythologies to the complex modern nation state. Through historical surveys, hands-on practice of Chinese arts and readings of Chinese literature, we will examine China's long and rich classical tradition. We will explore the mysteries and misunderstandings that enshroud Chinese modern history and politics. For the full year, students will work in a Chinese language class to build fundamental skills in conversation and reading that will support their studies and prepare them to travel to China in spring quarter. Our ultimate goal is to understand China and its role in our ever-widening global community.

Fall quarter, we will emphasize the foundations of Chinese culture, established via more than three thousand years of monarchical, dynastic history. Chinese philosophy comprised of the primary "Three Teachings" of Confucianism, Daoism and Buddhism, and blended with popular beliefs, will inform our study of Chinese literary tradition and its enduring works of poetry, prose, song, fiction and drama. We will also study and experiment with Chinese classical arts. From Chinese calligraphy, brush painting, interior and garden design, theatre/performing arts to movement and martial arts such as Taiji, students will experience and embody a variety of Chinese artistic and aesthetic practices. These arts grew from the same roots as China's cosmology, philosophy and literary traditions.

Winter quarter we will focus on China's modern period. We will look at the 17th century when internal ethnic disharmony and interventions by Western powers destabilized its centuries-old monarchy, and continue to the twentieth century when China transformed into a republic, and then into a Communist state. With critical and open minds, we will study the cultural, social and political ramifications of these changes, confronting the suffering and brutality which engulfed millions. Relevant issues included international and civil wars, border disputes, ethnic unrest, cults of personality, ideological crises, cultural revolutions and movements for democracy. Our historical survey will be accompanied by literary readings, artistic exercises, film viewing and critical reflections.

In spring quarter, we will continue our survey of modern China by tracing the critical phases of reform and modernization initiated in the early 1980s. We will pay close attention to China's current image as a dynamic economic powerhouse and enigmatic, ambitious world political presence, as well as its internal need for a well-functioning legal system. Students will have the option of traveling to China to further study Chinese language and culture, Taiji, calligraphy, visual arts, and Chinese opera. Those who stay on Evergreen's campus will continue to engage in serious China studies via projects or internships.

**Total:** 8, 12 or 16 credits per quarter

**Enrollment:** 46

**Special Expenses:** \$200 for art supplies and event tickets; \$4,000 for optional travel and study abroad in China in the spring. A deposit of \$150 is due February 1, 2009.

**A similar program is expected to be offered in 2009-2010**

## Character Studies: Images, Ethics and Culture

### Fall, Winter and Spring quarters

**Major areas of study include** classical studies, American studies, anthropology, and the arts.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** the humanities, education, law, and public service.

**Faculty:** Rita Pougiales (anthropology), Bruce Davies (law), Andrew Reece (classical studies), TBA

How do we determine what to do when faced with hard choices? Is our own happiness uppermost in our minds, or is something else - loyalty to a friend, say, or religious principles? How can we live with integrity in the face of temptation or tragedy? These are ethical questions, and questions like these demand that we think carefully about character.

Character comprises not only our distinctive qualities, but also our disposition to act in certain ways, for good or ill. Indeed, our word "ethical" derives from the Greek word for character, *ethos*, which, like our word, can refer to a literary figure (a character) or to one's combination of qualities and dispositions. Aristotle thought that good character is the same thing as being good at being a person. What did he mean by that?

Members of this introductory program will study works of philosophy, history, psychology, science, anthropology, drama, and fiction that illuminate our understanding of character. We enlist their aid in our exploration of the ways in which character affects, and is affected by, desire, deliberation, action, and suffering. We are especially interested in literary, historical, and anthropological accounts that illustrate the character of both individuals and cultures. These incidents may be profound moral dilemmas, or they may be the day-to-day trials that are woven into the fabric of individual and communal experience over time. They may also be acts of profound goodness or evil.

As we read, discuss, and write about examples of these themes, texts in ethical philosophy and anthropology will challenge and broaden our notions of character. We will pay special attention to the relationship between character and external goods, habits, happiness, friendships, and the duties that attend membership in communities of all kinds, such as families, workplaces, schools, public places, and other forms of social organization. Our texts will provide us with powerful interpretive tools and a highly refined vocabulary for grappling with the central questions of the program, and for developing new ways of thinking about abiding dilemmas of the human condition. Authors may include Plato, Aristotle, Sophocles, Immanuel Kant, Søren Kierkegaard, Hannah Arendt, Edith Wharton, Nathaniel Hawthorne, Tayeb Salih, John Dewey, Jean Piaget, Stephen Jay Gould, and Carol Gilligan.

Students are invited to join this program in order to examine questions of enduring concern that only rarely receive close and sustained attention within communities devoted to inquiry. Character Studies will be such a community. Students will not only think critically about what they read, but also investigate their own beliefs and submit them to rigorous analytical scrutiny. That is, we will practice ethical thinking as well as study it. Thus, the program has at its center the opportunity to explore what it means to "be good at being a person" by learning to be good at reading, writing, and discussing interesting and important ideas. Students will also complete larger term projects that employ analytic, critical, creative, and reflective skills, all with the aim of understanding and appreciating character in its many expressions across time and around the globe.

**Total:** 16 credits per quarter

**Enrollment:** 92

**Special Expenses:** Up to \$100 per quarter for theater tickets and field trips.

## Conceptualizing Native Place

### Fall and Winter quarters

**Major areas of study include** Native American studies, geography, art history and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** Native American studies, art history, geography, cultural studies and education.

**Faculty:** Lara Evans (art history), Zoltán Grossman (geography, Native studies)

In this program, we will explore historical and contemporary relationships of Native North Americans to place, using art and geography in a cross-cultural comparative analysis, and as "common ground" for strengthening intercultural communication. The unique status of indigenous nations can be better understood by highlighting the centrality of territory in Native identity, and the strong indigenous connections to place. These connections can be seen in numerous fields: art and material culture, Native national sovereignty, attachment to ceded treaty lands, the focus on traditional land use and protection of sacred sites, environmental protection, sustainable planning, indigenous migration and symbolic mobility (through community practices such as powwows and commemorative journeys).

All of these connections have been expressed artistically and geographically through traditional indigenous cartographies, artistic "mapping" of ideas using contemporary art practices, and modern mapmaking techniques. A number of group exhibitions of contemporary Native art have collected bodies of work that share an analysis of the importance of place and identity, from *Reservation X* in 1999 to *Our Land, Our Selves* in 2007. Examination of cross-cultural and cross-disciplinary ideas about land, place, environment, and relationship to human cultures offers the opportunity to develop new conceptualizations for the meaning of place, self, and community.

We will examine how conceptions of land are disseminated through art and objects of material culture, informing our examination with geographic studies and investigation into the sociopolitical uses of mapping. Students will discover differences and potential meeting points between Native and Western cultural systems, identify differences within and among diverse tribal nations, and develop an understanding of indigenous peoples' ability to define and set their own social, cultural, and spatial boundaries and interpretations. Students will develop greater awareness of indigenous cultures, but also of aspects of culture that may be determined and protected by Native peoples themselves.

Fall quarter will introduce students to historical geographies and worldviews of Native North America, basic visual literacy skills in art, and basic literacy in graphic representational systems for geographic data. In winter quarter, students will develop specialized projects relevant to geographic areas of interest. In general, program activities will involve guest lectures, images and videos, workshops, readings and class discussions, quizzes and exams, writing assignments, and presentations to compare and contrast our different geographical case studies. Students are expected to use critical thinking skills in interpreting the readings, images, videos and lectures. Through field trips to Native communities in urban and reservation areas, and a comparative examination of museums by or about Native peoples, students will be asked to engage directly with the questions and contentions surrounding notions of place in Native America.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$120 for field trips and museum admissions fees.

**Planning Units:** Expressive Arts; Native American and World Indigenous Peoples' Studies; and Programs for Freshmen

## Dance: Body Culture and Behavior

### Fall and Winter quarters

**Major areas of study include** dance, anatomy, physiology and anthropology.

**Class Standing:** This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** dance, cultural anthropology, behavior, writing, education and medicine.

**Faculty:** Amy Cook (biology, animal behavior, physiology), Kabby Mitchell (dance, African American history and culture)

Dance is a complex mix of human physiology, emotion, and culture. The term “dance” has also been used by animal behaviorists to describe movements animals do as part of courtship and other social interactions. In this program we will explore dance from these various perspectives. Students will develop the skills necessary to do dance but will also gain a better understanding of what is behind the movements — both in terms of anatomy and physiology and in terms of what dance means to us as humans. We will examine and perform dance, not simply within categories like ballet or modern, but from a broader perspective of movement and culture including African and African-American dance.

In fall quarter we will begin to examine the anatomical and physiological basis of dance. Through labs, lectures and workshops we will look at the structure of the musculoskeletal system, cardiovascular system and respiratory system and how these systems function both independently and together to allow us to do anything from walking across the street to performing the complex movements of dance. These ideas will be reinforced in weekly dance workshops and students will be encouraged to learn through paying attention to what is happening in their own bodies.

In winter quarter we will continue our examination of the physiology of dance and integrate energy, metabolism, balance and coordination with cultural studies. Students will continue to develop and hone their movement and dance skills in workshops and work towards a final performance in which they will be asked to show what they have learned in the program and bring together the major program themes. We will also look at the activities that animal behaviorists call dance and compare them to dance in humans. What are animals trying to communicate in their dances? Is there any evidence of individuality or creativity in animal dance? Students will be encouraged to think deeply about what dance is and whether it is unique to humans.

In taking an interdisciplinary approach to dance we hope to attract both students who have a long-term interest in dance as a career and students who have never before thought about learning to dance but are interested in human physiology and culture and would like to be involved in a creative approach to learning the major concepts of these fields.

**Total:** 16 credits per quarter

**Enrollment:** 46

**Special Expenses:** \$50 per quarter for performance event tickets.

**Planning Units:** Environmental Studies; Expressive Arts; and Programs for Freshmen

## Data and Information: Computational Linguistics

### Fall quarter

**Major areas of study include** linguistics, computer science, history and philosophy of language, ecology and eco-informatics, mathematics and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Proficiency with algebra is strongly recommended.

**Program is preparatory for careers and future studies in** linguistics, computer science, ecological informatics and education.

**Faculty:** Judy Cushing (ecology, computer science), Brian Walter (mathematics, logic, linguistics), Rachel Hastings (linguistics, mathematics)

When we read a text, how do we come to understand what it means? We bring to our reading of that text three critical things: 1) knowledge of the language in which the text is written - its grammar and the meanings of the words, 2) our understanding of how the world works and how humans communicate, and 3) our natural human intelligence. Even with these abilities, however, we often misinterpret text (or data), or are sometimes faced with too much information and data, and need help, for example, as Google provides when we search the web.

How might a computer assist in processing human language? In this program we will explore the complexity of developing an interface between human speech or writing and the power of computing. Although the task is complex and brushes against fundamental questions in intelligence, we will find that an understanding of the abstract structure and organization of human language provides guidance to the person who trains a computer to mine texts for structure and meaning, and even to those who work with computers analyzing text and data.

This program will bring together introductions to linguistic theory and computer science with the goal of exploring the interaction between the two areas. In linguistics this will include looking at the structure of words, sentences and texts (morphology, phonology, syntax and discourse) as well as their meanings (semantics and pragmatics). In computer science students will learn to program in Python and study how computers are used to understand texts and data.

Ecology case studies that involve text and data will help us apply learning from linguistics and computing. We will consider how computational techniques process text at the sentence level, and glean meanings using principles of linguistic structure and interpretation. We will look more globally at entire documents, asking how computers identify main topics, and we will study ontologies, or ways that concepts are categorized and represented.

In conjunction with studies in linguistics and computer science we will read about the history and philosophy of both fields, and gain a deeper understanding of the relationship between human and computer intelligence.

**Total:** 16 credits

**Enrollment:** 72

**Planning Units:** Programs for Freshmen and Scientific Inquiry

---

## Decolonizing the Mind

---

### Fall and Winter quarters

**Major areas of study include** history, cultural studies, sociology, political science, post-colonial studies and literature.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** law, politics, international relations and organizations, and non-profit organizations.

**Faculty:** Zahid Shariff (political science)

Consider the colonization of the mind which grips and shapes the imagination of a vast number of people of color in Africa, Asia and the Americas. Its broad sweep, which represents exploitation and resource transfer, is both facilitated and legitimated by the Oriental discourse. In this program, we will get acquainted with both the remarkable scope of colonial reach and the discourse that provided the framework for its justification.

We will then move on to focus on the variety of efforts that have been, and are still being, made to decolonize the minds of subjugated people that have been formally granted political independence. Decolonization acquires heightened significance because colonial links are now often maintained through cultural, social, economic, and educational means. The issue of decolonizing the mind—for the colonial actor and the colonized subject—has excited so much attention because it presents challenges of enormous proportions. Colonization is often militarily imposed, but it is legitimated and perpetuated through the consciousness. We will scrutinize the deployment of cultural resources that protect such a consciousness, as well those that challenge it. Elements of the program will include exploring the roles of image, representation, and knowledge—incentives for their production, and the prospects for their distribution.

The learning goals will emphasize engagement with the reading material in a way that lifts the author and the reader, development of collaborative and cooperative skills, and learning across differences. We expect to accomplish these goals through frequent writing assignments and active student participation in seminar facilitation, introductions of films and documentaries and student leadership in organizing discussions. Possible authors include Tsitsi Dangarembga, Frantz Fanon, Eduardo Galeano, Stephen Kinzer, Rodney Walter, Edward Said, David Stannard and Ngugi wa Thiong'o.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Planning Units:** Programs for Freshmen and Society, Politics, Behavior and Change

---

## Food, Health and Sustainability

---

### Fall and Winter quarters

**Major areas of study include** nutrition, chemistry of biological molecules, genetics and evolution, nutrient cycling and other ecological issues in food systems, and sustainability.

**Class Standing:** This all-level program accepts up to 33% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** High school biology and chemistry.

**Program is preparatory for careers and future studies in** the biological fields, including ecological agriculture, genetics, biochemistry, nutrition, chemistry, and agriculture and food policy.

**Faculty:** Donald Morisato (genetics and molecular biology), Martha Rosemeyer (agricultural ecology and food systems)

What should we eat? What is the difference between conventional and organic foods? Why is there an outcry over genetically modified foods? Why does journalist Michael Pollan call this the American "Age of Nutritionism?"

This program will take a scientific approach to food and cooking. The topics will span a broad range of scale, from ecological agriculture to molecular structure, including sustainable production, the coevolution of humans and food, the connection between diet and health, as well as the transformation of food through the processes of cooking and fermentation. Throughout history, food and cooking have not only been essential for human sustenance, but have played a central role in the economic and cultural life of civilizations. This interdisciplinary exploration of food will take a broad ecological systems approach as it examines the biology and chemistry of food, while also incorporating political, historical and anthropological perspectives.

Students will directly apply major concepts learned in lectures to experiments in the laboratory and kitchen. Field trips will provide opportunities for observing food production and processing in the local community. Program themes will be reinforced in problem-solving workshop sessions and seminar discussions focused on topics addressed by such authors as Michael Pollan, Harold McGee, and Gary Paul Nabhan.

More specifically, we will focus in fall quarter on food quality issues in the production of foods such as vegetables, fruits, grains and fungi. We will explore the biochemistry of food, beginning with basic chemical concepts, before moving on to the structure of proteins, carbohydrates and fats. We will consider the genetic principles of plant and animal breeding, and the role of evolution in the selection of plant and animal species used as food by different human populations.

In winter quarter, we will concentrate on cooking and nutrition. We will study meat, milk, eggs, vegetables and cereal doughs, and examine what happens at a biochemical level during the process of cooking and baking. We will discuss how factors like nutritional content, heavy metal and pesticide contamination, and genetic engineering affect food quality. We will explore how our bodies digest and recover nutrients, and consider the physiological roles of vitamins and antioxidants, as well as the complex relationship between diet, disease and genetics. Finally, we will study the physiology of taste and smell, critical for the appreciation of food.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$50 for food supplies and field trip expenses.

**A similar program is expected to be offered in** 2010-2011

**Planning Units:** Environmental Studies; Programs for Freshmen; and Scientific Inquiry

## Foundations of Health Science: Global and Local Perspectives

### Fall, Winter and Spring quarters

**Major areas of study include** introductory general chemistry, biochemistry, molecular biology, microbiology, immunology, physiology and anatomy, genetics, nutrition, epidemiology, statistics, history of medicine, bioethics, and public policy. All credits are lower division science credits.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Proficiency in high school algebra.

**Program is preparatory for careers and future studies in** health sciences, medicine, education, biology, chemistry and public health.

**Faculty:** James Neitzel (biochemistry, microbiology), Kevin Francis (bioethics, history of medicine), Mike Paros (health sciences, veterinary medicine)

Foundations of Health Science takes an integrated and thematic approach to the health sciences, exploring introductory concepts in biology and chemistry with a focus on health, medicine, and disease. It is designed for students contemplating work in the healthcare field who want to learn about how the body functions on a macroscopic and microscopic level, as well as students interested in public health or public policy who want a solid foundation in biology and chemistry. It is also suitable for students who seek an opportunity to study rigorous science as part of a liberal arts education.

A major organizing concept in the class will be the examination of diseases that have a large impact on global health, based on the World Health Organization's list of the top ten causes of death. Basic concepts will be taught in the course of examining these health issues. In fall quarter, we will focus on cancer and perinatal conditions. In winter quarter, we will study infectious diseases such as HIV/AIDS, tuberculosis, malaria, influenza, and diarrheal diseases. In spring quarter, we will examine cardiovascular diseases, stroke, and diabetes. Bioethics, history, and public policy will be explored as they relate to these diseases.

This program will also link students with clinics, hospitals, government public health departments, or other health-related organizations for volunteer service. During fall quarter, students will select and research the work of a local agency. During winter and spring quarters, students will design a part-time internship based on their research that allows them to contribute to the work of this organization.

In our explorations, we will incorporate laboratory work, lectures, workshops, seminars, group projects, textbook assignments and case studies. The program will develop critical scientific thinking and quantitative skills. Communication skills, both written and oral, will be emphasized. Students will study and apply concepts and techniques of argumentative writing and scientific writing.

Completion of this program will give students many of the prerequisites they need for careers in the allied health fields and public health, as well as preparation for further upper division study in order to pursue a career in medicine.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 72

**Internship Required:** Four credit internship during winter quarter required. Four credit internship during spring quarter optional.

**A similar program is expected to be offered in** 2009/10

**Planning Units:** Programs for Freshmen and Scientific Inquiry

## Green Studio

### Fall and Winter quarters

**Major areas of study include** environmental design, art, sculpture, architecture, furniture design and drawing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Students need to be willing to work with their hands, to design and make things, to respond with insight to real-world art and design challenges, and to produce carefully reasoned and finished work.

**Program is preparatory for careers and future studies in** environmental design, sculpture, architecture, fine arts and applied arts.

**Faculty:** Bob Leverich (visual arts, architecture)

This program is for people who are drawn to the challenges and the satisfactions of making things — artists, designers and craftspeople — and who want to do so with sustainable means. Can you make objects and environments that are expressive and compelling, purposeful and beautiful, using ways that respect both natural cycles and living communities? How do you justify your choices and measure your success? How do these things you make fit into sustaining and sustainable ways of living, for you and others?

Green Studio will combine intensive work in three-dimensional art forms with supporting reading, research, and writing on sustainability, basic ecology, materials science, workmanship, and environmental art and design, plus field trips, seminars and critiques. We will engage both "fine" and "applied art, challenging that distinction and looking for commonalities of approach and meaning. Fall quarter work will address drawing and design skills, wood and metal shop skills, the nature of materials, historical and philosophical contexts for the work, and the question of a sustainable life. Fall projects will include indoor-scaled functional objects (lighting or furniture, for example) and sculpture. Winter quarter work will expand and deepen background skills and knowledge, and address outdoor-scaled works — site specific sculpture and small-scale shelter.

By the end of this program, students will have a greater understanding of the dimensions of sustainability in contemporary art and design and in their own work. They will develop more reasoned and rigorous approaches to that work, with stronger drawing and fabrication skills, knowledge of environmental art and design history, informed use of materials, and more skillful responses to sites and communities. We'll aim to develop a better sense of how to live and work sustainably as artists, designers or craftspeople, to have "serious fun" in the studio, and to make works that are expressive arguments for positive awareness and change.

**Total:** 16 credits per quarter

**Enrollment:** 21

**Special Expenses:** Approximately \$225 per quarter for drawing and studio equipment, materials and studio fees.

**A similar program is expected to be offered in** 2011-12

**Planning Units:** Expressive Arts and Programs for Freshmen

## Hop on Pop: Investigating and Intervening in American Popular Culture

### Fall and Winter quarters

**Major areas of study include** popular culture studies, American studies, African American history and studies, cinema and media studies, gender and sexuality studies, humanities and writing.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** education, arts, humanities, media studies, communications, journalism, advertising and marketing.

**Faculty:** Chauncey Herbison (African American studies, American studies), Julia Zay (cinema & media studies, gender & sexuality studies)

This two quarter interdisciplinary program provides a broad foundation in approaches to the study of the concept of the “popular” through an investigation of American popular culture. We’ll become familiar with a range of disciplinary approaches to thinking critically and historically about such things as amusement parks, punk rock and gossip columnists, and we’ll try our hand at forcing some jams and pileups in the flow of pop traffic.

The “popular” as a concept is at least as old as the crowd and the town square, and is related to the concepts of folk and mass culture as well as the public sphere. We’ll approach popular culture as a body of widely shared and contested beliefs, practices and material objects. Fall quarter we’ll investigate the history of cultural hierarchy and the ways in which anything from a pair of jeans to the sound of a saxophone comes to have cultural meaning, and hence value on the highbrow/lowbrow continuum. We will focus primarily on fashion, material culture, television, film, print media, popular music and digital culture, with occasional forays into other types of pop culture. We will analyze how such critical factors as ethnicity, race, gender, sexuality, class, age, and region are shaped by and reshaped in popular culture. We’ll investigate the “mainstream/margin” distinction as well as questions of complicity and resistance and learn why it is so crucial to nuance our thinking about all of these critical issues. Winter quarter we’ll continue to ground ourselves in history, theory, and methods of analysis while we examine artists and other cultural figures whose work interrogates consumer and popular culture. Winter quarter students will embark on research projects of their own design.

Popular culture analysis occurs in a number of different fields, including sociology, communications, film studies, anthropology, history, cultural studies, literature, gender, ethnic, sexuality/queer studies, and American studies. Part of your work in this program will be to begin to develop your ability to read, evaluate and synthesize materials from these different disciplines into your own interdisciplinary analyses. The forms these analyses take will range from written essay to manifesto to public service announcement and can be created for page, screen, speaker, stage, or the bus stop. We’ll explore the larger public role your analyses might play through our study of the figure and work of the “Public Intellectual.” Particular emphasis will be placed on the crafting, editing and refinement of written essays, and we will experiment with public and popular forms of speech such as blogs and oral presentation. Students should expect to do a significant amount of reading and writing in this program and be prepared to challenge their most ingrained habits and assumptions. You may never look at the world in the same way again.

**Total:** 16 credits per quarter

**Enrollment:** 46

## Image and Sequence

### Fall, Winter and Spring quarters

**Major areas of study include** visual arts, animation, media arts, visual and media literacy, drawing, printmaking, book arts, digital photography and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** visual arts, media arts, education and communications.

**Faculty:** Ruth Hayes (animation, media studies), Lucia Harrison (visual arts)

In our culture we are bombarded by images, as artworks and as advertising, in still single images and in sequential, time-based works, in increasingly rarer one-of-a-kind works and in mass-produced print, film, video and other broadcast media. We are born into a cultural soup of images, but to swim and navigate through it we must learn how to read visual culture, to engage with it critically, to negotiate what useful meanings we can draw from it and to express ourselves fluently and effectively in it.

In Image and Sequence we will approach visual culture, both still and time-based, as audience and as producers. Students who are serious about pursuing the visual and/or media arts as an area of emphasis at Evergreen are welcome to join us. We will explore the ethics of image making, the idea of art as a dialogue between creator and viewer, and the influence of time on artists’ practices, sequential works and the viewing experience. We will tackle the question of how to make art that addresses a mass audience, but maintains honesty and integrity. Through intensive workshops in a wide variety of 2D techniques including drawing, printmaking, painting, digital photography, color theory, book arts and animation, students will develop the technical and process skills necessary to pursue independent work. We will emphasize observational drawing, learning visual language, building a personal vocabulary of imagery, working collaboratively with other artists and practicing strategies to investigate and develop thematic series over a period of time.

In the fall we will build foundational skills in visual and media literacy through readings, screenings and seminars on books, graphic novels, films and other artworks. Articulating and taking responsibility for one’s own work is a high priority; therefore, readings and viewing work will be accompanied by assignments that ask students to explore artists’ statements, manifestos and other forms of critical writing. In the winter, we will deepen those skills and expand them through forays into more complex design problems and written assignments that require visual and library research.

Contemporary artists often explore ideas by creating a series of related works. Themes for the series may be autobiographical or philosophical. They may critique social institutions, or advocate for environmental or cultural change. The series may be more process oriented, where each new piece is informed by an earlier one. With this perspective, students will learn strategies such as journaling, critiques and visual research for developing thematic work. In the spring, students will have the opportunity to pursue independent or group creative projects that are informed by their work in fall and winter.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** Special expenses: \$250 per quarter for art supplies, \$100 for digital media materials.

**Planning Units:** Expressive Arts and Programs for Freshmen

## Imagining the Body

### Fall and Winter quarters

**Major areas of study include** gender and sexuality, European and American history, movement, sociology, cultural anthropology and writing.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** social sciences, humanities and expressive arts.

**Faculty:** Stacey Davis (European history), Toska Olson (sociology), Cynthia Kennedy (movement fundamentals and personal psychology)

*"We do not have bodies; we are bodies. We do not move; we are movement." —Emilie Conrad-Da'oud*

Our bodies are physically and socially constructed entities that influence our identities. The way we move, adorn, and utilize our bodies all reflect and also help shape our sense of who we are, most notably in terms of our gender and sexuality. In a way, our appearance is linked with our essence. But how have bodies been used and understood over time and across cultures? Throughout history, the significance of the body and its relationship to individual and group identity has been socially constructed in ways that have had profound impacts on power and gender dynamics.

This two-quarter program will take a historical and cross-cultural look at how our notions of gender and sexuality are embodied in our experiences through an examination of topics such as pain, pleasure, fashion, prostitution, body modification, aging, ability, standards of beauty and reproduction. We will primarily focus on the gradual creation of modern Western perceptions of the body from the middle ages to the present, using cross-cultural examples for comparison. Case studies might include the medieval Catholic cult of saints' relics, the rage for exotic costuming in pre-revolutionary France, the struggle between enslaved people and their owners for the physical control of slave bodies in the 19th century U.S. South, changing standards of masculine and feminine beauty in 20th century America and Europe, and contemporary attitudes towards body modification and transgender/transsexuality. Cross-cultural examples may include foot binding in early modern China, puberty rituals across eras and societies, and the relationship between adornment and ritual in selected non-Western cultures.

Grasping the significance of the body involves studies of personal psychology and physiology as well as studies of historical, social and cultural variations in experiences and identities. We must recognize how our own bodies and identities are located within a particular social, cultural and historical context. In this program, all of our work will be guided by our ability to develop a grounded understanding of our own bodies and internal authority. To that end, we will engage in regular, serious experiential movement workshops to begin the work of coming to know our bodies and our external reality through our bodies. Through an understanding and embodiment of somatic concepts such as awareness, intention, centering, authenticity, and the interplay of mind and body, students will have the opportunity to create an awareness of self from their own life processes, rather than from externally imposed images, standards and expectations. They will be invited to explore and enjoy the dance already going on inside their bodies, and to learn to perceive, interpret and trust the natural intelligence of intrinsic bodily sensations. Movement workshops will help us become more sensitive to our inner world by exploring breath, sound, and fluidity.

In addition to these experiential workshops, we will also develop our understanding of embodied identities through lectures, disciplinary workshops, films, and a series of guest speakers. Students should expect to engage in weekly critical book seminars, regular writing assignments, in-depth research and writing projects, independent and collaborative work, and regular program discussion.

**Total:** 16 credits per quarter

**Enrollment:** 69

## Legacy of the American Dream: People, Power and Nature

### Fall and Winter quarters

**Major areas of study include** political science, economics, physical and cultural geography, anthropology, environmental policy, research writing, geographic information systems, and quantitative reasoning.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** environmental problem solving in both the public and private sector, science, social sciences, the humanities and education.

**Faculty:** Ralph Murphy (political science and economics), Martha Henderson (geography and environmental history)

Since the founding of the Republic, Americans have seen themselves as blessed with a bountiful environment. Abundance of land, water, forest, farmlands, wildlife and wilderness defined America until westward expansion concluded in the early 20th century. Capitalism transformed the country from an agrarian society into an industrial power. Democracy adapted to changing demands and expectations, and the Constitution proved to be a framework of governance capable of accommodating dramatic changes in society. The American dream became a beacon that continues to attract new immigrants to this country. These images of being American have been popularized and communicated by various forms of media throughout our history.

Yet, America also contains awkward tensions and contradictions. Native Americans were conquered and displaced. African Americans were brought in bondage and began receiving freedom only after 1865. Other immigrants often faced poverty and discrimination upon arrival. Women were denied suffrage until 1920. Many Americans—of all races, ethnicities and national origins—historically, and to this day, have neither achieved equality nor escaped poverty.

Nature has been subjected to intense exploitation in the search for riches. Natural resources and the environment have often been trampled. Agricultural lands have lost productivity from poor farming practices, and industrial pollution has fouled waterways, soil and the air. Pollution has most often affected the people who are least able to afford the protections used by the prosperous, leaving a legacy of concerns about environmental health. Critical habitats have been destroyed, species face extinction, and important resources such as wetlands have been undervalued and destroyed. Social inequality and the intense over-exploitation of nature have always created great controversy in American politics.

This program will explore how America created a system of abundance and environmental protection, and a system of inequality and environmental destruction. Central questions include: What were the patterns of development in the nation's first two centuries? What are the prospects and challenges in our third century?

Our exploration of these themes will focus on the interactions of humans and nature and how we historically and presently understand these interactions. In doing this, we want to develop a critical understanding of how various forms of communication have influenced decision-makers and the public. We will learn to interpret various forms of writing including scientific, fiction, news and media, nature writing, environmental impact statements, legislative initiatives, and bureaucratic forms of communication. We will learn to read and create maps with the use of geographic information systems, atlases, and demographic data. Our analysis will be assisted by political science, economics, environmental history, physical and cultural geography, and anthropology.

Written and verbal communication skills will be emphasized, as well as qualitative and quantitative reasoning and environmental problem solving. This program is intended for freshmen and provides a basis for further work in the natural and social sciences, as well as environmental studies.

**Total:** 16 credits per quarter

**Enrollment:** 46

## Looking Backward: America in the Twentieth Century

### Fall, Winter and Spring quarters

**Major areas of study include** American history, economic thought, American literature and mass culture, writing, rhetoric and public speaking.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** humanities and social science areas of inquiry such as law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology and education.

**Faculty:** Gerald Lassen (economics), David Hitchens (American diplomatic history)

The United States began the 20th century as a second-rate world power and a debtor country. The nation ended the century as the last superpower with an economy and military that sparked responses across the globe. In between, we invented flying, created atomic weapons, sent men to the moon and began exploration of the physical underpinnings of our place in the universe. Many have characterized the 20th century as “America’s Century” because, in addition to developing the mightiest military machine on earth, the United States also spawned the cultural phenomenon of “the mass:” mass culture, mass media, mass action, massive destruction, massive fortunes—all significant elements of life in the United States.

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of “the mass” phenomena and will place those aspects of national life against our heritage to determine if the political, social and economic growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and other tools to help us understand the nation and its place in the century. Simultaneously, students will be challenged to understand their place in the scope of national affairs, read closely, write with effective insight, and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, weekly student panel discussions of assigned topics and program-wide discussion periods. Each weekly student panel will provide a means of rounding out the term’s work and provide students with valuable experience in public speaking and presentation.

**Total:** 16 credits per quarter

**Enrollment:** 48

**A similar program is expected to be offered in 2009-2010**

**Planning Units:** Culture, Text and Language; Programs for Freshmen; and Society, Politics, Behavior and Change

## Medieval and Renaissance Studies: Materiality and the Religious Impulse

### Fall and Winter quarters

**Major areas of study include** visual arts, art history, European history (with a focus on the history of Christianity), and medieval/renaissance studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** the arts and humanities, including the visual and performing arts, literature, history and religious studies.

**Faculty:** Lisa Sweet (visual art), Elizabeth Williamson (Reformation-era literature, theater history)

Christian faith expresses itself as an impulse toward the transcendent, and the history of Christian art in Europe reflects the complexity of this spiritual exercise. In order to engage with an invisible God, the faithful of the Middle Ages established personal relationships with intercessors—celestial angels, martyrs, and saints, but most importantly the Virgin Mary and Jesus Christ—via practices, performances, literature, and objects that gave concrete form to the ephemeral entities of the spiritual realm. The leaders of the protestant reformation, which took hold in Europe in the 16th century, saw these practices as superstitious and sought to eliminate the threat of idolatry by shifting the focus away from images and talismans to vernacular Bibles and black letter prayer books. But this shift was in some sense a mirage: the human instinct toward visual representation and ritual was no more detachable from the act of reading than Christianity was from the image of Christ on the cross.

This program will investigate Christian devotional art forms, both Protestant and Catholic, produced in England, France, Germany and the Netherlands from 1350 to 1650. In our readings, critical writings, and lectures, we will focus on how reading practices, ritual practices, visual culture and craft intersect in the use of religious objects by examining book forms, diptych images, and early modern play scripts. Through a variety of creative projects, students will also engage with the technologies and forms that were central to making material that was spiritual. Specifically, we’ll pursue three artistic modes important to the evolution of Christian visual culture during this period: bookmaking, painting diptychs, and dramatic performance. Students will gain the basic skills required to approach each of these media, with the aim of understanding the relationship each form establishes between the material and the transcendent.

Fall quarter will provide students with an historical framework for understanding the major tenets of Christianity, medieval social structures, and the context and technologies for the creation of devotional objects such as books of hours, indulgences, reliquaries, bibles, plays and paintings (both ecclesiastical and personal). We’ll explore medieval devotional sensibilities and gain an understanding of the distinctions between Protestant and Catholic theologies. Winter quarter will represent a deeper interrogation of the place of the image in an increasingly fragmented Christian culture. Students will learn that Protestant practices were never entirely unproblematic—in any Christian context, the danger was always that one would mistake objects (statues of saints, glorious stained glass windows, towering crucifixes and paintings, for example) for the divinity they were designed to represent.

This program is designed for students with a balanced interest in European medieval and renaissance history, art history, religion, studio art and performance. About 40% of students’ time will be devoted to artistic practice and 60% to rigorous reading, writing, and discussion of religion and history.

**Total:** 16 credits per quarter

**Enrollment:** 44

**Planning Units:** Culture, Text and Language; Expressive Arts; and Programs for Freshmen

## Microbial Ecology

### Fall quarter

**Major areas of study include** biology, ecology, genetics, and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** microbiology, environmental studies, health sciences, waste management, and education.

**Faculty:** Elizabeth Kutter (microbiology, biochemistry), Steve Scheuerell (microbial ecology)

This program will introduce students to historical, theoretical, and applied aspects of microbial ecology. Microorganisms were the first forms of life on earth, and billions of years of evolution have allowed for an amazing array of microbial life forms and interactions to develop. Microorganisms have fundamentally altered the composition of the atmosphere and are a critical link in the biogeochemical cycling of nutrients and carbon on the planet. Furthermore, the evolution of plants and animals has been directly influenced by microorganisms through symbiosis, competition, parasitism and pathogens. Humans have increasingly become aware of the diversity and functional capacity of microbes, and we have focused considerable energy on manipulating microbial interactions to benefit humankind.

Through lecture, lab, reading, seminar, film, and field trips, we will explore how humans manipulate microbial communities to promote human health, protect crop plants, transform food and beverages, treat wastewater and transform organic wastes into fertile soil. We will learn about the science, policy, and ethics of genetically modified organisms and associated intellectual property rights that are central to current activity in industrial microbiology. We will also explore emerging areas of microbial ecology research that offer sustainable solutions to major problems such as antibiotic resistant bacteria and bioremediation of polluted water and land.

**Total:** 16 credits

**Enrollment:** 48

**Special Expenses:** \$30 for lab supplies.

**Planning Units:** Environmental Studies; Programs for Freshmen; and Scientific Inquiry

## Music, Math and Motion

### Fall and Winter quarters

**Major areas of study include** music theory, fundamentals of digital audio, acoustics, physics and mathematics.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Basic music theory and algebra proficiency.

**Program is preparatory for careers and future studies in** music, computers, natural science, and education.

**Faculty:** Arun Chandra (music performance), EJ Zita (physics, mathematics, astronomy)

Mathematics and physics give us languages to describe existing worlds; music and the arts give us languages to describe not-yet-existing worlds. We need both: without knowing what is, we could not ask for what is not. Since Pythagoras' time, people have explored patterns of connections between music and mathematics. If you are drawn to mathematics or physics because of your love of music, or vice versa, this program is for you.

The composition of music and the analysis of sound, using scientific methodology, creative insight, and contemporary technology, will be the intertwined pathways of our program. We will address subjects such as music and sound, rhythms and pulses, harmonics and resonances, the physical, geometrical, and psycho-physical bases of sound, acoustics and vibrating systems.

A composer/musician and a mathematical physicist will collaborate to offer a common sense, accessible and deeply engaging introduction to these subjects for interested non-specialists. Our math and physics will be at a pre-calculus level, though students may do research projects at a more advanced level if they choose. Interdisciplinary projects could include electronically creating music from physical formulae, analyzing the behavior of sound in different environments, or other ideas. This program is designed for those who find their art increasingly mediated by technology, for those who seek artistic outlets for their science, or for anyone who desires to understand the interweaving of art and science.

Student work will be evaluated through assignments such as homework, workshops, exams, performances, compositions, general participation, written and oral reports, and seminar essays.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$100 for field trips and/or concerts.

**Planning Units:** Expressive Arts; Programs for Freshmen; and Scientific Inquiry



---

**PerformanceWorks: Telling Stories**


---

**Fall and Winter quarters**

**Major areas of study include** performing arts, literature and writing.

**Class Standing:** This lower-division program is designed for 50% freshmen and 50% sophomores.

**Program is preparatory for careers and future studies in** writing, music, dance, theater and education.

**Faculty:** Sean Williams (music, cultural studies), TBA (Dance)

This two-quarter program has as its focus the ways in which people tell and adapt stories to reflect their priorities and the ways they see the world. How are stories drawn out of people? How are stories adopted, adapted, expressed, and reacted to across cultures? In Southeast Asia, for example, storytelling through the use of puppetry is a normal and expected part of adult interaction. In Ireland storytelling might occur through song as well as through the spoken word. We will explore the theory and practice of storytelling through words, movement, and music. While our words may be limited to the English language, our field is the world. Biblical stories turn into bluegrass songs; Greek myths appear in contemporary films. The faculty for this program have extensive experience living and studying outside the United States, and bring multiple perspectives and ways of seeing the world to bear in our collective exploration.

Students enrolled in this program should expect a performance component but also a strong emphasis on the written word. In many cases, stories take life only when they leave the page and find expression in the performing arts. In other cases, a vision that is expressed through the arts may develop deeper meaning through its adaptation to the written word. In all cases, however, interpretation is an essential go-between, and our roles as interpreters form an important point of entry to the objects of study.

In fall we will begin with the roots of some of the world's essential stories from multiple cradles of civilization: Greece, the Middle East, India, England, and elsewhere. We will explore the ways in which stories tell the members of a society who they are by examining essential archetypes and how they differ from place to place. In winter quarter we will focus more specifically on writing stories based on what we have come to know. Working collaboratively with our colleagues, we will engage in small, in-house performances of adaptations of these stories.

Because we work in multiple media (including sound, film, and the body as well as the pen and computer), all students are expected to work regularly with a variety of aspects of performance in the program. We will watch, we will move, we will write, and we will make music; we will also examine what we have seen and done through seminars and in-class discussions. How would you render a work of Shakespeare in song? How would you turn a film into a poem, a dance into a play, a prophecy into a book? All of our work will be supplemented with the work of visiting artists (including professional storytellers), live performances in Olympia and Seattle, and a culminating visit to the Oregon Shakespeare Festival in Ashland, Oregon.

**Total:** 16 credits per quarter

**Enrollment:** 69

**Special Expenses:** \$300 for several performance events over the two quarters and for a visit to Ashland, Oregon to the Oregon Shakespeare Festival.

**Planning Units:** Expressive Arts and Programs for Freshmen

---

**Persistence: A Study of Inspired Work**


---

**Fall, Winter and Spring quarters**

**Major areas of study include** history of the Americas, political science, ethnography, cultural anthropology, Indigenous studies, research, writing, education

**Class Standing:** Accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, social sciences, the arts, multicultural studies, social work, human services and the humanities.

**Faculty:** David Rutledge, Yvonne Peterson, Raul Nakasone

This on-campus program is for students who have a research topic in mind, as well as for those who would like to learn how to do research in a student-centered environment. Individual research will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. Work will be concentrated in cultural studies, human resource development, and ethnographic studies, to include historical and political implications of encounters and cross-cultural communication. We shall explore Native American perspectives and look at issues that are particularly relevant to Indigenous people of the Americas.

The idea of Persistence is part of a 20 year vision consistent with Native American philosophy. Students will be exposed to research methods, ethnographic research and interviewing techniques, writing workshops, computer literacy, library workshops, moving River of Culture Moments to documentary, educational technology and the educational philosophy and psychology. A special series of workshops will support the particular needs of first- and second-year students. Within the program's theme, students will pay special attention to what individual and group work they plan on doing, how they plan to learn, how they will know they learned it, and what difference the work will make in their lives and in their communities.

Students whose research could be enriched by being immersed in a foreign culture will have the opportunity to live in Peru for five weeks or more during winter quarter. Our access to rural communities on the Peruvian northern coast offers students the opportunity to experience volunteer community work by learning in a safe and healthy pueblo environment. Learning about Latin America through Peru will expand the concept of Native American and Indigenous peoples.

In late fall and winter, individually and in small study groups, students and faculty will develop the historical background and do an integrative review of literature and data collection for completing their projects. Winter and spring quarter, students will write conclusions, wrap up projects, and prepare a public presentation.

Depending on individual projects, students will develop, use and explore some of the following areas: Bloom's Taxonomy, the theory of multiple intelligence, the relationship among curriculum, assessment and instruction, Choice Theory, critical thinking, expectations of an Evergreen graduate and the five foci, quantitative reasoning, self- and group-motivation, and communication (to include dialogue, e-mail, resources on the Web, Web crossing and blogs). They will also develop skills in creating interactive Web pages, blogs and documentaries, as well as movie editing and using PowerPoint.

**Total:** 8, 12 or 16 credits per quarter

**Enrollment:** 72

**Special Expenses:** \$2100 for an optional five week study abroad in Peru in winter. Includes international transportation, room and board. A non-refundable deposit of \$150.00 is due by Sept. 29, 2008.

**Internship Possibilities:** Fall, winter and spring with faculty approval.

**A similar program is expected to be offered in 2009-10**

**Planning Units:** Native American and World Indigenous Peoples' Studies; Programs for Freshmen; and Society, Politics, Behavior and Change

## Russia and Eurasia: Empires and Enduring Legacies

### Fall, Winter and Spring quarters

**Major areas of study include** Russian history, literature, culture, language, and cinema; geography and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, diplomatic and security services, graduate studies in international affairs and in Russian and Slavic literature, historical, political and area studies, film, music, art and international business.

**Faculty:** Patricia Krafcik (Russian Language and Literature), Robert Smurr (Russian History)

Join us on an extraordinary journey as we explore the diverse peoples, cultures and histories of the region that was once demarcated by the borders of the Russian and Soviet empires. While we focus on the Russians, we will take a multicultural approach in our examination of other indigenous peoples who from ancient times have populated the vast expanses of Eurasian and Siberian steppe and forests.

In fall quarter we investigate Slavic, Scandinavian, Persian, Mongol and Turkic contributions to early Russian society and examine both the region's pre-Christian pagan animistic cultures and the rich Byzantine cultural legacy of Orthodox Christianity with its associated art and architectural forms, literature and music. Our journey takes us from the vibrant culture of Kievan Rus', through the development of the Muscovite state, imperial expansion and westernization during the reigns of Peter the Great and Catherine the Great, and on to the start of the 19th century with Russia's emergence as a major world power. Medieval epics and chronicles as well as diverse films and readings enhance our study of this early turbulent history. Special geography workshops in both fall and winter terms help students identify fluently the location of cities and landmarks throughout the Russian and Soviet empires, as well as understand more profoundly the relationship between the various peoples of the empire and their environment.

Winter term concentrates on some of the world's greatest literature from Russia's 19th-century Golden Age, read against the backdrop of the history. Works by Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and others enable us to explore Russia's provocative social, religious and revolutionary ideologies. We examine the rise of the Russian Empire's radical intelligentsia who rebelled against autocratic tsarist policies and the institution of serfdom, and whose activities led to the world-changing revolutions of the early 20th century.

Spring quarter focuses on the tumultuous events of the 20th century, from the revolutions of 1905 and 1917 through the post-Soviet period. We investigate the legacy of Lenin and the Bolsheviks, including the horrific Stalin era with its purges, Gulag prison camps, brutal industrialization policies and devastating environmental practices. We place special emphasis on how writers, artists and filmmakers interpreted, reflected and survived the Soviet regime. Included in this emphasis is a detailed examination of the enormous sacrifices that the Soviet people experienced at the hands of their own communist dictatorship, as well as under Nazi occupation during the Second World War. This term ends with a review of events resulting in the collapse of the U.S.S.R. and the emergence of the fifteen independent states that arose from its ashes.

Students will write short papers in fall and winter terms and have the opportunity to explore in depth a topic of their choice for a final research paper in spring term. They will also share their research in group presentations at the end of that term.

Students are urged, but not required, to take the Beginning Russian Language segment within the full-time program. Or, rather than language, they may opt to include an extra workshop within the program focused on topics such as Russian environmental issues, the Cold War, folklore, nationalities questions, etc. Students intending to

include either the language segment or the workshop should register for 16 credits. For the basic program with neither the language nor the workshop, students should register for 12 credits. Finally, students may register for only the language option at 4 credits.

**Total:** 4, 12 or 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$25 each quarter for overnight travel and special workshop expenses.

**A similar program is expected to be offered in** 2010-11

**Planning Units:** Culture, Text and Language and Programs for Freshmen

## Science, Creativity and Exploration

### Fall, Winter and Spring quarters

**Major areas of study include** chemistry, biology, geology, science laboratory, history and philosophy of science, ethics and values of science, scientific illustrations and library research methods, and writing.

**Class Standing:** This all-level program accepts up to 75% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** science, science education, bioethics, history and philosophy.

**Faculty:** Dharshi Bopegedera (chemistry), Don Middendorf (physics), Clarissa Dirks (biology)

Scientists are creative explorers. Curiosity has led us to sequence the human genome, travel to the moon, and split atoms. Technology has transformed our lives and provided mechanisms for better understanding the natural world. How do scientists learn what they know, and what signifies that they have answered a question? In this program we will study the nature of scientific creativity and how models emerge from inquiry. Both science and non-science students will investigate a broad range of exciting topics, giving special emphasis to the creative and exploratory nature of science.

In lectures, labs, nature walks, artistic activities and workshops we will examine some of the "big ideas" in chemistry, biology, geology and physics. We will investigate these big ideas in the context of history, philosophy and ethics in science. We will explore the relationship between science and personal and political interests. Techniques and data analysis skills used widely in a variety of scientific fields will be practiced in the laboratory. Students will learn how to record qualitative and quantitative data. Critical thinking, writing and active reading skills will be emphasized.

Our goal is for students to acquire the knowledge, ability and self confidence to conduct their own scientific investigations. Early in the program we will help students gain a foundation of skills, vocabulary and methods by following the paths taken by other scientists. Winter quarter will emphasize the interdisciplinary nature of science where exciting discoveries occur at the interface of disciplines, showing that the whole is bigger than the sum of the pieces. Presentation of student projects to the broader Olympia community at the end of spring quarter will be the culmination of the program.

This program is appropriate for students who want an introduction to science whether or not they are planning on continuing in science beyond this program.

**Total:** 16 credits per quarter

**Enrollment:** 69

**Special Expenses:** \$25 per quarter for art supplies.

**Planning Units:** Programs for Freshmen and Scientific Inquiry

## Social Work/Human Services Skill Sets

### Fall, Winter and Spring quarters

**Major areas of study include** social work, counseling, human services, public policy, cultural studies, Native American studies and tribal policy.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** social work, counseling, administration, human services, social services policy, Indian Child Welfare Services, and children's mental health.

**Faculty:** Gary Peterson (social work)

This program is designed to prepare students to work in the social service delivery profession. We will explore causes of paradigm shifts in service delivery and how they effect good social work practice. We will explore disproportionality of children of color in the system and how it effects good social work practice. We will explore issues of class, gender, poverty and gay/lesbian issues in service provision. Cultural competence will be emphasized. Employment options in schools, public, private, and tribal agencies and others will be explored.

The first two quarters of the program are geared to provide foundation information/skills and the third quarter will consist of a field placement to practice skills learned. Fall quarter will also include an internship placement or independent study project to be arranged. Speakers and visiting lecturers will augment our study throughout the program. Students already working in social services professions may have the option of independent or weekend study for some of the credits.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Internship Possibilities:** Social work related placement including Tribal programs, with faculty approval.

**Planning Units:** Native American and World Indigenous Peoples' Studies and Programs for Freshmen

## Spain and the Americas: Cultural Crossings

### Fall and Winter quarters

**Major areas of study include** Spanish language, Latino, Spanish and Latin American literature and history, economics and political economy.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** Spanish language, history, literature, economics, political economy and international studies.

**Faculty:** Tom Womeldorff (economics), TBA (Spanish language and culture)

The cultures of Spain and Latin America are the result of rich intersections and crossings of diverse social groups. Prior to 1492 in Spain, Jews, Christians and Muslims lived side-by-side in relatively tolerant coexistence known as "*la convivencia*." While the Christian "Reconquest" of the peninsula resulted in the violent suppression of the Jewish and Muslim cultures, these cultures continued to shape and define Spanish culture. The Spanish conquest of Latin America was an involuntary and violent cultural crossing between Spaniards, the pre-conquest peoples of the Americas and, later, Africans brought to the New World as slaves. While the various Latin American peoples were dramatically impacted by conquest, their cultures continue to be distinct, both from Spain and from each other. Today, cultural crossings continue as Latin Americans cross borders into the United States, and Africans and Latin Americans migrate to Spain.

In this program, we will focus on the causes and consequences of the cultural crossings that have shaped Spain, Latin America and the United States. In the process, we will engage in an intensive study of economics, literature, history and the Spanish language. Every week will include seminars on readings in English translation, Spanish language classes, lectures and workshops.

In the fall, we will focus on historical cultural crossings beginning with the *convivencia* of Christians, Jews and Muslims in Spain from 711 to 1492, and the impact of the subsequent expulsion of the Muslims and Jews and the Inquisition on those groups and on Spanish culture overall. We will then turn to the conquest of the Americas, examining how contact and violence shaped the subsequent history and distinct cultures of Latin America.

During winter quarter, we will examine contemporary cultural crossings, focusing mostly on Spain and the United States. Current day migrants from Latin America and Africa are enriching and changing the face of Spain. Spanish and indigenous peoples rooted in the Southwest United States pre-date the U.S. conquest of these lands in the Mexican-American War of 1848. Since that forced cultural crossing, Latin Americans have continually flowed northward to the U.S.

Throughout this program we will attempt to find reasons for this movement of people across borders. What drives Latin Americans and Africans to leave their countries and migrate to Spain and the U.S.? How has power, expressed economically, politically and culturally, shaped migration flows and identity? How have these migratory flows changed the identities of the migrants and their adopted countries of the United States and Spain? How have the migrants reconstructed their identities and allegiances? What does it mean to be an "American," "Spaniard," or "Latino?"

**Total:** 16 credits per quarter

**Enrollment:** 48

**A similar program is expected to be offered in 2010-11**

**Planning Units:** Culture, Text and Language; Programs for Freshmen; and Society, Politics, Behavior and Change

## Survey of the Wine Industry Across the Americas

### Fall, Winter and Spring quarters

**Major areas of study include** international economics, business economics, Latin American studies, history, geography, demography, political science, sociology and economics.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** international business, economics, public administration, education and international law.

**Faculty:** Jorge Gilbert (Latin American studies, political economy)

The primary aim of this program is to explore the wine industry in the Americas using history, geography, political economy, and economics as an exemplar of the interactions of physical and human processes in time and space. Special emphasis will be placed on the impact of globalization on locally-based wine production and marketing, international trade and the likely future impact of climate change on the global distribution of wine production. California, Washington, and Chile will be used as case studies.

During the first two quarters, students will analyze the cultivation of vines and the production and consumption of wine in a geographical context focused on spatial variations within its relevant physical, cultural and social factors. Topics covered include the history of wine production and consumption, viticulture, including the environmental requirements of different vine varieties, the elements of wine-making and how these vary nationally and by region, as well as the comparative characteristics of wine production in Europe, California, Washington, and Chile. In addition, these two quarters will expose students to the economics of wine making. In particular, students will learn about economic modeling and concepts such as market structure, sustainable development, labor markets, international trade, and foreign exchange, among others.

The program includes trips to Washington wine regions in fall and winter quarters. Field trips will provide a unique hands-on experience for the students and will allow them to meet and learn from the wine-makers and business owners themselves. During spring quarter, students will also have the option to travel to Chile. Under the general goal of using history, geography, political economy, and economics to analyze the wine industry, the spring program will expose the students to wine production within the context of Chilean life. In addition, this quarter will allow students to participate in some population studies under Chile's current neo-liberal model of economic development, such as elimination of poverty, popular culture, artistic expression, women's issues and environmental concerns. These studies will involve research and observation, and will allow the student to closely collaborate with community organizations, cooperatives and public institutions affecting the industry.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Special Expenses:** Approximately \$3,350 for an optional, spring quarter, four- to ten-week study abroad component in Chile. The cost includes transportation, airfare, room and board, and field trip expenses.

**Planning Units:** Programs for Freshmen and Society, Politics, Behavior and Change

## The Olympic Peninsula

### Fall and Winter quarters

**Major areas of study include** forest ecology, cultural anthropology, entomology, hydrology, geology, place-based studies and land management studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** ecology, anthropology, geology, entomology, public land management and sustainability.

**Faculty:** Karen Gaul (sustainability), Jack Longino (entomology), Paul Butler (geology, hydrology), Dylan Fischer (forest ecology)

The Olympic Peninsula provides natural resources, recreational opportunities, beauty and enjoyment for residents living in the region. It is a site of unique watersheds, plants, animals and cultural histories. For both native and non-native human residents, it has served as a homeland from which people have fulfilled subsistence needs and found aesthetic enjoyment. Learning about the Olympic Peninsula in an interdisciplinary way will deepen our understanding of the bioregion in which we live, and help us to consider a sustainable future.

Three central themes drive this program. First, we will explore in depth the geography, culture, ecology, biodiversity, geology and hydrology of the Olympic Peninsula. Second, we will study how organisms have adapted to significant changes over both human and geologic time in the region. Third, we will analyze human responses to the bioregion, what our impact has been, and the long-term prospects for sustainability.

Fall quarter will focus on geography, culture, botany, entomology and wilderness versus land management trade-offs on the Peninsula. An optional 5-day backpacking trip before the start of fall quarter will give interested students a chance to "jump-start" their participation in program work. During winter, we will explore the hydrology and geology of the region when an earth scientist will join our teaching team. During both fall and winter quarters, we will examine a range of human interactions with the lands and waters of the Peninsula. We will consider various forms of resource use, the sustainability of these practices, and observe ways that the landscape has been altered by humans. We will also consider the ways this place is culturally meaningful to the people who live there.

Students can expect to participate in seminars, lectures, workshops, field trips and field research. During fall quarter, we will circumnavigate the peninsula during a 4-day field excursion. Throughout the program, we will take one-day field trips to nearby river basins. Field work will also make use of the Evergreen campus.

**Total:** 16 credits per quarter

**Enrollment:** 72

**Special Expenses:** Approximately \$200 for multiple day field trip in fall quarter.

**A similar program is expected to be offered in 2011-2012**

**Planning Units:** Environmental Studies and Programs for Freshmen

## Toward a Sustainable Puget Sound: Place, People and Policy

### Fall, Winter and Spring quarters

**Major areas of study include** environmental studies and ecosystems science, public policy, mathematics, mathematical modeling, writing, anthropology, climate change, sustainability, earth science, systems science, critical reasoning, political science and history.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** environmental studies, public administration, political science, sociology, education and anthropology.

**Faculty:** Vauhn Foster-Grahler (mathematics), Rob Cole (systems science, sustainability), Amy Gould (public policy and management)

In this year-long program, we will weave together the perspectives of the species that have been sustained by Puget Sound (Skookumchuck) using threads from ecosystems ecology, cultural anthropology, American and Native histories, public policy and mathematics. The waters of the Puget Sound have nourished many species since its formation when the most recent ice age ended. Waves of human habitation have benefited from the fecund waters and surrounding land, and humans have impacted the Sound as no other species have. Our present way of being with Puget Sound is not sustainable. In this core program we will address how we arrived at this point and what are appropriate transitions to a sustainable future.

Throughout the year we will weave the disciplinary threads of the program together around three central themes. Fall quarter we will focus on salmon ecology. Winter quarter the central theme of the program will be the present and future use of the water of Puget Sound and Puget Sound drainage. Spring quarter we will examine Puget Sound from the perspective of global climate change. We will map many aspects of the Sound including the hydrological and climatic cycles, the interactions of the terrestrial and marine ecosystems, and the interplay of a rich variety of species in the region. We will pay close attention to public policy through place and time. We will base visions of sustainable futures for the Puget Sound in the perspectives of the First Peoples, early European explorers, settlers of European, African, Asian, and Hispanic heritage, and present day industries and residents. We will explore various measures and indicators of sustainability and investigate new methods and approaches to making our way of life more sustainable. We will conduct audits of our own lifestyles, and examine ways of reducing our impacts on ecosystems.

Students in this program will experience Puget Sound through field trips, workshops, lectures, films, books, and stories. Students can expect to spend time observing, recording, and researching many of the totemic species of the temperate rainforest region, including salmon. Students will reflect on their experiences by keeping journals and through various forms of expression. Students will participate in seminars, collaborative learning activities, small-group research projects and computer labs. During spring quarter, students will complete a final project. Students will have an opportunity to hone their academic and creative writing, math, and critical reasoning skills as well as learn to think in an interdisciplinary manner and with multiple perspectives. A student successfully completing this program will understand the human, ecological, geological and hydrological history of Puget Sound, and the public policy that has shaped and continues to shape human interaction with Puget Sound. In addition, students will have a working understanding of several measures of how their own lifestyle choices impact sustainability in this region. At the completion of this program students will be ready for more advanced college-level work.

**Total:** 16 credits per quarter

**Enrollment:** 69

**Special Expenses:** Approximately \$200 per quarter for field trips around and on the Puget Sound.

## Wonderful Ideas

### Fall and Winter quarters

**Major areas of study include** human development, theater and expressive arts, family studies, literature, writing, developmental psychology, culture and community studies.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** social sciences, theater, community/cultural studies and expressive arts.

**Faculty:** TBA, Stephanie Kozick (human development)

The title of this program comes from a key idea in a book by Eleanor Duckworth in which she ruminates on the "having of wonderful ideas," which is the way we come to "understanding." We need to have a number of wonderful ideas in life in order to navigate through personal, social, cultural and community landscapes in fulfilling and meaningful ways. This program will explore the creative process of writers, filmmakers, dancers, musicians and other thinkers. We'll see, hear and read the works of creative people; for example, we will learn how the choreographer Twyla Tharp creates dances in *The Creative Habit: Learn It and Use It for Life* (Tharp, 2005), we will learn about *Thinking Musically* (Wade, 2004), and we'll read about Kundera's ideas on writing in *The Art of the Novel* (2003).

Wonderful Ideas will become a study of the complex variety of elements that secure human purpose, creativity, concentration and mindfulness. The curriculum will rely on human stories drawn from fiction and nonfiction literature, theater, film and expressive arts. Thich Nhat Hahn's life reveals his wonderful ideas on learning to "reveal and heal" in his popular book, *Miracle of Mindfulness*. He instructs us how to take hold of our consciousness and keep it alive to the present reality, whether eating a tangerine, playing with children, or washing the dishes. We will read, talk to each other, act, sing and write in order to practice the creative process.

In fall, the program will focus on how individuals and intimate groups such as families, musical groups, dance companies and theater groups work out wonderful ideas. In winter, we can expand outward to examine the ideas that consider wider public and political life. Each quarter, students will participate in experiential workshops in group problem solving, voice, theater and movement, and writing. Individual work will include the exploration of one's own journey to a creative, meaningful life. Students will learn about and be expected to engage in close reading of texts, view films with an eye for media literacy, practice the writing process of "write-rewrite," collaborate constructively in a number of group workshops, and spend centered time reflecting on the process of learning.

The program will include lectures, workshops, seminar discussions, film critiques and attendance at professional performances. Students will be required to keep an active portfolio of their work that will act as a personal story of progress in this program. At the end of this two quarter program, students will be able to identify a set of key concepts that have emerged from our collective inquiry into personal, social, cultural and community creativity, and to express their new understanding.

**Total:** 16 credits per quarter

**Enrollment:** 46

## OFFERINGS BEGINNING WINTER QUARTER

**Computer Science Foundations****Winter and Spring quarters**

**Major areas of study include** computer programming, computer organization and architecture, data structures, operating systems, discrete mathematics, and topics in science, technology, and society.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** High school algebra proficiency and introductory computer programming experience. Students who have not had a programming course should take the Data and Information or Modeling Motion program in the fall. If you are interested in this program and uncertain about programming prerequisites, contact program faculty to discuss your situation, or Neal Nelson (nealn@evergreen.edu), who can assess your readiness for the program.

**Program is preparatory for careers and future studies in** computing, science, mathematics, and education.

**Faculty:** TBA (computer science)

The goal of this program is to lay a foundation for more advanced work in computer science. Students in the program will have the opportunity to achieve a deeper understanding of increasingly complex computing systems by acquiring knowledge and skills in mathematical abstraction, problem solving, and the organization and analysis of hardware and software systems. The program covers standard material such as algorithms, data structures, computer organization and architecture, logic, discrete mathematics, and programming in a core liberal arts computer science curriculum.

The program content will be organized around four interwoven themes. The *computational organization* theme covers concepts and structures of computing systems from digital logic to operating systems. The *programming* theme concentrates on learning how to design and code programs to solve problems. The *mathematical* theme helps develop theoretical abstractions and problem solving skills needed for computer scientists. A *technology and society* theme explores social, historical, or philosophical topics related to science and technology.

**Total:** 16 credits per quarter

**Enrollment:** 48

**A similar program is expected to be offered in** 2009-10

**Planning Units:** Programs for Freshmen and Scientific Inquiry

**Language Matters:  
Persuasive Language in Popular Culture****Winter quarter**

**Major areas of study include** linguistics, communications, media studies, writing and gender studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** one college course in introduction to linguistics or the equivalent experience with linguistic analysis.

**Program is preparatory for careers and future studies in** linguistics, languages, communications, law, gender studies, media studies and education.

**Faculty:** Susan Fiksdal (linguistics, French), Rachel Hastings (linguistics, mathematics)

This program will focus on the linguistic resources we all use to persuade others of a particular point of view. We will study the art of persuasion in a wide range of settings within popular culture, ranging from comedy to politics, from news journalism to blogs. Part of our work will involve deepening our engagement with linguistic theory in several areas, including discourse analysis, semantics, pragmatics, metaphor, morphology and syntax.

As we develop these theoretical tools, we will concurrently be using them to analyze discourse from the media, the internet, conversations, and speeches in order to uncover ways in which speakers use their linguistic knowledge to persuade. We will study how different individuals and different categories of communication vary with respect to the structure and content of their persuasive language. In particular, we will use theories of language and gender to investigate how men and women may sometimes adopt different rhetorical strategies for persuasion. For a broader view of linguistic resources, we will also examine cross-linguistic variation in persuasion in languages other than English, including Quechua and French.

Students will apply their understanding of concepts by writing papers using two formats — short expository essays and linguistic analyses. To demonstrate their understanding of persuasion in a particular setting, they will create final oral presentations.

**Total:** 16 credits

**Enrollment:** 48

**Planning Units:** Culture, Text and Language and Programs for Freshmen



---

## The Opening Of The Field: Ecopoetics, Ecology and Ideas

---

### Winter and Spring quarters

**Major areas of study include** poetics, writing and ecology.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** creative writing, science and ecology.

**Faculty:** Nalini Nadkarni (ecology), Leonard Schwartz (poetry, creative writing)

During this program, we will examine the dual disciplines of poetics and forest ecology. What do literary texts and ecosystems hold in common? They are both complex systems, in which all elements are interrelated. In language, a single word added or removed can potentially alter the balance of rhythm, image, and meaning in that text. In the case of ecosystems, lack or surplus of mineral elements, energy, or diversity can alter the structure and function of components.

What do scientists understand by the term “nature”? How have poets and philosophers understood that same word? What might we learn by juxtaposing or combining these two ways of knowing the world that would not be achieved if each were considered separately? Can we apply any of the products of combining the two to evoking a sense of conservation or stewardship in human attitudes towards ecosystems?

We will not so much be studying “nature poetry” as we will be working with the language that scientists use to investigate and understand ecology. We wish to arrive at new ways of talking about texts that do not break them into tiny pieces or create simplistic chains of cause and effect. Similarly, scientists can think through issues of poetics in order to challenge some of their own paradigms and tropes. In this program, we will give consideration to the process of combining the disciplines of poetics and ecology.

Field trips will include 3-day visits and data gathering in the temperate rainforests of the Olympic Peninsula Hoh and Quinault River valleys and the temperate coniferous forests of the H.J. Andrews Experimental forest in the western Cascades of Oregon. We will also attend poetry readings in Seattle and other locations. Students will work individually and in small groups to gain research skills that will include advanced access to library sources, field techniques for gathering and analyzing ecological data, and learning how to read deeply scientific and poetic texts. All students will be involved with a large group project in our campus forest.

The program will involve two tracks or emphases for students of different backgrounds: one for students most interested in poetry, the other for those most interested in science/ecology. However, there will be many opportunities for synthesis and interdisciplinary study and projects.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$400 for field trips to study sites and readings in Washington; \$200 in workshop fees; \$600 total. Overnight field trip costs include van rental, park fees, and lodging and food costs. Reading costs include transportation and entry to professional poetry readings in Olympia, Seattle, and Tacoma.

**Planning Units:** Culture, Text and Language; Environmental Studies; and Programs for Freshmen

---

## Political Economy of the Media: U.S. Historical & Contemporary Realities

---

### Winter and Spring quarters

**Major areas of study include** U.S. history, critical media studies, propaganda analysis, social movements, expository writing, media history and topics in media analysis.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** media studies, social movements, social science, education and journalism.

**Faculty:** Michael Vavrus (Social Foundations of Education, Political Economy), Lawrence Mosqueda (Political Economy)

In this 2-quarter program, students will investigate how political events are constructed and reported in the media, compared to actual political and economic realities. In “media” we include mainstream periodicals, television, radio and films. We also include the growth of Internet blogs, web sites, independent media, and other media outlets in the 21st century. We will take an historical approach that focuses on U.S. history from the colonial era to contemporary globalization. We will compare media concentration of ownership to community-controlled media. We will examine how issues surrounding race, class, and gender are perceived by the media and subsequently by the public.

During winter quarter students will receive a theoretical and historical grounding in the political economy of the media. We will explore the question of who owns the media and what difference this makes to how stories are reported, framed, sourced or just ignored. Films, lectures and readings, along with text-based seminars, will compose the primary structures used by this learning community.

Student will regularly engage in a critical reading of *The New York Times* and other media outlets. Also during the winter quarter, students will create a research proposal that includes an annotated bibliography. Research projects may either be traditional research papers or equivalent projects determined in collaboration with the faculty, such as an independent media blog or web site.

During spring quarter, students will devote approximately half of their program time to completing their proposed projects and presenting the results of their research. The remaining program time will focus more in-depth on program themes as we examine contemporary issues through a variety of sources.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Planning Units:** Programs for Freshmen and Society, Politics, Behavior and Change

---

## Self and Culture: Studies in Japanese and American Literature and Cinema

---

### Winter quarter

**Major areas of study include** cultural studies, Japanese and American literature, literary analysis, film studies, expository writing and psychology.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** cultural studies, literature, film studies and psychology.

**Faculty:** Harumi Moruzzi (cultural studies, literature, film studies)

It is often said that American and Japanese cultures represent the mirror images of human values. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion. Certainly, the reality is not as simple as these stereotypes indicate; nevertheless, this dichotomized comparative cultural frame presents an interesting context in which we can explore many human issues. Thus, in this program we explore the concept of self through the critical examination of American and Japanese literature, cinema and popular media.

At the beginning of the quarter the students will be introduced to major literary theories in order to familiarize themselves with varied approaches to literature; then, students will examine representations of individuals and cultures in American and Japanese literature through seminars and critical writings. Weekly film viewing and film seminars will accompany the study of literature in order to facilitate a deeper exploration of the topics and issues presented in the literary works. Early in the quarter the students will also be introduced to the rudiments of film analysis to develop a more analytical and critical attitude towards the film-viewing experience.

**Total:** 16 credits

**Enrollment:** 24

**Special Expenses:** Up to \$40 for a possible field trip.

**Planning Units:** Culture, Text and Language and Programs for Freshmen

---

## OFFERINGS BEGINNING SPRING QUARTER

---

### Algebra to Algorithms

---

#### Spring quarter

**Major areas of study include** college algebra, introductory computer programming, problem solving, and mathematics in society.

**Class Standing:** This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** mathematics, computer science, and science.

**Faculty:** Brian Walter (mathematics)

Western science relies on mathematics as a powerful language for expressing the character of the observed world. Mathematical models allow predictions, more or less, of complex natural systems, and modern computing has both magnified the power of those models and helped shape new models that increasingly influence 21st-century decisions. Computer science, the constructive branch of mathematics, relies on mathematics for its culture and language of problem solving, and it also enables the construction of mathematical models.

In this program, we will explore connections between mathematics, computer science, and the natural sciences, and develop mathematical abstractions and the skills needed to express, analyze and solve problems arising in the sciences. The regular work of the program will include seminars, lectures, problem solving workshops, programming labs, problem sets, and seminar papers. The emphasis will be on fluency in mathematical thinking and expression along with reflections on mathematics and society. Topics will include concepts of algebra, functions, algorithms, programming and problem-solving, with seminar readings about the role of mathematics in modern education and in society.

This program is intended for students who want to gain a fundamental understanding of mathematics and computing before leaving college or before pursuing further work in the sciences.

**Total:** 16 credits

**Enrollment:** 23

**A similar program is expected to be offered in** 2009-10

**Planning Units:** Programs for Freshmen and Scientific Inquiry

## The American Eye

### Spring quarter

**Major areas of study include** American literature, history of American photography and photography.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** the arts and the humanities.

**Faculty:** Robert Haft (photography)

This program involves both hands-on photography and a study of the American history that helped shape the way photographic images of the U.S. have looked from the 1850s to the present. We will begin with a short look at the birth of photography in Europe and then how it was used as a tool of documentation for major points in American history, such as the Civil War, the opening of the American West, the Roaring 20s, the Great Depression, World War II, and the 1950s.

In addition to looking at and learning to read photographs by others, we will learn to make photographs (black and white) ourselves as recording devices for our own lives and times. Subsequently, students will learn to become proficient in the use of 35mm cameras, how to correctly expose, develop and print film, and how to discuss images intelligently.

Our main text for the quarter will be *American Photography* by Miles Orvell. We will also read a number of novels including *The Red Badge of Courage*, *The Jungle*, *The Great Gatsby*, *The Grapes of Wrath*, *On the Road*, and *Fear and Loathing in Las Vegas*.

**Total:** 16 credits

**Enrollment:** 24

**Special Expenses:** Approximately \$250 to \$300 for photographic supplies.

**Planning Units:** Expressive Arts and Programs for Freshmen

## Climate Change

### Spring quarter

**Major areas of study include** introductory chemistry, physics, astronomy, earth science, environmental studies and algebra. Lower division credit only.

**Class Standing:** This lower-division program is designed for 50% freshmen and 50% sophomores.

**Program is preparatory for careers and future studies in** natural science, environmental studies, science writing, public policy and education.

**Faculty:** Sharon Anthony (atmospheric chemistry), EJ Zita (physics, astronomy, energy)

Over geologic time the Earth has experienced wide fluctuations in climate. The ice ages are one example of extreme climate change. A major factor determining global climate is the intensity of the Sun's energy reaching the Earth. However, climate changes cannot be explained by variations in solar radiation alone. The Sun's energy and its interactions with the land, oceans, and especially the atmosphere, affect the Earth's climate. Scientists agree that the Earth is currently experiencing a rapid warming trend caused by anthropogenic (human-caused) changes in the concentration of greenhouse gases in the atmosphere.

What are greenhouse gases? What are sources and sinks of greenhouse gases, both natural and anthropogenic? What are historical trends and causes of climate change? How much do our daily activities contribute to greenhouse gases? How can we make a difference to global warming? This program will explore such questions through activities such as lectures, discussions, workshops, student research and seminars. We will draw on primary literature whenever possible for a rigorous scientific treatment. Students should be willing to work in teams, engage in self-directed learning, use computers, and learn algebra and quantitative reasoning.

**Total:** 16 credits

**Enrollment:** 46

**Special Expenses:** Up to \$100 for field trips.

**Planning Units:** Environmental Studies and Scientific Inquiry



## Educating On the Wild Side

### Spring quarter

**Major areas of study include** environmental education, ecology, natural history and marine biology.

**Class Standing:** This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** forest ecology, marine biology, education and environmental studies.

**Faculty:** Dylan Fischer (forest ecology), Amy Cook (marine biology)

In this program we will focus on the ecology of marine and terrestrial ecosystems and on ecology-centered environmental education for K-12 students. Using the concepts of community ecology, students will explore and learn about different local habitats and examine a variety of environmental education tools. Through examination of the major species of organisms and their interactions in terrestrial and marine habitats, students will develop an understanding of the natural history of these ecosystems. We will also explore place-based education, inquiry-based learning, and bioregional and constructivist approaches to wilderness education.

We will evaluate and gain exposure to major environmental education programs including Project WILD, Project WET and Project Learning Tree. Students will create a final project which involves applying the ecological and educational tools they learn in the program in a local education setting. By the end of this program students will have exposure to the fields of ecology and organismal biology, environmental education theory, and will have some exposure to what it means to be an environmental educator in the modern day.

**Total:** 16 credits

**Enrollment:** 46

**Special Expenses:** Approximately \$250 for environmental education workshops.

**Planning Units:** Environmental Studies and Programs for Freshmen

## Food, Place and Culture

### Spring quarter

**Major areas of study include** political economy, geography, food, culture, Native American and traditional food and agriculture.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** geography, culture, food, native plants and political economy.

**Faculty:** Martha Rosemeyer (agricultural ecology), Donald Morisato (biology), Zoltán Grossman (geography, Native American studies)

Food is a central element in social exchange and definition of self and community. Perhaps even more than language, food is a marker of identity and culture. How have particular regional and national cuisines been shaped by local and global geography and history? For example, what was Italian food before the tomato's arrival from the Americas? How are local food traditions being endangered by globalization?

We will begin the quarter with an overview of the evolution of early humans and the history of food procurement, including the relatively recent development of agriculture. We will study the food gathering, cultivation practices and rights of indigenous and land-based peoples of North America and the Pacific Rim. This component will include introductory ethnobotany and field work aimed at beginning to recognize native plants of the Pacific Northwest. We will also investigate the interaction of people with their landscape through visits to local tribes and immigrant communities. Students will examine the scientific basis of various modes of traditional food preparation and preservation, including fermentation.

By focusing on a few case studies, we will dissect the notion of regional cuisine, which initially develops within the context of a distinct place with unique edible plants, animals, and spices, as well as its cultural perspectives. We will consider the Columbian Exchange, the dislocation of plants and animals following this encounter of Europe with the Americas, and its profound impact on ecological systems in both areas. We will further examine the consequences of colonialism in restructuring local food systems for the markets of Empire, and in "internationalizing" food, as in Indian curry in England. We will study how migration has changed the flavor of national identities, an example of which is how salsa has replaced ketchup as the most popular condiment in the United States.

Finally, we will look at the impact of globalization and the structure of regional economies on food, such as the effects of free-trade agreements on farmers and consumers. We will investigate how climate change is disrupting plant and animal habitats important in food procurement and cultural survival. We will consider alternative models capable of providing local food security, self-sufficiency and a stronger connection to place

**Total:** 16 credits

**Enrollment:** 72

**Special Expenses:** Special expenses: \$75 for food, entrance fees.

**Planning Units:** Environmental Studies; Native American and World Indigenous Peoples' Studies; Programs for Freshmen; and Scientific Inquiry

## Gender and Culture: Studies in Japanese and American Literature and Popular Culture

### Spring quarter

**Major areas of study include** Japanese literature, American literature, cultural studies, film studies, gender studies and expository writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** cultural studies, literary studies, gender studies, and film studies.

**Faculty:** Harumi Moruzzi (cultural studies, film studies, literature)

This program is designed for students who are interested in a cross-cultural exploration of the concept of gender. It is often said that American and Japanese cultures represent diametrically opposed values in many aspects of human behavior and customs. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion; while Japanese women are valued most as wives and mothers, American housewives may feel severely undervalued if they are not wage earners. Needless to say, the reality is not as simple as these stereotypical perceptions indicate; nevertheless, this dichotomized cross-cultural frame presents an interesting context in which we can explore many human issues, particularly gender issues. Thus, in this program we will explore the concept of gender through the critical examination of American and Japanese literature, theoretical essays, and popular culture.

At the beginning of the quarter, students will be introduced to the basic terms of film analysis to develop a more analytical and critical attitude toward the film-viewing experience. Early in the quarter they will also be introduced to major literary theories in order to become aware of varied approaches to literary analysis and interpretation. After familiarizing themselves with these analytical and theoretical foundations, students will examine representations of gender and culture as well as their interrelationships in American and Japanese literature and popular culture, through lectures, workshops, book and film seminars as well as expository writings.

**Total:** 16 credits

**Enrollment:** 24

**Special Expenses:** Up to \$40 for a possible field trip.

**A similar program is expected to be offered in** 2010-2011

**Planning Units:** Culture, Text and Language and Programs for Freshmen

## The Incisive Line

### Spring quarter

**Major areas of study include** graphic design, art history, printmaking and expository writing.

**Class Standing:** This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Basic drawing skills will be helpful, but are not required.

**Program is preparatory for careers and future studies in** visual arts, graphic design, art history and education.

**Faculty:** Lisa Sweet (visual arts)

Historically, printmaking has been aligned with revolutionary ideas, political and religious reform, and the democratization of artistic practice and production. This is an arena in which artists have the potential to reinvent not only the way two-dimensional images look, but also the manner in which they are made. For instance, consider the popular notion of the Modernist artist-genius working in isolation. In contrast to this creative practice, printmakers have traditionally collaborated to create works of art, often with a social message. Artists and printers confer with and influence each other while making work in their community. Printmaking can counter the idea of works of art as precious, one-of-a-kind commodities by permitting the artist to create multiple copies of images. These are a few of the ways we will address the practice and history of printmaking.

This one-quarter program will focus on printmaking as an expressive and conceptual art form. Our artistic practice will focus on relief and intaglio techniques: the incised lines of woodcut, drypoint and etching. Emphasis will be placed on developing artistic practice and research: How do we develop artistic ideas? How do we revise and refine ideas and works of art? What is the benefit of working in series? How does an artist generate and communicate intellectual content through images?

During the quarter, students will practice printmaking techniques, learn about print culture and the history of printmaking, and do research by examining both art historical and artistic examples. Students will be expected to work collaboratively in community. Writing is a significant component of this program. Students will be responsible for developing a portfolio of printed works, presenting significant research on printmaking history and participating in a print exchange. Students should anticipate spending about 40 hours a week on studio work and a research project. This will be an intensive ten weeks that will require enthusiasm and a strong work ethic.

**Total:** 16 credits

**Enrollment:** 23

**Special Expenses:** \$250 for art supplies.

**Planning Units:** Expressive Arts and Programs for Freshmen

## Integral Psychology

### Spring quarter

**Major areas of study include** psychology, transpersonal psychology and counseling.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** psychology, the health professions, human services and education.

**Faculty:** Mukti Khanna (psychology), Scott Coleman (education, psychology)

There is a growing acceptance of spirituality in psychology, psychotherapy, and medicine and a growing understanding within our culture that meditation and other traditional Eastern forms of spiritual practice can be applied in psychological practice. In this program we will study the developing theory and practices of integral psychology. Integral psychology draws upon the major spiritual traditions of the East and West, recent cultural and social sciences research, and the innovations made by contemporary psychoanalytic, humanistic, systemic, and transpersonal psychologies. Integral psychology includes the development of consciousness and self-awareness using imaginative somatic and expressive arts languages.

Pedagogical practices will include workshops, book seminars, lectures and video, with an emphasis on experiential learning in individual, small and large group formats. Multi-modal expressive arts laboratories based on person-centered psychology will be explored throughout the program. As described by Natalie Rogers, an international leader of expressive arts therapies and daughter of pioneering psychologist Carl Rogers, "The combination of expressive arts—the integrated process of using movement, visual art, music, journal writing and drama—and person-centered listening are powerful ways to become aware of our feelings about world events and transform these feelings into self-responsible action. The expressive arts bring us into balance by engaging our imagination, intuition and spiritual practices." The program will explore ways in which the application of integral psychology and spirituality can provide co-creative perspectives on health reform, social change and community building. This program will also include a retreat to provide an opportunity to engage more deeply in the practices of integral psychology and person-centered expressive arts. No previous art or movement experience is needed. Students need to be willing to work with integral psychology theory and self-knowledge through mindfulness, somatic and expressive arts practices in addition to discussion and reading.

**Total:** 16 credits

**Enrollment:** 48

**Special Expenses:** \$60 for art supplies and \$100 for retreat costs.

**A similar program is expected to be offered in** 2009-10

**Planning Units:** Programs for Freshmen and Society, Politics, Behavior and Change

## Language and Mind

### Spring quarter

**Major areas of study include** cognitive science, linguistics, philosophy of language and mind, and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Background in biology, linguistics or psychology and proficiency with algebra.

**Program is preparatory for careers and future studies in** linguistics, cognitive science, philosophy and cognitive neuroscience, and education.

**Faculty:** Rachel Hastings (linguistics, mathematics), David Paulsen (cognitive science, philosophy of mind)

What features of the human mind are revealed through our ability to speak and understand language? How are children able to develop a detailed and abstract understanding of their native language at a very young age? In this program we will study theories of cognition, brain structure and consciousness as they relate to the complex phenomena of language acquisition and use. To understand the nature of linguistic processing we will look at the structure of language and ask what capacities must be present within human cognition in order for us to produce and understand human language, as well as its relationship to communication in other animals.

As part of our study we will ask how much of our knowledge of language can be attributed to an innate language capacity and how much is dependent on individual experience. We will study the ideas of Noam Chomsky and others who argue for a "universal grammar" as an explanation of rapid language acquisition and similarity among languages. We will compare theories of generative grammar (which focuses on structural properties specific to language) with ideas from within cognitive linguistics (which focuses more on the relationship between linguistic and non-linguistic cognitive capacities). Our theoretical studies will be informed by data emerging from current research on language acquisition and language impairment, including work on the neurobiology of language.

Program activities will include seminar, lectures and workshops. We will discuss fundamental questions about consciousness and the relationship between mind and brain as we read both scientific and philosophical studies of the nature of cognition in relationship to the human capacity for language.

**Total:** 16 credits

**Enrollment:** 48

**Planning Units:** Programs for Freshmen and Scientific Inquiry

---

## The Pacific Northwest: History, Culture and Environment

---

### Spring quarter

**Major areas of study include** Pacific Northwest social and environmental history with emphasis on natural resources, gender, expository writing and basic research.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** history, environmental studies, cultural studies, gender studies and labor studies.

**Faculty:** Liza Rognas (American history)

What is historical thinking and why is it important to an understanding of the Pacific Northwest? How can knowledge about the past be used to create a more environmentally and socially sustainable present and future? In this one quarter program, students will have the opportunity to explore the history of this region through five specific themes: Culture, Environment, Gender, Labor and Sustainability. Program reading materials, films, lectures and other resources will introduce students to key historical ideas and concepts in each of the themes and from this foundation students will engage in their own research. Working in groups and individually, students will craft research questions and project ideas linking the past with present-day sustainability initiatives. For example, how does the language used in American Indian Treaty documents over a hundred years ago play a vital role in natural resource protection policies today?

This program is intended to introduce students to the unusual world of historical thinking, to the practical and creative applications of history, and to the important current-day concept of sustainability. While attempting this intellectual feat, students will learn and hone research skills, listening and seminar skills, writing and deep reading skills.

Research will emphasize primary and secondary resources and information obtained through observation and participation. It will also rely upon standard library materials such as newspapers, photographs, government documents and electronic databases. Activities will include workshops and guest speakers, trips to area museums and archaeological digs, and a two-night field trip to the Columbia River.

Using program materials, field trip notes and the products of their own research, 16-credit students will write two short papers and complete an end-of quarter project on a topic of their choice that incorporates one or more of the program themes. 12-credit students will write two short papers. All students will keep an annotated bibliography and research log throughout the quarter.

**Total:** 12 or 16 credits

**Enrollment:** 23

**Special Expenses:** \$75 for 3-day field trip expenses, museum entrance fees and guest speakers. A deposit of \$50 is due by April 10, 2009.

---

## So You Want to be a Psychologist

---

### Spring quarter

**Major areas of study include** history and systems of psychology, one discipline area (student's choice of either social, developmental, cognitive, or physiological psychology), foundations of psychology, career explorations in psychology, writing and social science ethics.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** psychology, education and social work.

**Faculty:** Carrie Margolin (cognitive psychology)

Students will investigate theories and practices of psychologists to enhance their understanding of counseling, social services, and the science of psychology. We will cover history and systems of psychology. Students will read original source literature from the major divisions of the field, covering both classic and contemporary journal articles and books by well-known psychologists. Students will explore careers in psychology and the academic preparations necessary for these career choices. We will cover the typical activities of psychologists who work in academia, schools, counseling and clinical settings, social work agencies and applied research settings.

Among our studies will be ethical quandaries in psychology, and the ethics of human and animal experimentation. Library research skills, in particular the use of PsycINFO and Science and Social Science Citation Indexes, will be emphasized. Students will gain expertise in the technical writing style of the American Psychological Association (APA). The class format will include lectures, guest speakers, workshops, discussions, films and a field trip.

There is no better way to explore the range of activities and topics that psychology offers, and to learn of cutting edge research in the field, than to attend and participate in a convention of psychology professionals and students. To that end, students will attend the annual convention of the Western Psychological Association, which is the western regional arm of the APA. This year's convention will be held in Portland, Ore. on April 23-26, 2009.

**Total:** 16 credits

**Enrollment:** 24

**Special Expenses:** The approximate cost of the field trip is between \$200 and \$350, depending upon the type of accommodations you require; this includes WPA membership/registration fees and four nights hotel at the convention site. Transportation and food are additional, and at student's own expense.

**A similar program is expected to be offered in** Spring 2010

**Planning Units:** Programs for Freshmen and Society, Politics, Behavior and Change

# Culture, Text and Language

**The Culture, Text and Language** planning unit invites students to engage in academic study of what it means to be human and to participate in social life. Its faculty prize rigorous reflective inquiry and integrative understanding. Through study of cultures, students explore the webs of meaning that individuals and groups use to make sense of their experience and the world. Through study of texts, they learn to interpret the embodiments of these meanings in forms ranging from enduring works to popular media and the artful practices of everyday life. Through study of languages, they become proficient in the means of communication in different societies and discover the beauty and power of words.

The Culture, Text and Language planning unit coordinates some social science and virtually all the humanities curriculum and at Evergreen. Our disciplines include literature, history, women's studies, philosophy, religion, classics, art history, linguistics, anthropology, sociology, psychology, politics, communications, folklore, creative writing, French, Spanish, Russian and Japanese.

Many of our programs are organized as area studies, which we define as the interdisciplinary study of topics framed by geography, language, culture and history. We endeavor to make sure that students have access to a curriculum that is rich in the study of diverse cultures and languages, so they have ample opportunity to learn about shared legacies and across significant differences, including differences of race, class, gender and sexuality. We are committed to offering programs regularly in these areas: American studies, classics, French language and the Francophone world (France, Quebec, the Francophone Caribbean, Francophone Africa), Japanese language and Japan, Middle East studies, Russian language and Eastern Europe, and Spanish language and the Hispanic world (Latin America, Spain, the United States).

Many Culture, Text and Language programs bring together two or more disciplines to examine critical questions about the human condition, and many also include community-based activities that put ideas into practice. Thus, students gain an interconnected view of the humanities and interpretive social sciences. Faculty act as advisors and mentors in their subjects of expertise, supporting students to do advanced work, internships, studies abroad and senior theses.

The affiliated faculty members of Culture, Text and Language strongly encourage students with a special focus on the humanities and interpretive social sciences to undertake a senior thesis or senior project during their final year as a capstone to their learning at Evergreen. By working closely with one or more faculty members as part of a larger program or through an individual contract, prepared seniors will have the opportunity to pursue advanced study while producing an original thesis or project in their areas of interest. To prepare for this senior work, interested students should begin to discuss their plans with potential faculty sponsors during their junior year.

The faculty of Culture, Text and Language invite students to work with them to create living links between their past and their present, in order to become, in the words of Charles McCann, Evergreen's first president, "undogmatic citizens and uncomplacently confident individuals in a changing world."

## Affiliated Faculty:

**Nancy Allen**  
Spanish

**William Ray Arney**

**Marianne Bailey**  
French Literature

**Thad Curtz**  
Literature

**Stacey Davis**  
European History

**Kathleen Eamon**  
Philosophy

**Susan Fiksdal**  
Linguistics and French

**Thomas Grissom**  
Physics, Literature, Philosophy

**Chauncey Herbison**  
African American Studies

**Patrick J. Hill**  
Philosophy

**David Hitchens**  
American History

**Sara Huntington**  
Writing, Research and  
Information Systems

**Ernestine Kimbro**  
Interdisciplinary Humanities

**Stephanie Kozick**  
Human Development

**Patricia Krafcik**  
Russian Language,  
Literature and Culture

**David Marr**  
American Studies

**Harumi Moruzzi**  
Cultural Studies,  
Literature, Film Studies

**Greg Mullins**  
Literature and Queer Studies

**Alice A. Nelson**  
Latin American Literature,  
Spanish

**Steven Niva**  
International Politics,  
Political Philosophy

**Charles N. Pailthorpe**  
Philosophy

**Sarah Pederson**  
Literature, Maritime Studies

**Rita Pougiales**  
Anthropology

**Bill Ransom**  
Writing

**Andrew Reece**  
Classical Studies

**Therese Saliba**  
International Feminism, Middle  
East Studies, Literature

**Samuel A. Schragger**  
Ethnography, American Studies

**Leonard Schwartz**  
Poetics

**Matthew E. Smith**  
Political Science,  
Community Studies

**Robert W. Smurr**  
Russian History

**Eric Stein**  
Cultural Anthropology

**Setsuko Tsutsumi**  
Japanese Literature,  
History and Language

**Jules Unsel**  
United States History

**Sarah Williams**  
Feminist Theory,  
Somatic Studies

**Elizabeth Williamson**  
English Literature

---

## American Places

---

### Fall, Winter and Spring quarters

**Major areas of study include** American studies, anthropology, literature, history, Native American studies, politics, and community studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** humanities, elementary and secondary education, journalism, American studies, Native American studies, social services, law, and environmental studies.

**Faculty:** Sam Schragger (folklore), Kristina Ackley (Native American studies), Matthew Smith (political science)

*Place absorbs our earliest notice and attention, it bestows on us our original awareness; and our critical powers spring up from the study of it and the growth of experience inside it. Sense of place gives equilibrium; extended, it is sense of direction too. —Eudora Welty*

Place forms us, Welty says. Yet in this age of unprecedented interchangeability of spaces, what happens to the distinctive character of places? In the face of the mobility, uprooting, and alienation endemic in the U.S. and elsewhere, what connections to place can we hope to nurture? Our program will explore how place emerges from experiences of location within the physical world and power-laden fields of social relations. We will study how American places are conceived, lived in, felt about, fought over, and transformed at intersections of geography and history, culture and politics. How, we will ask, do persons and groups create—and how are they shaped by—the places they inhabit?

Re-imagining and reinventing place will be a central theme. We will look at how Indigenous communities have contested American spaces by re-mapping race, gender and nation in the face of colonization, and we will listen to ongoing Native discourse about the effects of borders on tribal sovereignty. Our inquiry will consider other groups remaking places: Europeans transplanting home cultures, African Americans asserting selfhood in racist South and North, settlers relocating to the West, and Latin American and Asian immigrants forging transnational identities. Contemporary issues will include tourism and economic development, power in social institutions, practices of community, the value of stories and the fate of cultural traditions. Our views of place will range broadly, encompassing Olympia and New York City, the Six Nations Confederacy and the Idaho woods, families and worship-houses, beauty salons and theme parks, schools and prisons.

This program offers ideal opportunities for students to develop skill as interpreters, writers, and researchers by studying scholarly and imaginative works and by conducting ethnographic fieldwork (observation, interviewing, documentation of social life). From mid-winter to mid-spring, students will undertake an extended project on an American place of their choice, locally or elsewhere. The faculty will provide strong support. This project, embedded in the conversation of the program, will include the option of combining research with internships or other community service. The research will be a fine context for writing senior theses. We anticipate that the work students accomplish here will be a source of pride and pleasure in years to come.

**Total:** 16 credits per quarter

**Enrollment:** 72

**Special Expenses:** \$240 for fall and spring program field trips. Students may incur expenses associated with winter/spring research project. Costs will depend on location of study and choices of research.

**Internship Possibilities:** With faculty approval, as part of winter-spring research project.

**Planning Units:** Culture, Text and Language; Native American and World Indigenous Peoples' Studies; and Programs for Freshmen

---

## Art of Conversation

---

### Fall quarter

**Major areas of study include** linguistics, discourse analysis, sociolinguistics and gender studies.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** linguistics, communication, literature, law and education.

**Faculty:** Susan Fiksdal (linguistics)

Art of Conversation is designed to help you discover how conversation is organized and managed, how it constitutes power and resistance, how it varies, and how it helps to construct our social reality. Examining the ways gender, style, accent, and dialects impact conversation will be a major focus. You will gain an appreciation of the art and work involved in understanding and negotiating meaning in everyday conversation.

To do this, you will learn how to analyze the structure of language (phonemes, morphemes, syntax), the meaning (semantics & pragmatics), and the function (discourse). Applying sociolinguistic principles and discourse analysis heuristics, you will analyze various types of conversations—those between friends, interviews on radio or television, electronic discussions on the Internet, in film, and in seminars. You will learn several methodologies used to gather data in sociolinguistics: informal notation of speech acts, audiotaped surveys, and videotaped informal conversations. Because we are examining language in context, you will also learn methods to analyze nonverbal communication as well as the rhythmic organization of talk.

**Total:** 16 credits

**Enrollment:** 25

**A similar program is expected to be offered in 2010**

---

## Awareness: Independent Studies

---

### Fall, Winter and Spring quarters

**Major areas of study include** areas of student interest.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** wherever your work takes you.

**Faculty:** William Ray Arney

Awareness has been offered in various forms for the past three years. This year, students will pursue independent projects that fit under the rubric of Awareness. There is no faculty signature requirement, but students are encouraged—not required—to submit proposals to the faculty before registering. (NB: Submission of a proposal does not guarantee a slot on the class roster.) Proposals should consist of answers to the following questions:

1. What do you want to learn?

2. How are you going to learn it?

3. How are you going to know that you have learned it? (This is the most difficult and most important question. If you have trouble answering this question, or if you are inclined to say you are involved in “life-long learning,” you probably need different answers to the first two questions.)

4. What difference will this make?

There will be an optional convivium every second or third week at which students may present their work.

All students should be motivated and self-directed. Freshmen are welcome but are STRONGLY advised to consult with faculty via e-mail before registering.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Internship Possibilities:** With faculty approval.

**Planning Units:** Culture, Text and Language and Programs for Freshmen

---

## Death Considered

---

### Fall quarter

**Major areas of study include** literature and philosophy.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** any field requiring competence in the uses of language, conceptual analysis and interpretation, such as literature, philosophy, history, law and public service.

**Faculty:** David Marr (American studies)

*Art lives only on the constraints it imposes on itself; it dies of all others.* —Albert Camus

Scheherazade agrees. For it was she who told the Sultan stories in order to live another day. She had to get the words right, or else. Death Considered considers the words—the form—writers and philosophers use when they breathe life into the problem of human death.

The inescapability of death can concentrate the mind. The contemporary philosopher Odo Marquard argues that from the facts of life’s brevity and death’s finality it follows that absolute personal choices are senseless. From other philosophers come perplexing questions: Given that the human being knows he or she will die, how does he or she know this? Is it possible to imagine one’s own death? If my death is not one of my experiences, in what sense is it mine?

In Death Considered we will read the following works of prose fiction and philosophy: Herman Melville, *Moby-Dick*; Fyodor

Dostoevsky, *The Brothers Karamazov*; Leo Tolstoy, *Anna Karenina*; Henry James, *Portrait of a Lady*; James Joyce, *Dubliners*; Thomas Mann, *The Magic Mountain*; William Faulkner, *Light in August*; Albert Camus, *The Fall and Resistance, Rebellion and Death*; Ralph Ellison, *Invisible Man*; Saul Bellow, *The Adventures of Augie March*; and Odo Marquard, *In Defense of the Accidental*.

Death Considered is for the intellectually curious, diligent student. Program activities include weekly in-class exams on the reading, seminar reports on the authors’ lives and times, one essay on an assigned topic, scheduled conferences, a comprehensive final exam and full attendance.

**Total:** 16 credits

**Enrollment:** 25

---

## Gender and Sexuality: History, Culture and Politics

---

### Fall and Winter quarters

**Major areas of study include** history, literature, cultural studies, gender studies, queer studies and American studies.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** history, literature, education, social services, arts, politics, management and administration.

**Faculty:** Greg Mullins (American literature, queer studies), TBA (American history, queer studies)

In this introduction to the critical study of gender and sexuality, we will focus on lesbian, gay and transgender texts of history, literature, and theory. Our temporal frame will be the nineteenth and twentieth centuries, and our geographical frame will be the multicultural United States. Over the course of these centuries, gender and sexuality have been fundamentally reorganized. Sexual and gender minorities have been produced by the forces of historical change, and have themselves produced vibrant works of cultural expression. From the romantic friendships of the nineteenth century to the queer activism of the twentieth century, we will study how this history bears immediately upon contemporary culture, politics and society.

This program is designed especially for students who are working or wish to work in fields of social endeavor (such as education, social services, arts, politics, etc.) that require a profound understanding that virtually every aspect of social life is structured by gender and sexuality. Students of all genders and sexual orientations are welcome, and students are required to engage in winter quarter internships or volunteer service, so that they may apply their learning in a community setting.

Fundamental to our inquiry will be a precise understanding of how gender and sexuality shape and are shaped by social relations of race, ethnicity, class, and nationality. Fall quarter topics may include slavery and abolition, industrialization and urbanization, gendered labor roles, and romantic friendship models of same-sex relations. As we move into the twentieth century, our focus will shift to lesbian, gay and transgender identity formation; topics may include Civil Rights, feminism, the impact of AIDS, and transnational sexuality. Depending on individual arrangements for internships or volunteer work, winter quarter may be a mixture of classroom learning, service learning and academic research.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 50

**Special Expenses:** Service learning may require transportation costs in addition to those incurred traveling to campus.

**Internship Required:** Winter quarter service learning is required.

---

## India: Tradition & Beyond

---

### Fall, Winter and Spring quarters

**Major areas of study include** cultural studies, performing arts, cinema, history, cultural anthropology, political science and literature.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** the expressive arts, social sciences, Asian literature, Indian history and culture, education and comparative cultural studies.

**Faculty:** Ratna Roy (literature, dance, performance, cultural studies)

The world's largest democracy, India gave birth to Gandhi, yoga, ayurveda, Kama Sutra, Natya Sastra, and the religious philosophies of Hinduism, Buddhism, Jainism, and Sikhism, to name a few. In this program we will study Indian dance and culture, examining its classical dance, music and cinema in the context of Indian society, history, politics, and literature. Indian culture has integrated-syncretized Asian and Middle Eastern philosophies that came from the outside, giving birth to an artistic tradition that seamlessly blended existing Hindu practices and beliefs with incoming Muslim ones. We will study much of the art resulting from this syncretic mix, including the works of such maestros as Ravi Shankar, Ali Akbar Khan, Kelu Charan Mohapatra in music and dance and early Bollywood director Raj Kapoor and auteur director Satyajit Ray in cinema. We will pay particular attention to the powerful women, religious and secular, who have contributed to Indian culture, through their song, dance, and literary and political pursuits. Lectures, readings, seminars and screenings will be accompanied by workshops in Indian theater, music and dance.

In the fall, we will delve into early Sanskrit literature, the science of the Natya Sastra, the religious philosophies of early Hinduism and Buddhism and the largely untold stories of women's artistic traditions in dance and music. We will also view early Bollywood cinema and analyze these films in context. In workshops, we will engage in the practical study of theatre, music and dance in the Odissi tradition, a syncretization of the arts of the north and the south.

In the winter, we will further explore different cultural influences, including Islam, Sufi mysticism, Baul music, and Bhakti movement. We will study the development of powerful women's traditions (mostly matrilineal) in music and dance. We will briefly touch upon British colonial rule, which caused a pause in the proliferation of the arts. Finally, we will focus on present day India, a democracy that encourages globalization, marketing of the arts, hybridization, and the influence of Bollywood and MTV. The practical study of theatre, music, and dance, along with the analysis of films, will continue through winter quarter.

In the spring, students will engage in individual research projects that may lead to study options in India. The research projects would incorporate both written work as well as performative work. Both performing arts students and those with no previous background in the arts will gain a holistic, diverse introduction to South Asian history and culture in this program.

**Total:** 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** \$75 per quarter for tickets to performances.

**Internship Possibilities:** Spring only with faculty approval.

**Planning Units:** Culture, Text and Language and Expressive Arts

---

## Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing: Poetry, and Multicultural American Literature

---

### Fall, Winter and Spring quarters

**Major areas of study include** topics in the arts, art history, literature and writing, especially poetry.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Freshman Composition or Core Program and enough previous academic work to merit an independent contract in the area of student work.

**Program is preparatory for careers and future studies in** the arts, art history, literature and creative writing, especially poetry, and the humanities.

**Faculty:** Gail Tremblay (visual arts, creative writing)

In the fields listed, Gail Tremblay offers opportunities for intermediate and advanced students to create their own course of study, creative practice and research, including internships, community service, and study abroad options. Prior to the beginning of each quarter, interested individual students or small groups of students must describe the work to be completed in an Individual Learning or Internship Contract. The faculty sponsor will support students wishing to do work that has 1) skills that the student wishes to learn, 2) a question to be answered, 3) a connection with others who have mastered a particular skill or asked a similar or related question, and 4) an outcome that matters. Areas of study other than those listed above will be considered on a case-by-case basis.

**Faculty Signature:** Students must develop an Individual Learning or Internship Contract and submit their proposals to Gail Tremblay prior to the beginning of each quarter. For more information, contact Gail at tremblag@evergreen.edu, in Lab 2, Rm 3250, phone 360-687-6334, or at 360-943-8727. Qualified students will be accepted until the program fills.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** Additional costs will vary, depending on student projects.

**Internship Possibilities:** With faculty approval.

**Planning Units:** Culture, Text and Language and Expressive Arts

## Inescapable Beauty, Elusive Sublime

### Fall and Winter quarters

**Major areas of study include** philosophy, aesthetics, visual arts theory, art criticism, studio art (2D and 3D), and writing for the arts.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** At least 12 credits in philosophy or the visual arts, such as photography, sculpture, fine metalworking, video, painting, printmaking, etc.

**Program is preparatory for careers and future studies in** philosophy, aesthetics, visual arts theory, art criticism, studio art (2D and 3D), and writing for the arts.

**Faculty:** Matthew Hamon (photography), Jean Mandeberg (visual art), Kathleen Eamon (philosophy)

*"The work of art ... is essentially a question, an address to the responsive heart, an appeal to affections and to minds."—Hegel*

*"Everything goes past like a river and the changing taste and the various shapes of men make the whole game uncertain and delusive. Where do I find fixed points in nature, which cannot be moved by man, and where I can indicate markers by the shore to which he ought to adhere?"—Kant*

This two-quarter program is designed for intermediate or advanced artists and philosophers. Students will choose to emphasize one of three areas: 2D studio work, 3D studio work, or the critical application of philosophical theory. In addition, we will all participate in lectures and seminars. All students will undertake extensive reading in philosophy and aesthetics, as well as explore the visual arts in this context, and all students should be prepared to do upper-division work in critical thinking, reading, and writing. Seminar readings will inform our understanding of aesthetic theories. Writing projects and art workshops will encourage students to explore their own creativity. Students will be expected to pursue their personal work while participating in interdisciplinary critiques.

Together, we will undertake an artistic and philosophical inquiry into the beautiful and the sublime. What is the role of beauty in our creative and intellectual life? How do we experience the sublime? How have these experiences been historically documented and challenged? We will be exploring these concepts not only in connection with works of art, but it is with the work of art that we will most directly experience beauty as an occasion for reflection, and as a demand for thought and engagement. Further, we will ask whether the sublime is something that can be represented at all in art, and whether the attempts to do so gave rise to a certain line of modernist works.

We will approach these and other related questions through an in-depth study of aesthetics. Indeed, the "work" of art is, by some accounts, work that we as viewers must undertake and finish, or if not finish, at least continue. It is in response to this demand for serious but enjoyable engagement that we will pursue a deeper understanding of the concepts of beauty and sublimity, by philosophical and artistic analysis and through practice.

Students will register in one of three specific groups (two-dimensional visual art, three-dimensional visual art, advanced philosophy) in relation to the primary focus of their inquiry. 2D students will focus on aesthetic theories of beauty and the sublime while sustaining a rigorous studio practice in whatever media they choose to work. 3D students will focus on aesthetic theories of beauty and the sublime while sustaining a rigorous studio practice in functional or sculptural work. The 3D work will be centered in the Fine Metals Studio and incorporate fine metals as well as mixed media. The philosophy students will do similarly ambitious work in philosophical aesthetics, with readings likely to include Kant, Hegel, Greenberg, Adorno, and Danto, with special emphasis on the relationship between criticism and philosophy.

In addition to classic texts and essays, students can expect to read books such as: *Beauty and the Contemporary Sublime* (Rolfé), *Sticky Sublime* (Beckley), *Uncontrollable Beauty* (Beckley, Shapiro), and *The Abuse of Beauty* (Danto).

**Faculty Signature:** Students will be selected on the basis of a portfolio review and interview with the faculty beginning at the Academic Fair, May 14, 2008. The portfolio should include a minimum one-page writing sample and a minimum one-page description of the student's previous academic experience. Students focusing on studio art should also include photos of six to eight samples of 2D and/or 3D work; these portfolios can be submitted on disk. Students focusing in philosophy should tailor their one-page writing sample in order to make clear the kind of work they have done or are interested in doing in the discipline. For more information, contact Matt Hamon, hamonm@evergreen.edu, Jean Mandeberg, jeanm@evergreen.edu or Kathleen Eamon, eamonk@evergreen.edu. Qualified students will be accepted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 60

**Special Expenses:** Additional expenses may vary, depending on student projects.

**Planning Units:** Culture, Text and Language and Expressive Arts



## Japanese Film: Characteristics and Aesthetic Tradition

### Fall and Winter quarters

**Major areas of study include** film study, Japanese literature and theater and Japanese arts.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** Japanese literature and arts, and film study.

**Faculty:** Setsuko Tsutsumi (comparative literature, Japanese studies)

This program will explore the aesthetic tradition of Japanese film. Japanese film originally developed as an extension of the stage performance, not as a continuation of still photography or pictures as in the West. Disregard of any claims of realism became an undertaken strategy in the traditional Japanese theater, thus by extension in film as well. How do these ideas represent themselves in films? In developing the drama, Japanese films don't rely on the story or plots but on consistency of evoked emotion and suggestions to their viewer's free imagination. They create layers of imagery and emotions through chains of suggestions, intensifying the emotional level at each step to develop the drama to climactic moments.

Throughout the program, we will examine the processes and techniques that Japanese films use to develop drama to climactic moments. We will explore the ways they make the story more real without being confined by the rules of reality. We will also examine their framing and compositional techniques, which press the viewer on to seek suggestions of the greater world beyond the confines of the screen.

In fall, we will first study the theory and aesthetics of three major forms of traditional Japanese theater: Noh, Kabuki, and Bunraku. We will also explore unique forms of Japanese visual arts such as narrative scrolls and ukiyoe woodblock prints. We will then analyze works of three major Japanese directors, focusing on the artistic tradition they exhibit in their works: Kenji Mizoguchi (1898-1956), Yasujiro Ozu (1903-1963), and Akira Kurosawa (1910-1998), who, though diverse in style and choice of material, have each contributed to establishing Japan's current place in world cinema. We will make a close examination of their subject matters, artistic presentations, and cinematographic techniques in order to define what makes each director different and uniquely Japanese.

In winter, we will examine films by more contemporary directors. We will see how traditions were succeeded or changed in their works and whether they still convey a strong sense of "Japaneseness" in the rapidly growing global culture.

Through our study of film, we will also examine the social transformations which have taken place during the past 60 years in Japan, particularly in the areas of family structure, women's roles, sense of morality, aesthetic sensibility and the Japanese sense of self.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 25

## Looking Backward: America in the Twentieth Century

### Fall, Winter and Spring quarters

**Major areas of study include** American history, economic thought, American literature and mass culture, writing, rhetoric and public speaking.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** humanities and social science areas of inquiry such as law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology and education.

**Faculty:** Gerald Lassen (economics), David Hitchens (American diplomatic history)

The United States began the 20th century as a second-rate world power and a debtor country. The nation ended the century as the last superpower with an economy and military that sparked responses across the globe. In between, we invented flying, created atomic weapons, sent men to the moon and began exploration of the physical underpinnings of our place in the universe. Many have characterized the 20th century as "America's Century" because, in addition to developing the mightiest military machine on earth, the United States also spawned the cultural phenomenon of "the mass:" mass culture, mass media, mass action, massive destruction, massive fortunes-all significant elements of life in the United States.

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the political, social and economic growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and other tools to help us understand the nation and its place in the century. Simultaneously, students will be challenged to understand their place in the scope of national affairs, read closely, write with effective insight, and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, weekly student panel discussions of assigned topics and program-wide discussion periods. Each weekly student panel will provide a means of rounding out the term's work and provide students with valuable experience in public speaking and presentation.

**Total:** 16 credits per quarter

**Enrollment:** 48

**A similar program is expected to be offered in 2009-2010**

**Planning Units:** Culture, Text and Language; Programs for Freshmen; and Society, Politics, Behavior and Change

## Medieval and Renaissance Studies: Materiality and the Religious Impulse

### Fall and Winter quarters

**Major areas of study include** visual arts, art history, European history (with a focus on the history of Christianity), and medieval/renaissance studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in the arts and humanities, including the visual and performing arts, literature, history and religious studies.**

**Faculty:** Lisa Sweet (visual art), Elizabeth Williamson (Reformation-era literature, theater history)

Christian faith expresses itself as an impulse toward the transcendent, and the history of Christian art in Europe reflects the complexity of this spiritual exercise. In order to engage with an invisible God, the faithful of the Middle Ages established personal relationships with intercessors-celestial angels, martyrs, and saints, but most importantly the Virgin Mary and Jesus Christ-via practices, performances, literature, and objects that gave concrete form to the ephemeral entities of the spiritual realm. The leaders of the protestant reformation, which took hold in Europe in the 16th century, saw these practices as superstitious and sought to eliminate the threat of idolatry by shifting the focus away from images and talismans to vernacular Bibles and black letter prayer books. But this shift was in some sense a mirage: the human instinct toward visual representation and ritual was no more detachable from the act of reading than Christianity was from the image of Christ on the cross.

This program will investigate Christian devotional art forms, both Protestant and Catholic, produced in England, France, Germany and the Netherlands from 1350 to 1650. In our readings, critical writings, and lectures, we will focus on how reading practices, ritual

practices, visual culture and craft intersect in the use of religious objects by examining book forms, diptych images, and early modern play scripts. Through a variety of creative projects, students will also engage with the technologies and forms that were central to making material that was spiritual. Specifically, we'll pursue three artistic modes important to the evolution of Christian visual culture during this period: bookmaking, painting diptychs, and dramatic performance. Students will gain the basic skills required to approach each of these media, with the aim of understanding on a first-hand basis the relationship each form establishes between the material and the transcendent.

Fall quarter will provide students with an historical framework for understanding the major tenets of Christianity, medieval social structures, and the context and technologies for the creation of devotional objects such as books of hours, indulgences, reliquaries, bibles, plays and paintings (both ecclesiastical and personal). We'll explore medieval devotional sensibilities and gain an understanding of the distinctions between Protestant and Catholic theologies. Winter quarter will represent a deeper interrogation of the place of the image in an increasingly fragmented Christian culture. Students will learn that Protestant practices were never entirely unproblematic-in any Christian context, the danger was always that one would mistake objects (statues of saints, glorious stained glass windows, towering crucifixes and paintings, for example) for the divinity they were designed to represent.

This program is designed for students with a balanced interest in European medieval and renaissance history, art history, religion, studio art and performance. About 40% of students' time will be devoted to artistic practice and 60% to rigorous reading, writing, and discussion of religion and history.

**Total:** 16 credits per quarter

**Enrollment:** 44

**Planning Units:** Culture, Text and Language; Expressive Arts; and Programs for Freshmen



## Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema

### Fall quarter

**Major areas of study include** literature, cultural studies, contemporary philosophy, sociology and film studies.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** literature, cultural studies, philosophy, sociology, and film studies.

**Faculty:** Harumi Moruzzi (cultural studies, film studies, literature)

For the West and Japan, the 19th century was a heady century that embraced the utopian notion of perfectibility of human society through science and technology. However, by the beginning of the 20th century this giddy sense of human perfectibility was severely diminished by various iconoclastic ideas, such as Freudian psychoanalytical theory, Einstein's theory of relativity and Heisenberg's uncertainty principle. A sense of confusion, anarchy and dread expressed in various art works in the first decade or so of the 20th century is strikingly similar to that of our time, which suffers perhaps a more radical and real disillusionment regarding humanity and its future through its experience of the Nazi holocaust and the atomic bomb explosions in Hiroshima and Nagasaki. Our time, at the dawn of the 21st century, is generally and vaguely called the postmodern time or postmodernity. But what is postmodernity? What is postmodernism?

In this program we will examine, through lectures, book and essay seminars, films, film seminars and a workshop, the state of our contemporary world, postmodernity, as manifested in the literary works of John Barth, Thomas Pynchon, Don DeLillo and Haruki Murakami, as well as in films directed by Godard, Lynch, and other contemporary filmmakers. We will also explore the significance and implications of such literary and cinematic works through the various theoretical works of Baudrillard, Foucault, Lyotard, Jameson, Habermas, and the like. Students are expected to respond in writing to each of the required readings, in order to facilitate a productive seminar, and to each of the films that we view and discuss, in order to develop reflective thoughts. Students are also expected to write a few formal expository essays during the quarter and one final synthesis paper at the end of the quarter.

**Total:** 16 credits

**Enrollment:** 25

**Special Expenses:** Up to \$40 for a possible field trip.

**A similar program is expected to be offered in 2010-11**

## (Re)Imagining the Middle East

### Fall, Winter and Spring quarters

**Major areas of study include** Middle East Studies, women's/gender studies, journalism and media studies, community studies, international studies, religion, history, politics, social movements, multicultural film and literature.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** education, journalism, international studies, social science, media studies, women's advocacy, international or community non-governmental organizations, social justice advocacy and writing.

**Faculty:** Therese Saliba (Middle East studies), TBA

For roughly 1,000 years, Islamic dynasties of the Middle East were dominant world powers. Largely through peaceful co-existence with other cultures, they exported world-changing religious movements, intellectual thought, and great advances in the arts and sciences, ultimately sparking the European Renaissance. Yet in the past 200 years, Europe and the United States have politically, economically and culturally dominated a Middle East marked by conflict and turmoil.

This program will examine the Middle East, past and present, through literary and media representations from Morocco to Iran. In the process, we will learn about the histories, cultures, literatures, religions, and contemporary political and economic developments in the region. In fall quarter, we will focus on the history of cultural contact and exchange between "East" and "West," examining how these relations have shaped present (mis)perceptions of the peoples, their religions, politics and gender roles. Our goal is to move beyond the "clash of civilizations" thesis to understand how historical developments, from the Arab-Islamic and Ottoman empires, to European colonialism and U.S. empire, have shaped this region, often defined as the cradle of Judaism, Christianity, and Islam. In this U.S. presidential election season, we will examine mass media coverage of the Middle East, and the relationship between media, foreign policy and public opinion.

In winter quarter, our case studies will examine the relationships between socio-economic issues, such as oil, water rights, economic development, tourism, and environmental impacts, and political conflicts, such as the U.S. and Iraq/Iran, Israel and the Palestinians, Turkey and the Kurds, and the destruction of indigenous communities. We will investigate the connections between religion, nationalism, liberation movements, gender relations and ethnic/religious minorities.

Our analysis and knowledge will be developed through various analytic texts, oral histories, literature, film and journalism. We will work on developing skills in interviewing, and various types of writing, such as expository, fiction, poetry, travel writing and journalism. We will consult with community organizations connected to the region through religious, political and cultural ties to better understand the potential for advocacy that links communities. We will also analyze the role of the United Nations, governments, non-governmental organizations and solidarity projects as we work to understand local and global connections to the region.

During spring quarter, students will have the option of traveling to Egypt and Jordan for further study, and to work with non-governmental organizations. For those not traveling, the program will focus on contemporary remappings of the Middle East by studying diaspora communities, including their literature and film. Students may also have the opportunity to work with local religious communities, refugees, media or solidarity projects.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 50

**Special Expenses:** \$75 per quarter fall and winter for field trips & day trips. \$3000-\$4500 in spring for 3-7 weeks optional study abroad in Jordan and Egypt.

**Internship Possibilities:** Spring only with faculty approval.

**Planning Units:** Culture, Text and Language and Society, Politics, Behavior and Change

## Russia and Eurasia: Empires and Enduring Legacies

### Fall, Winter and Spring quarters

**Major areas of study include** Russian history, literature, culture, language, and cinema; geography and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, diplomatic and security services, graduate studies in international affairs and in Russian and Slavic literature, historical, political and area studies, film, music, art and international business.

**Faculty:** Patricia Krafcik (Russian Language and Literature), Robert Smurr (Russian History)

Join us on an extraordinary journey as we explore the diverse peoples, cultures and histories of the region that was once demarcated by the borders of the Russian and Soviet empires. While we focus on the Russians, we will take a multicultural approach in our examination of other indigenous peoples who from ancient times have populated the vast expanses of Eurasian and Siberian steppe and forests.

In fall quarter we investigate Slavic, Scandinavian, Persian, Mongol and Turkic contributions to early Russian society and examine both the region's pre-Christian pagan animistic cultures and the rich Byzantine cultural legacy of Orthodox Christianity with its associated art and architectural forms, literature and music. Our journey takes us from the vibrant culture of Kievan Rus', through the development of the Muscovite state, imperial expansion and westernization during the reigns of Peter the Great and Catherine the Great, and on to the start of the 19th century with Russia's emergence as a major world power. Medieval epics and chronicles as well as diverse films and readings enhance our study of this early turbulent history. Special geography workshops in both fall and winter terms help students identify fluently the location of cities and landmarks throughout the Russian and Soviet empires, as well as understand more profoundly the relationship between the various peoples of the empire and their environment.

Winter term concentrates on some of the world's greatest literature from Russia's 19th-century Golden Age, read against the backdrop of the history. Works by Pushkin, Lermontov, Gogol,

Turgenev, Dostoevsky, Tolstoy, Chekhov, and others enable us to explore Russia's provocative social, religious and revolutionary ideologies. We examine the rise of the Russian Empire's radical intelligentsia who rebelled against autocratic tsarist policies and the institution of serfdom, and whose activities led to the world-changing revolutions of the early 20th century.

Spring quarter focuses on the tumultuous events of the 20th century, from the revolutions of 1905 and 1917 through the post-Soviet period. We investigate the legacy of Lenin and the Bolsheviks, including the horrific Stalin era with its purges, Gulag prison camps, brutal industrialization policies and devastating environmental practices. We place special emphasis on how writers, artists and filmmakers interpreted, reflected and survived the Soviet regime. Included in this emphasis is a detailed examination of the enormous sacrifices that the Soviet people experienced at the hands of their own communist dictatorship, as well as under Nazi occupation during the Second World War. This term ends with a review of events resulting in the collapse of the U.S.S.R. and the emergence of the fifteen independent states that arose from its ashes.

Students will write short papers in fall and winter terms and have the opportunity to explore in depth a topic of their choice for a final research paper in spring term. They will also share their research in group presentations at the end of that term.

Students are urged, but not required, to take the Beginning Russian Language segment within the full-time program. Or, rather than language, they may opt to include an extra workshop within the program focused on topics such as Russian environmental issues, the Cold War, folklore, nationalities questions, etc. Students intending to include either the language segment or the workshop should register for 16 credits. For the basic program with neither the language nor the workshop, students should register for 12 credits. Finally, students may register for only the language option at 4 credits.

**Total:** 4, 12 or 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$25 each quarter for overnight travel and special workshop expenses.

**A similar program is expected to be offered in 2010-11**

**Planning Units:** Culture, Text and Language and Programs for Freshmen



---

## Spain and the Americas: Cultural Crossings

---

### Fall and Winter quarters

**Major areas of study include** Spanish language, Latino, Spanish and Latin American literature and history, economics and political economy.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** Spanish language, history, literature, economics, political economy and international studies.

**Faculty:** Tom Womeldorff (economics), TBA (Spanish language and culture)

The cultures of Spain and Latin America are the result of rich intersections and crossings of diverse social groups. Prior to 1492 in Spain, Jews, Christians and Muslims lived side-by-side in relatively tolerant coexistence known as "*la convivencia*." While the Christian "Reconquest" of the peninsula resulted in the violent suppression of the Jewish and Muslim cultures, these cultures continued to shape and define Spanish culture. The Spanish conquest of Latin America was an involuntary and violent cultural crossing between Spaniards, the pre-conquest peoples of the Americas and, later, Africans brought to the New World as slaves. While the various Latin American peoples were dramatically impacted by conquest, their cultures continue to be distinct, both from Spain and from each other. Today, cultural crossings continue as Latin Americans cross borders into the United States, and Africans and Latin Americans migrate to Spain.

In this program, we will focus on the causes and consequences of the cultural crossings that have shaped Spain, Latin America and the United States. In the process, we will engage in an intensive study of economics, literature, history and the Spanish language. Every week will include seminars on readings in English translation, Spanish language classes, lectures and workshops.

In the fall, we will focus on historical cultural crossings beginning with the *convivencia* of Christians, Jews and Muslims in Spain from 711 to 1492, and the impact of the subsequent expulsion of the Muslims and Jews and the Inquisition on those groups and on Spanish culture overall. We will then turn to the conquest of the Americas, examining how contact and violence shaped the subsequent history and distinct cultures of Latin America.

During winter quarter, we will examine contemporary cultural crossings, focusing mostly on Spain and the United States. Current day migrants from Latin America and Africa are enriching and changing the face of Spain. Spanish and indigenous peoples rooted in the Southwest United States pre-date the U.S. conquest of these lands in the Mexican-American War of 1848. Since that forced cultural crossing, Latin Americans have continually flowed northward to the U.S.

Throughout this program we will attempt to find reasons for this movement of people across borders. What drives Latin Americans and Africans to leave their countries and migrate to Spain and the U.S.? How has power, expressed economically, politically and culturally, shaped migration flows and identity? How have these migratory flows changed the identities of the migrants and their adopted countries of the United States and Spain? How have the migrants reconstructed their identities and allegiances? What does it mean to be an "American," "Spaniard," or "Latino?"

**Total:** 16 credits per quarter

**Enrollment:** 48

**A similar program is expected to be offered in 2010-11**

**Planning Units:** Culture, Text and Language; Programs for Freshmen; and Society, Politics, Behavior and Change

---

## OFFERINGS BEGINNING WINTER QUARTER

---

### Language Matters: Persuasive Language in Popular Culture

---

#### Winter quarter

**Major areas of study include** linguistics, communications, media studies, writing and gender studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** one college course in introduction to linguistics or the equivalent experience with linguistic analysis.

**Program is preparatory for careers and future studies in** linguistics, languages, communications, law, gender studies, media studies and education.

**Faculty:** Susan Fiksdal (linguistics, French), Rachel Hastings (linguistics, mathematics)

This program will focus on the linguistic resources we all use to persuade others of a particular point of view. We will study the art of persuasion in a wide range of settings within popular culture, ranging from comedy to politics, from news journalism to blogs. Part of our work will involve deepening our engagement with linguistic theory in several areas, including discourse analysis, semantics, pragmatics, metaphor, morphology and syntax.

As we develop these theoretical tools, we will concurrently be using them to analyze discourse from the media, the internet, conversations, and speeches in order to uncover ways in which speakers use their linguistic knowledge to persuade. We will study how different individuals and different categories of communication vary with respect to the structure and content of their persuasive language. In particular, we will use theories of language and gender to investigate how men and women may sometimes adopt different rhetorical strategies for persuasion. For a broader view of linguistic resources, we will also examine cross-linguistic variation in persuasion in languages other than English, including Quechua and French.

Students will apply their understanding of concepts by writing papers using two formats-short expository essays and linguistic analyses. To demonstrate their understanding of persuasion in a particular setting, they will create final oral presentations.

**Total:** 16 credits

**Enrollment:** 48

**Planning Units:** Culture, Text and Language and Programs for Freshmen

---

## Nietzsche: Life, Times, Work

---

### Winter quarter

**Major areas of study include** aesthetics, literature and philosophy.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Core program and one year of humanities studies or two years college, during which students completed humanities coursework.

**Program is preparatory for careers and future studies in the** humanities and the arts.

**Faculty:** Marianne Bailey (foreign languages and literature)

Friedrich Nietzsche, artist-philosopher, first modernist and first postmodern philosopher, called himself a posthumous man, and said his readers were yet to be born. Nietzsche struggled physically to write, struggled financially to be published, and suffered the isolation of a self-exiled nomad. Born before his time, virtually unread in his lifetime, his writings have influenced nearly every interesting mind since his death. A consummate stylist, Nietzsche saw philosophy as an art form; under his pen, philosophy danced over systematizing and rules of argumentation, becoming essay, epigram, aphorism, parable, performance, and puzzle.

Students in this program will read, discuss and write about Nietzsche's major works. Each student will be responsible for the formal oral presentation of a major Nietzsche interpreter and for a public reading and analysis of a passage from Nietzsche's work. Groups of students will create presentations/performances based on major concepts in Nietzsche's writings. Students can also study German language within the program. Students must be prepared for difficult readings, sustained hard independent work and high expectations.

Students interested in this program are encouraged to continue their work on Nietzsche in spring quarter in the program "After Nietzsche: Arts, Literature, Philosophy in the Wanderer's Shadow" which offers the option of a 4-week trip to Nietzsche's places in Europe.

**Total:** 12 or 16 credits

**Enrollment:** 25

**Special Expenses:** \$50.00 for field trips to a concert and an art gallery.

---

## Self and Culture: Studies in Japanese and American Literature and Cinema

---

### Winter quarter

**Major areas of study include** cultural studies, Japanese and American literature, literary analysis, film studies, expository writing and psychology.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** cultural studies, literature, film studies and psychology.

**Faculty:** Harumi Moruzzi (cultural studies, literature, film studies)

It is often said that American and Japanese cultures represent the mirror images of human values. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion. Certainly, the reality is not as simple as these stereotypes indicate; nevertheless, this dichotomized comparative cultural frame presents an interesting context in which we can explore many human issues. Thus, in this program we explore the concept of self through the critical examination of American and Japanese literature, cinema and popular media.

At the beginning of the quarter the students will be introduced to major literary theories in order to familiarize themselves with varied approaches to literature; then, students will examine representations of individuals and cultures in American and Japanese literature through seminars and critical writings. Weekly film viewing and film seminars will accompany the study of literature in order to facilitate a deeper exploration of the topics and issues presented in the literary works. Early in the quarter the students will also be introduced to the rudiments of film analysis to develop a more analytical and critical attitude towards the film-viewing experience.

**Total:** 16 credits

**Enrollment:** 24

**Special Expenses:** Up to \$40 for a possible field trip.

**Planning Units:** Culture, Text and Language and Programs for Freshmen

## The Opening Of The Field: Ecopoetics, Ecology and Ideas

### Winter and Spring quarters

**Major areas of study include** poetics, writing and ecology.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** creative writing, science and ecology.

**Faculty:** Nalini Nadkarni (ecology), Leonard Schwartz (poetry, creative writing)

During this program, we will examine the dual disciplines of poetics and forest ecology. What do literary texts and ecosystems hold in common? They are both complex systems, in which all elements are interrelated. In language, a single word added or removed can potentially alter the balance of rhythm, image, and meaning in that text. In the case of ecosystems, lack or surplus of mineral elements, energy, or diversity can alter the structure and function of components.

What do scientists understand by the term "nature"? How have poets and philosophers understood that same word? What might we learn by juxtaposing or combining these two ways of knowing the world that would not be achieved if each were considered separately? Can we apply any of the products of combining the two to evoking a sense of conservation or stewardship in human attitudes towards ecosystems?

We will not so much be studying "nature poetry" as we will be working with the language that scientists use to investigate and understand ecology. We wish to arrive at new ways of talking about texts that do not break them into tiny pieces or create simplistic chains of cause and effect. Similarly, scientists can think through issues of poetics in order to challenge some of their own paradigms and tropes. In this program, we will give consideration to the process of combining the disciplines of poetics and ecology.

Field trips will include 3-day visits and data gathering in the temperate rainforests of the Olympic Peninsula Hoh and Quinault River valleys and the temperate coniferous forests of the H.J. Andrews Experimental forest in the western Cascades of Oregon. We will also attend poetry readings in Seattle and other locations. Students will work individually and in small groups to gain research skills that will include advanced access to library sources, field techniques for gathering and analyzing ecological data, and learning how to read deeply scientific and poetic texts. All students will be involved with a large group project in our campus forest.

The program will involve two tracks or emphases for students of different backgrounds: one for students most interested in poetry, the other for those most interested in science/ecology. However, there will be many opportunities for synthesis and interdisciplinary study and projects.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$400 for field trips to study sites and readings in Washington; \$200 in workshop fees; \$600 total. Overnight field trip costs include van rental, park fees, and lodging and food costs. Reading costs include transportation and entry to professional poetry readings in Olympia, Seattle, and Tacoma.

**Planning Units:** Culture, Text and Language; Environmental Studies; and Programs for Freshmen

## OFFERINGS BEGINNING SPRING QUARTER

### After Nietzsche: Arts, Literature, Philosophy in the Wanderer's Shadow

#### Spring quarter

**Major areas of study include** aesthetics, literature and philosophy.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Core program and one year of humanities studies or two years of college, during which students completed humanities coursework.

**Program is preparatory for careers and future studies in the** humanities and the arts.

**Faculty:** Marianne Bailey (foreign languages and literature)

This course is for students who are already familiar with Nietzsche's works or who studied last quarter in Nietzsche: Life, Times, Work. Nietzsche's writings have intrigued artists and writers since his death in 1900. Today, more than ever, he speaks to us and shapes intellectual discourse. His *Birth of Tragedy from the Spirit of Music* shaped both modernist experimentation in ritualized theater performance, and, through its establishing of the aesthetic tension of Apollinian and Dionysian forces, established a context for modernist aesthetic debate. His work placed the artist in the center of aesthetic metamorphosis; that is, the artist became a "work of art", shaping 20th century artists' self-conception. Finally, his philosophical annexation of issues of styles and language, his "dancing philosophy" and his self-description as "artist-philosopher" made possible the post-modern theories most influential today. We will consider major writers strongly marked by Nietzsche's work, including Gide, Rilke, Mann, Hesse, Sartre, Yeats, Mishima, Bataille, Foucault, Blanchot, Derrida and Irigaray, as well as visual and performing artists.

Students will research and present a writer or artist of choice; they will demonstrate the relationship of that author to Nietzsche's thought. They will also complete a body of creative or analytical work reflecting their encounter with Nietzsche, and with the works under study this quarter. German language instruction will continue in this program.

During the final four weeks of spring quarter, students will have the option of a trip to Nietzsche's favorite European haunts. We will retrace the steps of Nietzsche's yearly peregrinations through Switzerland, Italy and the South of France, while reading (and re-reading) his works where he wrote each one, and participating in the dialogue, essential to understanding Nietzsche, between his words and his places. He spent fall and winter in Turin, Rapallo and Nice and summer in the high alpine lakes and meadows of Sils Maria. Our pilgrimage to Nietzsche's places will include all these and, in Germany, his childhood home of Naumberg and the Nietzsche Archive in Weimar. Students will write their own journals of a nomadic, self-reflective and philosophical life.

Those students unable to travel to Europe will develop individual projects and pilgrimages of reading, reflecting and writing closer to home during these weeks.

**Total:** 12 or 16 credits

**Enrollment:** 25

**Special Expenses:** \$3,000 - \$3500 approximately, if student chooses to travel to Europe. A deposit of \$200 is due by end of 1st week of spring quarter, April 3, 2009.

## Gender and Culture: Studies in Japanese and American Literature and Popular Culture

### Spring quarter

**Major areas of study include** Japanese literature, American literature, cultural studies, film studies, gender studies and expository writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** cultural studies, literary studies, gender studies, and film studies.

**Faculty:** Harumi Moruzzi (cultural studies, film studies, literature)

This program is designed for students who are interested in a cross-cultural exploration of the concept of gender. It is often said that American and Japanese cultures represent diametrically opposed values in many aspects of human behavior and customs. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion; while Japanese women are valued most as wives and mothers, American housewives may feel severely undervalued if they are not wage earners. Needless to say, the reality is not as simple as these stereotypical perceptions indicate; nevertheless, this dichotomized cross-cultural frame presents an interesting context in which we can explore many human issues, particularly gender issues. Thus, in this program we will explore the concept of gender through the critical examination of American and Japanese literature, theoretical essays, and popular culture.

At the beginning of the quarter, students will be introduced to the basic terms of film analysis to develop a more analytical and critical attitude toward the film-viewing experience. Early in the quarter they will also be introduced to major literary theories in order to become aware of varied approaches to literary analysis and interpretation. After familiarizing themselves with these analytical and theoretical foundations, students will examine representations of gender and culture as well as their interrelationships in American and Japanese literature and popular culture, through lectures, workshops, book and film seminars as well as expository writings.

**Total:** 16 credits

**Enrollment:** 24

**Special Expenses:** Up to \$40 for a possible field trip.

**A similar program is expected to be offered in** 2010-2011

**Planning Units:** Culture, Text and Language and Programs for Freshmen

## Individual Study: Cultural Studies

### Spring quarter

**Major areas of study include** the student's individual course of study, research, internship, community service, or study abroad related to cultural studies, feminist theory, somatic (e.g., yoga) and consciousness studies.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** cultural studies, anthropology, women's studies, somatic and consciousness studies.

**Faculty:** Sarah Williams (feminist theory, somatic studies)

Individual Study: Cultural Studies offers opportunities for intermediate and advanced students to create their own course of study and research, including internship, community service, and study abroad options. Prior to the beginning of spring quarter, interested individual students or small groups of students must describe in an Individual Learning or Internship Contract the work to be completed. The faculty sponsor will support students wishing to do work that has 1) a question to be answered, 2) a method for inquiry, 3) a connection with others who have asked a similar or related question, and 4) an outcome that matters. Areas of study other than those listed above will be considered on a case-by-case basis.

**Faculty Signature:** Students must develop an Individual Learning or Internship Contract and submit their proposals to Sarah Williams prior to the beginning of spring quarter. For more information, contact Sarah at [williasa@evergreen.edu](mailto:williasa@evergreen.edu); Sem 2, A2117; 360-867-6561. Qualified students will be accepted until the program fills.

**Total:** 12 or 16 credits

**Enrollment:** 25

**Special Expenses:** Additional expenses will vary, depending the nature of student work.

**Internship Possibilities:** Students must submit an Internship Contract for faculty approval.

## Undergraduate Research in the Humanities

### Spring quarter

**Major areas of study include** literature, history and philosophy.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** At least thirty-two quarter credits of sophomore level or above college study of humanities or related social science or arts disciplines.

**Program is preparatory for careers and future studies in the** humanities, education, research and writing.

**Faculty:** Greg Mullins (literature)

Many students wish to pursue a senior project involving substantive independent research and writing. This program is designed for students in their junior year, or the first or second quarters of their senior year, to prepare them for advanced research and writing in the humanities. Over the ten weeks of spring quarter we will read a sequence of texts in common; we will analyze them not only for content but also for methodology. We will study what kinds of sources, evidence, interpretive paradigms and arguments are demanded by humanities fields such as history, literature and philosophy, and by interdisciplinary fields such as American studies, women's studies and cultural studies.

By better understanding what makes research publishable, students will gain a keen appreciation for the methods and rhetorical strategies that they will need to master in order to pursue their own independent studies. Students will research and write about a topic of their choice, with the goal of laying a solid foundation for a senior thesis or project.

**Faculty Signature Required:** Students must submit a provisional project description and a list of coursework that has prepared them to pursue advanced undergraduate research in the humanities. Application forms are available at the Academic Fair or by contacting Greg Mullins at 360-867-6243. Applications received within 24 hours of the Academic Fair, March 4, 2009, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 12 or 16 credits

**Enrollment:** 25



# Environmental Studies

**The Environmental Studies (ES)** planning unit offers broadly interdisciplinary academic studies within and across three distinctive thematic areas, Human Communities and the Environment, Natural History and Environmental Sciences. Programs emphasize interdisciplinary, experiential study and research primarily in the Pacific Northwest with additional work in other areas of the United States and Canada. Foreign study is possible. Included in the unit is an emphasis on global climate change and sustainability. Climate change is representative of the interdisciplinary approach to environmental studies. Programs focusing on climate change can be found in all three of the thematic areas. Similarly, unit faculty members are currently engaged in sustainability studies across the entire campus curriculum. Research methods and analysis emphasize field observation, quantitative and qualitative methods, and Geographic Information Systems. In any year, each thematic area explores a set of topics listed here:

**Human Communities and the Environment**—Addresses environmental policy, ethics and human relations with, and ways of thinking about, the natural world. It includes community studies, ecological agriculture, environmental communication, environmental economics, environmental health, environmental history, environmental law and policy, geography, land-use planning and policy, political economy, global climate change and sustainability.

**Natural History**—Focuses on observation, identification and interpretation of flora and fauna using scientific field methods as a primary approach to learning how the natural world works. It includes botany, ecology, entomology, herpetology, invertebrate zoology, mammalogy, mycology, ornithology, and exploration of issues in biodiversity and global climate change.

**Environmental Sciences**—Investigates primarily with the study of the underlying mechanisms and structures of natural systems, both living and nonliving. Environmental sciences often involve significant laboratory and field work. They include biogeochemistry, biology, chemistry, climatology, ecology, evolutionary biology, forest ecology, geology, hydrology, environmental analysis, marine biology, oceanography, and issues of global climate change.

Students planning their academic path in environmental studies will find the frequency of topics offered, prerequisites for study, breadth of liberal arts education, and graduate school admissions requirements described in individual programs. Students new to environmental studies might consider taking Introduction to Environmental Studies (different versions are offered every year), which is intended for sophomore and transfer students, but is also open to well-prepared freshmen. Most freshmen should consider core programs that include topics in environmental studies. Further study may depend on having basic prerequisites; carefully read the program catalog and talk to faculty to ensure that you are prepared for the program of your choice.

Specific topics recur in the curriculum at various frequencies and can be experienced either as a component of an interdisciplinary program or in-depth in an advanced, focused program. Some faculty teach similar topics each year as part of interdisciplinary programs that have widely differing accompanying topics depending on the overall themes of the program. Environmental Studies has repeating programs that are offered every year or every other year; note that because our faculty have multiple areas of expertise, the program titles, mix of faculty, and exact topics may vary from year to year in repeating programs. Ecological Agriculture is taught every other year and Practice of Sustainable Agriculture yearly. Other repeating programs include Animal Behavior, Hydrology, Marine Life, Plant Ecology and Taxonomy; Temperate Rainforests and Tropical Rainforests offered on an alternate-year schedule. Programs focusing on human communities and environmental policy are also offered every year, although the program titles change. Environmental Studies also provides one-of-a-kind programs created in response to a unique combination of interests, events and significant environmental concerns.

It is highly recommended that students who intend to pursue upper division and graduate studies in environmental studies or science take a minimum of one full year of undergraduate study in biology, chemistry and statistics. Students may also consider gaining research experience by participating in the Advanced Research in Environmental Studies program.

To help you choose your programs, the descriptions on the following pages list the significant content in each of the three thematic areas. Students should feel free to call or e-mail faculty whose interests overlap their own to seek advice.

The Evergreen State College's Graduate Program on the Environment offers a Master of Environmental Study (MES) degree. This graduate program integrates the study of the biological, physical, and social sciences. The Masters in Environmental Studies (MES) program shares faculty with the undergraduate curriculum and MES electives, which are taught in the evenings, frequently allow advanced undergraduates to enroll. For complete information on admissions requirements and procedures, please consult the current catalogue of the Graduate Program on the Environment or visit [www.evergreen.edu/mes](http://www.evergreen.edu/mes).

## Affiliated Faculty:

### Jeff Antonelis-Lapp

Environmental Education

### Sharon Anthony

Environmental Chemistry,  
Water Quality

### Maria Bastaki

Environmental Toxicology,  
Risk Assessment

### Frederica Bowcutt

Botany, Environmental History

### Paul Butler

Geology, Hydrology, Statistics

### Gerardo Chin-Leo

Marine Science, Plankton Ecology

### Robert Cole

Systems Science, Sustainability

### Amy Cook

Ecology, Vertebrate Biology

### Carolyn Dobbs

Land Use, Environmental Planning

### Dylan Fischer

Forest and Plant Ecology

### Russell Fox

Community Development,  
Urban Planning

### Karen Gaul

Cultural/Ecological  
Anthropology, Sustainability

### Martha Henderson

Geography, Environmental  
History

### Heather Heying

Zoology, Behavioral  
Ecology, Evolution

### John Longino

Entomology, Ecology,  
Evolutionary Biology

### Cheri Lucas-Jennings

Environmental Health, Law, Policy

### Lee Lyttle

Environmental Policy,  
Research Methods

### Ralph Murphy

Environmental Economics,  
Environmental Policy

### Nalini Nadkarni

Forest Ecology,  
Environmental Outreach

### Lin Nelson

Environmental Health and Policy

### John Perkins

Agriculture, Energy Policy

### Paul Przybyłowicz

Ecology, Biology,  
Agriculture, Sustainability

### Liza Rognas

American History,  
Research Methods

### Martha Rosemeyer

Ecological Agriculture,  
Food Systems

### Steve Scheuerell

Ecological Agriculture,  
Composting, Sustainability

### Linda Moon Stumpff

Natural Resource Policy, Forestry

### Alison Styring

Ornithology, Tropical Ecology

### Ken Tabbutt

Geology, Hydrogeology,  
Geochemistry

### Erik V. Thuesen

Marine Science, Zoology,  
Ecophysiology

### Ted Whitesell

Geography, Political  
Ecology, Conservation

### Tom Womeldorff

Economics

## Advanced Research in Environmental Studies

### Fall, Winter and Spring quarters

**Major areas of study include** areas of student interest.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Negotiated individually with faculty sponsor.

**Program is preparatory for careers and future studies in** botany, ecology, education, entomology, environmental studies, environmental health, geology, land-use planning, marine science, urban agriculture, taxonomy and zoology.

**Faculty:** Maria Bastaki, Gerardo Chin-Leo, Martha Henderson, Jack Longino, Nalini Nadkarni, Lin Nelson, Erik V. Thuesen, Dylan Fischer

Rigorous quantitative and qualitative research is an important component of academic learning in Environmental Studies. This independent learning opportunity is designed to allow advanced students to delve into real-world research with faculty who are currently engaged in specific projects. The program will help students develop vital skills in research design, data acquisition and interpretation, written and oral communication, collaboration and critical thinking skills—all of which are of particular value for students who are pursuing a graduate degree, as well as for graduates who are already in the job market.

The research conducted by the student will generally last multiple quarters and function as a capstone to the student's academic work at Evergreen. Students can also take advantage of this opportunity to write a senior thesis. The following faculty are seeking advanced students to assist with their research projects.

**Maria Bastaki** studies the toxicity of chemical mixtures as representative of multiple exposures to environmental pollutants. Research projects include toxicological interactions among endocrine disrupters and genetic susceptibility to environmental exposures, and involve computer modeling of structure-activity relationships and laboratory methods using *in vitro* cell cultures. Students will learn how toxicological evidence is generated and the basis of remaining uncertainties.

**Gerardo Chin-Leo** studies marine phytoplankton and bacteria. His research interests include understanding the factors that control seasonal changes in the biomass and species composition of Puget Sound phytoplankton. In addition, he is investigating the role of marine bacteria in the geochemistry of estuaries and hypoxic fjords.

**Dylan Fischer** studies plant ecology and physiology in the Intermountain West and southwest Washington. This work includes image analysis of tree roots, genes to ecosystems approaches, plant physiology, carbon balance, species interactions, community analysis, and restoration ecology. He also manages the Evergreen Ecological Observation Network project: (<http://academic.>

[evergreen.edu/projects/EEON/](http://academic.evergreen.edu/projects/EEON/)). See more about his lab's work at: <http://academic.evergreen.edu/f/fischerd/E3.htm>.

**Martha Henderson** studies rural Western landscapes as processes of geography and anthropology in Pacific Northwest areas of environmental stress and economic change. Research projects include Native American landscapes and environmental change, rural communities in a global perspective, and community leadership and decision-making. Students will engage in ethnographic and spatial data gathering and analysis including the use of geographic information systems. Local environmental histories, cultural diversity, and changing resource bases will be examined. Archival and field research is encouraged.

**John Longino** studies insect taxonomy and ecology, with a specific research focus on ants. His research program is a combination of field work in Costa Rica and collections-based research at the Evergreen campus. Students may become involved in local or neotropical fauna studies, with field- and/or collections-based activities.

**Nalini Nadkarni** is a forest ecologist and studies the ecological interactions of canopy-dwelling plants and animals in tropical and temperate rainforests. She is the president of the International Canopy Network, headquartered at Evergreen. She welcomes students who want experience in nonprofit organizations to work with her on communicating scientific information about forest canopies to other researchers, educators and conservationists. She is also interested in communicating her work to nonscientists and working with artists on collaborative ways of understanding trees and forests.

**Lin Nelson** studies and is involved with advocacy efforts on the linkages between environment, health, community and social justice. Students can become involved in researching environmental health in Northwest communities and Washington policy on phasing out persistent, bio-accumulative toxins. One major project students can work on is the impact of the Asarco smelter in Tacoma, examining public policy and regional health.

**Erik Thuesen** conducts research on the ecological physiology of marine animals. He and his students are currently investigating the physiological, behavioral and biochemical adaptations of gelatinous zooplankton to estuarine hypoxia. Other research is focused on the biodiversity of marine zooplankton. Students working in his lab typically have backgrounds in different aspects of marine science, ecology, physiology and biochemistry.

**Faculty Signature:** Students must contact individual faculty sponsor to work out arrangements.

**Total:** 4, 8, 12 or 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** Transportation costs may be needed for field work.

**A similar program is expected to be offered in 2009-10**



## Animal Behavior & Zoology

### Fall, Winter and Spring quarters

**Major areas of study include** animal behavior, evolution, zoology, population ecology, statistics, tropical ecology, and field research. Upper division science credit will be awarded in these areas for students who complete the work satisfactorily.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level biology; at least eight credits of college-level writing.

**Program is preparatory for careers and future studies in** field biology, evolution, ecology, and other life sciences.

**Faculty:** Heather Heying (biology)

What do animals do, how do they do it, and why? In this year-long investigation of animal behavior, students will answer these questions through extensive use of the scientific literature, in-depth discussions of the evolutionary and ecological theories that are fundamental to the study of behavior, independent research projects, and several weeks in the field, including two weeks in the Pacific Northwest during fall quarter, and a multi-week trip to tropical ecosystems in Panama during winter quarter.

Animals hibernate, forage, mate, form social groups, compete, communicate, care for their young, and so much more. They do so with the tools of their physiology, anatomy, and, in some cases, culture, for reasons having to do with their particular ecology and evolutionary history. In this program, we will begin with a review of animal diversity, and continue our studies of behavior from both a theoretical and an empirical perspective. Students will be expected to engage some of the complex and often contradictory scientific predictions and results that have been generated in this field, through lectures, workshops and take-home exams, as well as to undertake their own intensive field research.

In fall quarter, students will conduct short-term field projects, and become skilled in library research. In winter quarter, we will continue to learn theory and statistics, and will travel to Panama to study the differences and similarities between the neotropics and the Pacific Northwest, focusing on the animals and their behavior. Particular attention will be paid to the herpetofauna (amphibians and reptiles) that live in lowland rainforests. In spring quarter, having studied the methods, statistics, and literature frequently used in behavioral research, students will generate their own hypotheses and go into the field to test them through extensive, independent field research. This work might be in Panama, the Pacific Northwest, or through an internship. Students will return to campus for the last two weeks of spring quarter to complete their data analysis and present their research.

Some topics covered in this program will include mating systems, territoriality, female mate choice, competition, communication, parental care, game theory, plant/animal interactions and convergent evolution. Several readings will focus on the primates, including *Homo sapiens*.

Students will be allowed to participate in winter quarter only if they do high-quality work in the fall, and are fully prepared for tropical field work; full credit in fall is not sufficient to guarantee a spot in winter.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** \$200 for Pacific Northwest field trips in fall. \$1750 for field trip to Panama in winter, plus airfare. Supplies and travel funds as required for independent research project in spring.

**Internship Possibilities:** Spring only with faculty approval.

**A similar program is expected to be offered in** 2010-2011

**Planning Units:** Environmental Studies and Scientific Inquiry

## Dance: Body Culture and Behavior

### Fall and Winter quarters

**Major areas of study include** dance, anatomy, physiology and anthropology.

**Class Standing:** This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** dance, cultural anthropology, behavior, writing, education and medicine.

**Faculty:** Amy Cook (biology, animal behavior, physiology), Kabby Mitchell (dance, African American history and culture)

Dance is a complex mix of human physiology, emotion, and culture. The term "dance" has also been used by animal behaviorists to describe movements animals do as part of courtship and other social interactions. In this program we will explore dance from these various perspectives. Students will develop the skills necessary to do dance but will also gain a better understanding of what is behind the movements — both in terms of anatomy and physiology and in terms of what dance means to us as humans. We will examine and perform dance, not simply within categories like ballet or modern, but from a broader perspective of movement and culture including African and African-American dance.

In fall quarter we will begin to examine the anatomical and physiological basis of dance. Through labs, lectures and workshops we will look at the structure of the musculoskeletal system, cardiovascular system and respiratory system and how these systems function both independently and together to allow us to do anything from walking across the street to performing the complex movements of dance. These ideas will be reinforced in weekly dance workshops and students will be encouraged to learn through paying attention to what is happening in their own bodies.

In winter quarter we will continue our examination of the physiology of dance and integrate energy, metabolism, balance and coordination with cultural studies. Students will continue to develop and hone their movement and dance skills in workshops and work towards a final performance in which they will be asked to show what they have learned in the program and bring together the major program themes. We will also look at the activities that animal behaviorists call dance and compare them to dance in humans. What are animals trying to communicate in their dances? Is there any evidence of individuality or creativity in animal dance? Students will be encouraged to think deeply about what dance is and whether it is unique to humans.

In taking an interdisciplinary approach to dance we hope to attract both students who have a long-term interest in dance as a career and students who have never before thought about learning to dance but are interested in human physiology and culture and would like to be involved in a creative approach to learning the major concepts of these fields.

**Total:** 16 credits per quarter

**Enrollment:** 46

**Special Expenses:** \$50 per quarter for performance event tickets.

**Planning Units:** Environmental Studies; Expressive Arts; and Programs for Freshmen

## Environmental Analysis

### Fall, Winter and Spring quarters

**Major areas of study include** analytical chemistry, atmospheric chemistry, statistics, chemical instrumentation and group projects. Students leaving at the end of fall quarter will receive lower-division credit. Students who satisfactorily complete at least fall and winter quarters will receive upper-division credit for both quarters.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** College algebra proficiency and a year of college chemistry.

**Program is preparatory for careers and future studies in** chemistry, environmental analysis and environmental fieldwork.

**Faculty:** Clyde Barlow (analytical chemistry), Sharon Anthony (atmospheric chemistry)

Baseline assessment of natural ecosystems and determination of environmental contamination require accurate chemical and physical measurements. Students in this program will study the chemistry of aqueous and atmospheric environments, using theoretical and experimental methods. Students will learn instrumental techniques of chemical analysis in an advanced laboratory where technical writing will be emphasized.

During fall and winter quarters, we will address topics in analytical chemistry, atmospheric chemistry, Geographic Information Systems (GIS) programming, statistics and instrumental methods of chemical analysis. Students will participate in group projects working on the physical and chemical properties of natural water systems, including lakes, bogs, streams, and precipitation. We will develop procedures based on Environmental Protection Agency, U.S. Geological Survey and other guidelines to analyze for both major and trace materials using atomic absorption spectroscopy, inductively-coupled plasma mass spectrometry, polarography, ion chromatography and GC-mass spectrometry. We will use computers and statistical methods extensively for data analysis and simulation.

Spring quarter will be devoted largely to project work and completing studies of analytical chemistry. We will conclude the year with presentations of project results in both oral and written form.

**Total:** 16 credits per quarter

**Enrollment:** 37

**Special Expenses:** Approximately \$250 per quarter for field trips, including a one-week trip to Sun Lakes in eastern Washington.

**Internship Possibilities:** With faculty approval.

**A similar program is expected to be offered in** 2010-11

**Planning Units:** Environmental Studies and Scientific Inquiry

## Environmental Health: Science, Policy and Social Justice

### Fall, Winter and Spring quarters

**Major areas of study include** environmental sciences (biology, toxicology, epidemiology), environmental policy, social sciences and community studies.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level science, one year of college-level social sciences/public policy, or some mix of these two.

**Program is preparatory for careers and future studies in** environmental science, public health, social science, public policy, community studies/practice and non-governmental organizations.

**Faculty:** Lin Nelson (social science, environmental justice), Cheri Lucas-Jennings (law and public policy), Maria Bastaki (toxicology, epidemiology)

This program will explore the broad conditions that shape environmental health — both human health and the ecosystem context. We will be moving across and between questions of science, public policy (from municipal to international) and social justice (the workings of non-governmental organizations). We will dedicate ourselves to bridging the understanding among the scientific, policy and social perspectives and to examining emerging strategies and solutions, from community-based monitoring to U.N. negotiations. The chemical, biological and physical/radioactive risks of modern life will be considered, with an emphasis on industrial pollutants. We will examine models, evidence and debates about the sources, causal connections and impacts of environmental hazards. We will be learning about existing and emergent science, in conjunction with evolving systems of law, regulation, governance and the broad array of community responses. We will also examine environmental health in the broader context of — and debates about — key frameworks of population, consumption and sustainability. Throughout the program, students will learn from a range of approaches — lecture, lab, computer-based toxicology, guest presentations, seminar, visits and collaboration with regional experts, officials and activists.

From the scientific perspective, we will examine the toxicity of environmental chemical, biological, and physical/radioactive agents, applying principles of toxicology, epidemiology, molecular and cellular biology. Specifically, this approach will investigate types of pollutants, dose-response relationships, exposure route and level, type of biologic effect and individual susceptibility. Students will examine the strengths and weaknesses of toxicity testing methodology and learn about the distinction between “association” and “causation”. Environmental health is inherently interdisciplinary. Therefore, we’ll be integrating science with policy and social justice movements.

From a social science perspective, we will consider the importance of precaution and citizens’ right-to-know as part of public practice. We will examine debates about the relation of industrial conditions to individual susceptibility and life style, developing a comparative sense of how different countries are dealing with these factors in view of global conditions such as climate change and food production. A key feature of our work will be looking at how this becomes a source of conflict, from neighborhood disputes about waste disposal to cross-border transportation of environmental hazards.

In fall quarter, there will be a strong focus on scientific foundations and lab experience. We will explore policy applications of scientific challenges, with a focus on regulatory, legislative and judicial frameworks. We will consider connections between scientific certainty about single elements and the policy debates about how to deal with complex combinations of environmental hazards. We will examine the legal structure, in terms of specific legislation, international protocols and the aspects of administrative, civil and criminal law that govern release, disposal and proposed clean up.

In winter quarter we'll focus on selected topics, such as persistent organic pollutants, heavy metals and carcinogens, examining these in their scientific development and their political complexity. With the Puget Sound region as our context, we will have the opportunity to see how some areas are being debated — from city council to the Washington State Legislature to neighboring countries. We'll meet with representatives of scientific institutes, agencies and organizations working on such programs as the Body Burden project launched by the Washington Toxics Coalition.

Spring quarter continues with an increasing focus on individual and group projects. Students will be able to tailor research projects to their interests, building on both the natural and social science features of the program. We will have many opportunities in the region to deepen our knowledge and to engage with scientists, agency leaders, environmental health advocates and community activists.

**Faculty Signature:** Students will be signed in and admitted based on faculty evaluation of prerequisites met and student readiness. Meet with the faculty team at the Academic Fair, May 14, 2008, or contact them through email – bastakim@evergreen.edu, lucasc@evergreen.edu, nelsonl@evergreen.edu. Qualified students will be admitted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 50

**Internship Possibilities:** There may be internship possibilities in spring quarter, in science, policy or community settings; these will be determined and planned in winter quarter for spring, and are subject to faculty approval.

**A similar program is expected to be offered in 2010-11**



## Food, Health and Sustainability

### Fall and Winter quarters

**Major areas of study include** nutrition, chemistry of biological molecules, genetics and evolution, nutrient cycling and other ecological issues in food systems, and sustainability.

**Class Standing:** This all-level program accepts up to 33% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** High school biology and chemistry.

**Program is preparatory for careers and future studies in** the biological fields, including ecological agriculture, genetics, biochemistry, nutrition, chemistry, and agriculture and food policy.

**Faculty:** Donald Morisato (genetics and molecular biology), Martha Rosemeyer (agricultural ecology and food systems)

What should we eat? What is the difference between conventional and organic foods? Why is there an outcry over genetically modified foods? Why does journalist Michael Pollan call this the American "Age of Nutritionism?"

This program will take a scientific approach to food and cooking. The topics will span a broad range of scale, from ecological agriculture to molecular structure, including sustainable production, the coevolution of humans and food, the connection between diet and health, as well as the transformation of food through the processes of cooking and fermentation. Throughout history, food and cooking have not only been essential for human sustenance, but have played a central role in the economic and cultural life of civilizations. This interdisciplinary exploration of food will take a broad ecological systems approach as it examines the biology and chemistry of food, while also incorporating political, historical and anthropological perspectives.

Students will directly apply major concepts learned in lectures to experiments in the laboratory and kitchen. Field trips will provide opportunities for observing food production and processing in the local community. Program themes will be reinforced in problem-solving workshop sessions and seminar discussions focused on topics addressed by such authors as Michael Pollan, Harold McGee, and Gary Paul Nabhan.

More specifically, we will focus in fall quarter on food quality issues in the production of foods such as vegetables, fruits, grains and fungi. We will explore the biochemistry of food, beginning with basic chemical concepts, before moving on to the structure of proteins, carbohydrates and fats. We will consider the genetic principles of plant and animal breeding, and the role of evolution in the selection of plant and animal species used as food by different human populations.

In winter quarter, we will concentrate on cooking and nutrition. We will study meat, milk, eggs, vegetables and cereal doughs, and examine what happens at a biochemical level during the process of cooking and baking. We will discuss how factors like nutritional content, heavy metal and pesticide contamination, and genetic engineering affect food quality. We will explore how our bodies digest and recover nutrients, and consider the physiological roles of vitamins and antioxidants, as well as the complex relationship between diet, disease and genetics. Finally, we will study the physiology of taste and smell, critical for the appreciation of food.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$50 for food supplies and field trip expenses.

**A similar program is expected to be offered in 2010-2011**

**Planning Units:** Environmental Studies; Programs for Freshmen; and Scientific Inquiry

## Individual Study: Topics in Environmental Education, Science Education, Environmental Studies, and Education

### Fall and Winter quarters

**Major areas of study include** environmental education, science education, environmental studies and education.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Students must be prepared to carry out advanced and independent study. Prerequisites for individual contracts will be determined in consultation with the faculty sponsor.

**Program is preparatory for careers and future studies in** education, conservation and environmental studies.

**Faculty:** Jeff Antonelis-Lapp (education)

Individual Study: Topics in Environmental Education, Science Education, Environmental Studies and Education offers opportunities for students to develop individual contracts and internships (encouraged) in the general areas listed here. The faculty sponsor will also consider sponsoring small groups of advanced students interested in these areas.

**Faculty Signature:** Students must draw up an Individual Learning Contract in consultation with Jeff Antonelis-Lapp. For more information, contact Jeff at [lappj@evergreen.edu](mailto:lappj@evergreen.edu). Contract proposals received before September 1, 2008 will be given priority. Qualified students will be accepted until the program fills.

**Total:** 4, 8, 12 or 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** Additional expenses will vary depending on student projects.

**Internship Possibilities:** Internships are encouraged; all need faculty approval.

## Marine Life: Biological Oceanography

### Fall quarter

**Major areas of study include** upper division oceanography and marine biology (bacteria and protozoa).

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** At least two quarters of college chemistry with labs, and two quarters of biological sciences with labs, as well as college-level algebra.

**Program is preparatory for careers and future studies in** marine science and environmental sciences.

**Faculty:** Gerardo Chin-Leo (marine biology)

Marine Life: Biological Oceanography will present the major geological, chemical and physical characteristics of the marine habitat. In addition, we will examine the biology and ecology of bacteria, algae and protozoa. Specific topics of study will include marine sediments, ocean circulation, marine productivity, marine microbiology, harmful algal blooms, the role of the oceans in global climate change, etc. Through lab and field work, students will develop techniques in microscopy and in measuring biologically important parameters of seawater such as salinity, temperature, nutrients, and oxygen. The data collected in the lab and field will be analyzed using basic descriptive and inferential statistics. During seminar, students will present and discuss studies published in the scientific primary literature. Students will be evaluated through exams, written reports, oral presentations and the preparation of a formal proposal for research.

This program is the first of a three quarter sequence examining marine life: Biological Oceanography (fall), Marine Ecology (winter) and Research in Marine Science (spring). Qualified students can take these programs in any combination. We recommend that students wishing to pursue advanced work/education in marine science complete all three programs.

**Total:** 16 credits

**Enrollment:** 25



## Microbial Ecology

### Fall quarter

**Major areas of study include** biology, ecology, genetics, and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** microbiology, environmental studies, health sciences, waste management, and education.

**Faculty:** Elizabeth Kutter (microbiology, biochemistry), Steve Scheuerell (microbial ecology)

This program will introduce students to historical, theoretical, and applied aspects of microbial ecology. Microorganisms were the first forms of life on earth, and billions of years of evolution have allowed for an amazing array of microbial life forms and interactions to develop. Microorganisms have fundamentally altered the composition of the atmosphere and are a critical link in the biogeochemical cycling of nutrients and carbon on the planet. Furthermore, the evolution of plants and animals has been directly influenced by microorganisms through symbiosis, competition, parasitism and pathogens. Humans have increasingly become aware of the diversity and functional capacity of microbes, and we have focused considerable energy on manipulating microbial interactions to benefit humankind.

Through lecture, lab, reading, seminar, film, and field trips, we will explore how humans manipulate microbial communities to promote human health, protect crop plants, transform food and beverages, treat wastewater and transform organic wastes into fertile soil. We will learn about the science, policy, and ethics of genetically modified organisms and associated intellectual property rights that are central to current activity in industrial microbiology. We will also explore emerging areas of microbial ecology research that offer sustainable solutions to major problems such as antibiotic resistant bacteria and bioremediation of polluted water and land.

**Total:** 16 credits

**Enrollment:** 48

**Special Expenses:** \$30 for lab supplies.

**Planning Units:** Environmental Studies; Programs for Freshmen; and Scientific Inquiry

## Practice of Sustainable Agriculture

### Fall and Spring quarters

**Major areas of study include** practical horticulture, soil science, pest management and organic farming practices.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** junior/senior standing

**Program is preparatory for careers and future studies in** farm and garden management, as well as work with county, state and federal agencies and non-profit organizations focusing on food and agriculture.

**Faculty:** TBA, Martha Rosemeyer (ecological agriculture, food systems)

This program integrates the theoretical and practical aspects of small-scale, diversified organic farming in the Pacific Northwest during the spring, summer and fall quarters. Each week involves eight hours of classroom instruction and twenty hours of hands-on work at Evergreen's Organic Farm. Practice of Sustainable Agriculture is designed to complement the broader and ecological systems focus of the Ecological Agriculture program (offered 2007-08 and 2009-2010 and every other year).

Students will explore the academic and hands-on aspects of basic farm management, which includes seasonal crop production, nutrient management, animal husbandry, irrigation, plant breeding for seed production, weed and pest control, as well as direct and wholesale marketing and the influence of policy on farm management. State-of-the-art facilities introduce students to vermiculture, composting and biodiesel production. These topics provide a framework and foundation for more specific concepts to be explored each season.

In spring quarter, we will focus on soils and nutrient management, practical horticulture, greenhouse management, small animal husbandry, crop rotation and equipment maintenance. In summer quarter, we will focus on reproductive crop biology, fruit production, post-harvest processing, food preservation, pest management, energy use analysis, as well as outbuilding construction and basic farm maintenance skills. During fall quarter, we will focus on winter growing and season extension techniques, cover crops, compost biology, food harvest, post-harvest crop storage, development of farm production and business plans, the state and federal agriculture policy environment, and farmland acquisition for beginning farmers. Students will explore their personal agricultural interests in an on-going research project. Throughout the program students will visit a wide range of organic and unique conventional farms found in the many ecosystems represented in the Pacific Northwest.

After completing this program, students will have an understanding of a holistic approach to small-scale sustainable farm management in the Pacific Northwest.

**Faculty Signature:** Application and interview are required. To apply, contact Melissa Barker, Organic Farm Manager, (360) 867-6160 or [barkerm@evergreen.edu](mailto:barkerm@evergreen.edu) or mail to The Evergreen State College, Organic Farm Manager, Lab I, Olympia, WA 98505, or contact the Academic Advising Office, (360) 867-6312. Applications received by the Academic Fair, March 5, 2008, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** Approximately \$100 per quarter for overnight field trips, including food, transportation and conference registration, as appropriate.

**A similar program is expected to be offered in 2009-10**

## The Olympic Peninsula

### Fall and Winter quarters

**Major areas of study include** forest ecology, cultural anthropology, entomology, hydrology, geology, place-based studies and land management studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** ecology, anthropology, geology, entomology, public land management and sustainability.

**Faculty:** Karen Gaul (sustainability), Jack Longino (entomology), Paul Butler (geology, hydrology), Dylan Fischer (forest ecology)

The Olympic Peninsula provides natural resources, recreational opportunities, beauty and enjoyment for residents living in the region. It is a site of unique watersheds, plants, animals and cultural histories. For both native and non-native human residents, it has served as a homeland from which people have fulfilled subsistence needs and found aesthetic enjoyment. Learning about the Olympic Peninsula in an interdisciplinary way will deepen our understanding of the bioregion in which we live, and help us to consider a sustainable future.

Three central themes drive this program. First, we will explore in depth the geography, culture, ecology, biodiversity, geology and hydrology of the Olympic Peninsula. Second, we will study how organisms have adapted to significant changes over both human and geologic time in the region. Third, we will analyze human responses to the bioregion, what our impact has been, and the long-term prospects for sustainability.

Fall quarter will focus on geography, culture, botany, entomology and wilderness versus land management trade-offs on the Peninsula. An optional 5-day backpacking trip before the start of fall quarter will give interested students a chance to "jump-start" their participation in program work. During winter, we will explore the hydrology and geology of the region when an earth scientist will join our teaching team. During both fall and winter quarters, we will examine a range of human interactions with the lands and waters of the Peninsula. We will consider various forms of resource use, the sustainability of these practices, and observe ways that the landscape has been altered by humans. We will also consider the ways this place is culturally meaningful to the people who live there.

Students can expect to participate in seminars, lectures, workshops, field trips and field research. During fall quarter, we will circumnavigate the peninsula during a 4-day field excursion. Throughout the program, we will take one-day field trips to nearby river basins. Field work will also make use of the Evergreen campus.

**Total:** 16 credits per quarter

**Enrollment:** 72

**Special Expenses:** Approximately \$200 for multiple day field trip in fall quarter.

**A similar program is expected to be offered in 2011-2012**

**Planning Units:** Environmental Studies and Programs for Freshmen

## OFFERINGS BEGINNING WINTER QUARTER

### Marine Life: Marine Ecology

#### Winter quarter

**Major areas of study include** marine biology, oceanography, mathematics, statistics, and research design.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** At least two quarters of college chemistry with labs and two quarters of biological sciences with labs, as well as college-level algebra.

**Program is preparatory for careers and future studies in** marine science, environmental science and biological research.

**Faculty:** Erik V. Thuesen (zoology)

Marine Ecology focuses on the biology and ecology of marine organisms. Specific topics of study will include taxonomy of marine plants and animals, ecological physiology, and symbiosis, among others. In addition, the ecology of specific habitats such as coral reefs and deep sea environments will be examined. Lab and field work will include studies of marine biodiversity, invertebrate-algal symbioses, osmoregulation, etc. Data collected in the lab and field will be analyzed using basic descriptive and inferential statistics. During seminar, students will present and discuss studies published in the scientific primary literature. Students will study research design and scientific grant writing as they prepare project proposals for spring quarter.

This program is the second of a three-quarter sequence examining marine life: Biological Oceanography (fall), Marine Ecology (winter) and Research in Marine Science (spring). Qualified students can take these programs in any combination. We recommend that students wishing to pursue advanced work/education in marine science complete all three programs.

**Total:** 16 credits

**Enrollment:** 25

**Special Expenses:** \$250 for overnight field trips.



## Natural History Expedition Leadership

### Winter and Spring quarters

**Major areas of study include** outdoor leadership, natural history, field ecology and writing.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** One quarter of college-level biology.

**Program is preparatory for careers and future studies in** outdoor education, professional guides, environmental studies and natural resource management.

**Faculty:** Steve Scheuerell (field ecology, outdoor leadership)

Natural history expeditions, and the naturalists who help lead these scientific studies, continue to document and share amazing features of life on earth. Given the unprecedented level of human impact on ecosystems, it is a critical time to train students as naturalist leaders in order to show society the value of all parts of our biosphere. In this program, students will learn to plan extended field trips, safely lead a group to natural areas, document flora and fauna, and communicate the ecological significance of their findings to a general audience. This program will be rooted in collaborative learning; students with extensive natural history, field ecology, trip planning, or emergency response experience will be expected to share their expertise.

Winter quarter will focus on foundational skills including leadership through cooperation and communication, group safety and wilderness first responder training, and natural history and field ecology tools and techniques. Spring quarter will focus on planning, budgeting, and safely executing extended field trips with the goal of documenting the natural history of an area. Students will maintain a detailed, illustrated field journal to document their natural history learning and write reflective essays on the integration of all program activities. A final class project will explore how leadership implies service to the community. To broaden student understanding of how their leadership and emergency response skills transcend field trips, we will analyze the preparedness and response plan of the Evergreen campus to a magnitude 8.5 Cascadia subduction zone earthquake. Students will report how they could play a role in helping the campus community prepare for and respond to a natural disaster.

**Faculty Signature:** Students must submit a completed application form; application available by emailing Steve Scheuerell (scheuers@evergreen.edu). Applications received by the Academic Fair, December 3, 2008 will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** \$150 for overnight field trip winter quarter, \$450 for overnight field trips spring quarter.

## The Opening Of The Field: Ecopoetics, Ecology and Ideas

### Winter and Spring quarters

**Major areas of study include** poetics, writing and ecology.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** creative writing, science and ecology.

**Faculty:** Nalini Nadkarni (ecology), Leonard Schwartz (poetry, creative writing)

During this program, we will examine the dual disciplines of poetics and forest ecology. What do literary texts and ecosystems hold in common? They are both complex systems, in which all elements are interrelated. In language, a single word added or removed can potentially alter the balance of rhythm, image, and meaning in that text. In the case of ecosystems, lack or surplus of mineral elements, energy, or diversity can alter the structure and function of components.

What do scientists understand by the term "nature"? How have poets and philosophers understood that same word? What might we learn by juxtaposing or combining these two ways of knowing the world that would not be achieved if each were considered separately? Can we apply any of the products of combining the two to evoking a sense of conservation or stewardship in human attitudes towards ecosystems?

We will not so much be studying "nature poetry" as we will be working with the language that scientists use to investigate and understand ecology. We wish to arrive at new ways of talking about texts that do not break them into tiny pieces or create simplistic chains of cause and effect. Similarly, scientists can think through issues of poetics in order to challenge some of their own paradigms and tropes. In this program, we will give consideration to the process of combining the disciplines of poetics and ecology.

Field trips will include 3-day visits and data gathering in the temperate rainforests of the Olympic Peninsula Hoh and Quinalt River valleys and the temperate coniferous forests of the H.J. Andrews Experimental forest in the western Cascades of Oregon. We will also attend poetry readings in Seattle and other locations. Students will work individually and in small groups to gain research skills that will include advanced access to library sources, field techniques for gathering and analyzing ecological data, and learning how to read deeply scientific and poetic texts. All students will be involved with a large group project in our campus forest.

The program will involve two tracks or emphases for students of different backgrounds: one for students most interested in poetry, the other for those most interested in science/ecology. However, there will be many opportunities for synthesis and interdisciplinary study and projects.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$400 for field trips to study sites and readings in Washington; \$200 in workshop fees; \$600 total. Overnight field trip costs include van rental, park fees, and lodging and food costs. Reading costs include transportation and entry to professional poetry readings in Olympia, Seattle, and Tacoma.

**Planning Units:** Culture, Text and Language; Environmental Studies; and Programs for Freshmen

## OFFERINGS BEGINNING SPRING QUARTER

**Climate Change****Spring quarter**

**Major areas of study include** introductory chemistry, physics, astronomy, earth science, environmental studies and algebra. Lower division credit only.

**Class Standing:** This lower-division program is designed for 50% freshmen and 50% sophomores.

**Program is preparatory for careers and future studies in** natural science, environmental studies, science writing, public policy and education.

**Faculty:** Sharon Anthony (atmospheric chemistry), EJ Zita (physics, astronomy, energy)

Over geologic time the Earth has experienced wide fluctuations in climate. The ice ages are one example of extreme climate change. A major factor determining global climate is the intensity of the Sun's energy reaching the Earth. However, climate changes cannot be explained by variations in solar radiation alone. The Sun's energy and its interactions with the land, oceans, and especially the atmosphere, affect the Earth's climate. Scientists agree that the Earth is currently experiencing a rapid warming trend caused by anthropogenic (human-caused) changes in the concentration of greenhouse gases in the atmosphere.

What are greenhouse gases? What are sources and sinks of greenhouse gases, both natural and anthropogenic? What are historical trends and causes of climate change? How much do our daily activities contribute to greenhouse gases? How can we make a difference to global warming? This program will explore such questions through activities such as lectures, discussions, workshops, student research and seminars. We will draw on primary literature whenever possible for a rigorous scientific treatment. Students should be willing to work in teams, engage in self-directed learning, use computers, and learn algebra and quantitative reasoning.

**Total:** 16 credits

**Enrollment:** 46

**Special Expenses:** Up to \$100 for field trips.

**Planning Units:** Environmental Studies, Scientific Inquiry and Programs for Freshmen

**Educating On the Wild Side****Spring quarter**

**Major areas of study include** environmental education, ecology, natural history and marine biology.

**Class Standing:** This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** forest ecology, marine biology, education and environmental studies.

**Faculty:** Dylan Fischer (forest ecology), Amy Cook (marine biology)

In this program we will focus on the ecology of marine and terrestrial ecosystems and on ecology-centered environmental education for K-12 students. Using the concepts of community ecology, students will explore and learn about different local habitats and examine a variety of environmental education tools. Through examination of the major species of organisms and their interactions in terrestrial and marine habitats, students will develop an understanding of the natural history of these ecosystems. We will also explore place-based education, inquiry-based learning, and bioregional and constructivist approaches to wilderness education.

We will evaluate and gain exposure to major environmental education programs including Project WILD, Project WET and Project Learning Tree. Students will create a final project which involves applying the ecological and educational tools they learn in the program in a local education setting. By the end of this program students will have exposure to the fields of ecology and organismal biology, environmental education theory, and will have some exposure to what it means to be an environmental educator in the modern day.

**Total:** 16 credits

**Enrollment:** 46

**Special Expenses:** Approximately \$250 for environmental education workshops.

**Planning Units:** Environmental Studies and Programs for Freshmen



## Food, Place and Culture

### Spring quarter

**Major areas of study include** political economy, geography, food, culture, Native American and traditional food and agriculture.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** geography, culture, food, native plants and political economy.

**Faculty:** Martha Rosemeyer (agricultural ecology), Donald Morisato (biology), Zoltán Grossman (geography, Native American studies)

Food is a central element in social exchange and definition of self and community. Perhaps even more than language, food is a marker of identity and culture. How have particular regional and national cuisines been shaped by local and global geography and history? For example, what was Italian food before the tomato's arrival from the Americas? How are local food traditions being endangered by globalization?

We will begin the quarter with an overview of the evolution of early humans and the history of food procurement, including the relatively recent development of agriculture. We will study the food gathering, cultivation practices and rights of indigenous and land-based peoples of North America and the Pacific Rim. This component will include introductory ethnobotany and field work aimed at beginning to recognize native plants of the Pacific Northwest. We will also investigate the interaction of people with their landscape through visits to local tribes and immigrant communities. Students will examine the scientific basis of various modes of traditional food preparation and preservation, including fermentation.

By focusing on a few case studies, we will dissect the notion of regional cuisine, which initially develops within the context of a distinct place with unique edible plants, animals, and spices, as well as its cultural perspectives. We will consider the Columbian Exchange, the dislocation of plants and animals following this encounter of Europe with the Americas, and its profound impact on ecological systems in both areas. We will further examine the consequences of colonialism in restructuring local food systems for the markets of Empire, and in "internationalizing" food, as in Indian curry in England. We will study how migration has changed the flavor of national identities, an example of which is how salsa has replaced ketchup as the most popular condiment in the United States.

Finally, we will look at the impact of globalization and the structure of regional economies on food, such as the effects of free-trade agreements on farmers and consumers. We will investigate how climate change is disrupting plant and animal habitats important in food procurement and cultural survival. We will consider alternative models capable of providing local food security, self-sufficiency and a stronger connection to place.

**Total:** 16 credits

**Enrollment:** 72

**Special Expenses:** Special expenses: \$75 for food, entrance fees.

**Planning Units:** Environmental Studies; Native American and World Indigenous Peoples' Studies; Programs for Freshmen; and Scientific Inquiry

## Introduction to Geology

### Spring quarter

**Major areas of study include** physical geology, historical geology, evolution, and quantitative reasoning; lower division, with the possibility of up to 8 credits of upper division science (see below).

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** One quarter of college-level science.

**Program is preparatory for careers and future studies in** the earth sciences and environmental studies.

**Faculty:** Paul Butler (geology)

**geology** (ge-ol'-o-gy) "The study of planet Earth — the materials of which it is made, the processes that act on these materials, the products formed, and the history of the planet and its life forms since its origin. Geology considers the physical forces that act on the Earth, the chemistry of its constituent materials, and the biology of its past inhabitants as revealed by fossils." (*Glossary of Geology*, American Geological Institute)

This program investigates the 4.6 billion year history of Earth, and thus provides students an opportunity to explore and integrate topics in chemistry, physics, and evolutionary biology, with an in-depth study of physical and historical geology. Quantitative skill development will be fundamental to this approach.

Physical geology concentrates on geologic processes and earth materials. Historical geology focuses on the changes in Earth environments over time, especially the evolution of life. Plate tectonics is the unifying theme for building this geologic and evolutionary framework. The goal of this program is to provide students with a solid scientific basis for future work in all aspects of environmental studies.

After several weeks on campus, all participants in the program will travel to the Grand Canyon to embark on a 16-day river trip on the Colorado River. This will afford students the opportunity to visit one of the geologic wonders of the world. During our time in the field, we will have access to over 1 billion years of geologic history, and will study the processes that are currently shaping the Canyon. There will also be several one-day field trips in western Washington.

It is important that students understand the commitment that this program requires, given the cost, rigors, and time away from campus. An application and interview are required. Credits will be awarded for each of the following subject areas: physical geology, historical geology, quantitative skills for the earth sciences, and a Grand Canyon field project. Upper division science credit may be awarded for the field project, if warranted. Students that have already completed an introductory geology class will be able to earn upper division credit for independent, directed work in physical geology.

**Faculty Signature:** Application and interview are required. To apply, contact Paul Butler, 360-867-6722 or butlerp@evergreen.edu, or by mail to Lab II, The Evergreen State College, Olympia, WA 98505 for application information. Applications received prior to the academic fair, March 4, 2009, will be given preference. Qualified students will be accepted until the program fills.

**Total:** 16 credits

**Enrollment:** 16

**Special Expenses:** The cost of the Grand Canyon field trip is estimated at \$2000. This fee covers the river trip, including air fare and other transportation to and from the river, and one night's lodging in Las Vegas the night before departure.

---

## Marine Life: Marine Science Research

---

### Spring quarter

**Major areas of study include** marine biology and oceanography. 16 upper-division science credits.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Either of the previous quarters of Marine Life or an equivalent background.

**Program is preparatory for careers and future studies in** marine sciences, environmental sciences and biological research.

**Faculty:** Erik V. Thuesen (zoology)

This program is the capstone program to the Marine Life sequence following the Biological Oceanography (fall) and Marine Ecology (winter) programs. Students will carry out an independent scientific research project in marine biology working individually or in small teams. Proposals for projects will have been developed during the Biological Oceanography and/or Marine Ecology programs, or through direct consultation with faculty before the program begins. Projects will involve extensive field work and/or lab work. They may be undertaken locally or in a distant location. Students will gather and analyze their own data, write a technical research report, and present their results in a symposium at the end of the quarter.

Students are expected to work independently, but will have weekly consultation with faculty in person or via e-mail. Examples of previous projects include following the development of a spring diatom bloom in relation to silicon concentrations, examining effects of hypoxia on expression of heatshock proteins in jellyfish, and elucidating relationships of commensal infaunal organisms.

**Total:** 16 credits

**Enrollment:** 25

**A similar program is expected to be offered in 2010-11**

---

## Political Ecology of Land

---

### Spring quarter

**Major areas of study include** land use planning and growth management, policy analysis, statistics, principles of economics, American government and federalism, case studies in environmental policy and implementation, research methods and projects.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** land use and environmental planning, policy development and fiscal analysis, environmental and natural resource management.

**Faculty:** Carolyn Dobbs (land use, environmental planning), Ralph Murphy (environmental economics, environmental policy)

This upper-division program will provide an interdisciplinary, in-depth focus on how land has been impacted from human use and how land use regulations are applied to achieve socially defined goals for land stewardship. We will give special attention to the political, economic, social, cultural and environmental contexts of land use. The concept of a "land ethic" will be developed as a foundation for evaluating specific land use goals and objectives. Key land use tools such as the Federal Endangered Species Act, Wilderness Act, National Environmental Policy Act (NEPA), Washington State Growth Management Act, Shorelines Management Act, State Environmental Policy Act (SEPA), Forest Practices Act, conservation easements and purchase of development rights programs will be examined. Several day long field trips will facilitate a practical understanding of land use and land stewardship issues as they actually impact property owners and communities. By the end of the program, students will have been exposed to the key elements of land use regulations and will be familiar with the diverse career opportunities in the land use field.

Several social science disciplines will be explored. Selected aspects of the following topics and disciplines will be used to evaluate human impact on land, primarily in the United States: history and economic development, the structure and function of American government and federalism, public policy formation and implementation, land use planning theory and practice, growth management, elements of environmental and land use law, economics, fiscal analysis of state and local governments, and selected applications of qualitative and quantitative research methods. Taken together, these topics encompass the diversity of ideas and skills required for developing an in-depth analysis of land use.

The program will include lectures, seminars, guest speakers, workshops, field trips, research projects and student presentations. Our goal is to have students leave the program with a comprehensive understanding of the breadth of issues, laws and policies governing land as well as the diverse career opportunities that exist in this field. In the past, many of our students have secured professional level internships and entry level professional employment in the land use field.

**Total:** 16 credits

**Enrollment:** 50

# Expressive Arts

**Expressive Arts** programs engage students in media arts, performing arts, visual arts and environmental arts practices by incorporating theoretical, critical and art historical learning with opportunities for hands-on work in a wide range of art forms. The Expressive Arts Faculty sees the creation of imaginative and artistic work to be a central element of a broad, liberal arts education. Our curriculum accommodates a range of students in a variety of full and part time programs, courses and individual contract opportunities. Those who want to focus their studies in the arts work side by side with those interested in using arts practices to give voice to perspectives they have developed in the study of other disciplines.

At Evergreen the study of the arts is a thoroughly interdisciplinary endeavor; students are challenged to forge connections among various art forms, to integrate theory and practice, to create experimental work that challenges convention and audience expectation, to explore a variety of traditional modes, and to become attuned to the social, cultural, and historical contexts of the work they study and make. We see the goal of undergraduate arts education as twofold: students should be encouraged to develop their own creative approach and cultivate unique patterns of interest, and they should also learn to understand themselves as contributors to the social and cultural conversations that precede them and will outlast them. Evergreen arts students develop strong collaboration skills, as well as aesthetic literacy and cultural competencies that equip them well for their work beyond the college.

Academic programs that integrate art practice might be organized around concepts, geographical areas, scientific inquiry, artistic and cultural movements, environmental concerns or historical moments; program content is based on the scholarly and creative work of the faculty, keeping the curriculum vital and relevant. Most programs offer ample opportunities for skill development in the context of these thematic investigations, rather than through narrowly focused and isolated sequential skill training. As art doesn't exist in a vacuum, we encourage arts concentrators to draw inspiration from study outside the arts, and we require broadly interdisciplinary academic work for admission to some arts programs. Students who take programs combining arts with other disciplines build stronger foundations for their creative practices.

As a culmination of their studies, students may apply to do a Senior Thesis project. This competitive program is designed to celebrate the interdisciplinary study of art and to facilitate students' advanced work in one or more art forms over the course of one, two, or three quarters. Participating students work with a thesis committee chaired by faculty and made up of faculty and/or staff. Each spring, juniors may submit proposals for Senior Thesis projects to be pursued the following year. Faculty review applications and successful applicants are awarded a small stipend.

Evergreen graduates who have studied the arts go on to pursue MFA degrees, start non-profits or work with community arts organizations, galleries or museums, enter the commercial sector to found or work for design and publicity firms, or find positions in theater, television, film or other production companies. Many successfully sustain their own creative practices. These graduates frequently discover that the collaboration, communication, management and creative problem solving skills they have cultivated in Evergreen Expressive Arts programs also help them excel in fields outside the arts.

The Expressive Arts Planning Unit is organized into three sub-areas:

**The Visual and Environmental Arts** faculty and staff includes artists, craftspeople and designers working in a variety of traditional and emerging media including drawing, painting, sculpture, fine metals, printmaking, fiber arts, photography, digital media, neon, environmental arts, sustainable design, woodworking, metal working, mixed media, installation and time-based arts. Students can regularly find programs that build strong skills and understanding in these media in interdisciplinary contexts. They can further develop skills in focused advanced programs and individual learning contracts. We emphasize drawing and visual thinking as fundamental skills, along with visual literacy and clear and rigorous writing. We encourage you to strive not just for self-expression, but also for clear mastery of your means, and effective engagement in your community.

Emphasizing non-traditional, experimental, and documentary modes, **Media Arts** offers students opportunities to learn the practice, history, and theory of film, video, animation, installation, sound design, and other digital arts as forms that widen the possibilities for audiovisual expression and connect media production to other arts. Our programs prioritize collaboration as well as a critical engagement with media in its various social, cultural, and political contexts. This means that we explore the social implications of image-making, and especially the ways in which self and other, identity, community and world are inscribed in the images we make and view. We encourage our students to take responsibility for their own work, collaborate with one another, and develop their own critical perspectives on the theory and practice of media.

**The Performing Arts** sub-area is staffed by faculty members who explore live performance disciplines including dance, theatre, and music. To perform means to find your voice, control your body, hone your ear. Our approaches to performance are varied. But we all emphasize fundamental skills, historical depth, and critical understanding. In-depth studies of ethnic traditions and geographic areas are a feature of many of our programs. We point out the connections between the present and the past, the body and the mind, ancient traditions and eternal themes. Be prepared to do a good deal of worthwhile, meaningful academic work as you develop socially engaged, culturally informed performance skills.

## Affiliated Faculty:

**Susan Aurand**  
Visual Art

**Andrew Buchman**  
Music

**Arun Chandra**  
Music

**Sally Cloninger**  
Film/Video

**Lara Evans**  
Art History

**Joe Feddersen**  
Visual Art

**Anne Fischel**  
Film/Video

**Ariel Goldberger**  
Scenic Design

**Walter Eugene Grodzik**  
Theater

**Bob Haft**  
Visual Art, Photography

**Matthew Hamon**  
Visual Art, Photography

**Lucia Harrison**  
Visual Art

**Ruth Hayes**  
Animation

**Rose Jang**  
Theater

**Robert Leverich**  
Visual Art, Architecture

**Jean Mandeberg**  
Visual Art, Sculpture

**Laurie Meeker**  
Film/Video

**Kabby Mitchell**  
Dance

**Ratna Roy**  
Dance, African American  
Studies, South Asian Studies

**Terry Setter**  
Music

**Lisa Sweet**  
Visual Art

**Gail Tremblay**  
Visual Art, Creative Writing

**Sean Williams**  
Ethnomusicology

**Julia Zay**  
Video/Media Studies

## Acting & Directing: Queer Theory and Practice

### Fall and Winter quarters

**Major areas of study include** acting, directing, technical theatre and theatrical design, theater history and dramatic literature, playwriting, dramaturgy, and queer, gender, and feminist studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, theatre, queer studies, the arts and humanities.

**Faculty:** Walter Eugene Grodzik (theater, acting)

The appearance of queer people on the stage is not only a modern phenomenon. This program will investigate the portrayal of gays and lesbians in the theatre from Shakespeare through the pioneering plays of the early and mid-twentieth century, to contemporary playwrights and queer performance and performance art. In addition, we will also examine how the nature and practice of theatrical performance has transformed from the realism of the early 20th century to the postmodern performance of today.

Students will participate in weekly seminars, critiques, and theatre workshops. In seminar, we will study queer theatre history and dramatic literature, and acting and directing theories and techniques from Stanislavski to Robert Wilson and Anne Bogart. In performance workshop, students will select and perform monologues and scene work and also act in and direct one-act plays. In addition to the performance aspects of the class, students should possess a strong interest in reading, critical thinking, and queer theatre history and gay and lesbian dramatic literature.

Students interested in this program should come prepared with commitment, enthusiasm, and creativity. Students must also possess a strong interest in gay, lesbian, and queer theatre and performance as it is fundamental to the program. This is an introductory preparatory theatre training program where students of all ages and abilities are welcome. Students who show the discipline and ability to perform at an advanced level will be invited to join spring quarter's Rehearsal and Performance: Theatre.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Planning Units:** Expressive Arts and Programs for Freshmen

## Advanced Audio Production Workshop

### Fall, Winter and Spring quarters

**Major areas of study include** audio recording and production and music technology.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** At least 12 credits of college level study of audio engineering.

**Program is preparatory for careers and future studies in** audio production and music technology.

**Faculty:** Terry Setter (music)

This is a half time, upper-division program in advanced audio production that is designed to support students who are interested in recording music for various media and contexts. Students will become familiar with advanced multitrack audio production techniques, their various applications, history and aesthetics. Time will be spent each quarter on developing the students' ability to listen critically and providing them with instruction and exercises in the use of the advanced audio recording studio. Students will make recordings in class and as part of homework assignments. Students will also do reading, research, written homework, and oral presentations. Texts such as William Moylan's *Understanding and Crafting the Mix* and David Miles Huber's *Modern Recording Techniques* will be used as source materials. Additionally, students will be expected to work in pairs and put in at least 60 hours of recording time in addition to primary class activities.

In fall, students will train to pass the related proficiency test and develop an understanding of the technical and aesthetic history of audio production. Topics and activities will include basic acoustics, microphone design and placement, the use of compressors, limiters, and console block diagrams, and the theory of digital audio recording. In winter, students will be provided with increasingly advanced instruction and exercises in the use of recording technologies with an emphasis on Pro Tools software and Waves plug-ins, and the creation of mixes, including those for inclusion in the Evergreen Student CD Project. Topics and activities will include techniques for recording a rock band, mixing techniques, and applications of various signal processors. In spring, students will work to create well-balanced, innovative tracking and mixing. There will be an emphasis on mastering techniques, a field trip to four of Seattle's most active recording studios, and a three-day intensive workshop with a leading industry professional.

Because this is an 8 credit program, students are expected to take one or more additional courses listed in the Evening & Weekend Studies catalog or another half time program to complete their 16 credit course load.

**Faculty Signature:** Students can contact Terry Setter at or before the Academic Fair, May 14, 2008. For more information, contact Terry at [tas@evergreen.edu](mailto:tas@evergreen.edu). Qualified students will be accepted until the program fills.

**Total:** 8 credits per quarter

**Enrollment:** 20

**Special Expenses:** \$50 for recording media.

**A similar program is expected to be offered in 2011**

## Conceptualizing Native Place

### Fall and Winter quarters

**Major areas of study include** Native American studies, geography, art history and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** Native American studies, art history, geography, cultural studies and education.

**Faculty:** Lara Evans (art history), Zoltán Grossman (geography, Native studies)

In this program, we will explore historical and contemporary relationships of Native North Americans to place, using art and geography in a cross-cultural comparative analysis, and as “common ground” for strengthening intercultural communication. The unique status of indigenous nations can be better understood by highlighting the centrality of territory in Native identity, and the strong indigenous connections to place. These connections can be seen in numerous fields: art and material culture, Native national sovereignty, attachment to ceded treaty lands, the focus on traditional land use and protection of sacred sites, environmental protection, sustainable planning, indigenous migration and symbolic mobility (through community practices such as powwows and commemorative journeys).

All of these connections have been expressed artistically and geographically through traditional indigenous cartographies, artistic “mapping” of ideas using contemporary art practices, and modern mapmaking techniques. A number of group exhibitions of contemporary Native art have collected bodies of work that share an analysis of the importance of place and identity, from *Reservation X* in 1999 to *Our Land, Our Selves* in 2007. Examination of cross-cultural and cross-disciplinary ideas about land, place, environment, and relationship to human cultures offers the opportunity to develop new conceptualizations for the meaning of place, self, and community.

We will examine how conceptions of land are disseminated through art and objects of material culture, informing our examination with geographic studies and investigation into the sociopolitical uses of mapping. Students will discover differences and potential meeting points between Native and Western cultural systems, identify differences within and among diverse tribal nations, and develop an understanding of indigenous peoples’ ability to define and set their own social, cultural, and spatial boundaries and interpretations. Students will develop greater awareness of indigenous cultures, but also of aspects of culture that may be determined and protected by Native peoples themselves.

Fall quarter will introduce students to historical geographies and worldviews of Native North America, basic visual literacy skills in art, and basic literacy in graphic representational systems for geographic data. In winter quarter, students will develop specialized projects relevant to geographic areas of interest. In general, program activities will involve guest lectures, images and videos, workshops, readings and class discussions, quizzes and exams, writing assignments, and presentations to compare and contrast our different geographical case studies. Students are expected to use critical thinking skills in interpreting the readings, images, videos and lectures. Through field trips to Native communities in urban and reservation areas, and a comparative examination of museums by or about Native peoples, students will be asked to engage directly with the questions and contentions surrounding notions of place in Native America.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$120 for field trips and museum admissions fees.

**Planning Units:** Expressive Arts; Native American and World Indigenous Peoples’ Studies; and Programs for Freshmen

## Dance: Body Culture and Behavior

### Fall and Winter quarters

**Major areas of study include** dance, anatomy, physiology and anthropology.

**Class Standing:** This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** dance, cultural anthropology, behavior, writing, education and medicine.

**Faculty:** Amy Cook (biology, animal behavior, physiology), Kabby Mitchell (dance, African American history and culture)

Dance is a complex mix of human physiology, emotion, and culture. The term “dance” has also been used by animal behaviorists to describe movements animals do as part of courtship and other social interactions. In this program we will explore dance from these various perspectives. Students will develop the skills necessary to do dance but will also gain a better understanding of what is behind the movements — both in terms of anatomy and physiology and in terms of what dance means to us as humans. We will examine and perform dance, not simply within categories like ballet or modern, but from a broader perspective of movement and culture including African and African-American dance.

In fall quarter we will begin to examine the anatomical and physiological basis of dance. Through labs, lectures and workshops we will look at the structure of the musculoskeletal system, cardiovascular system and respiratory system and how these systems function both independently and together to allow us to do anything from walking across the street to performing the complex movements of dance. These ideas will be reinforced in weekly dance workshops and students will be encouraged to learn through paying attention to what is happening in their own bodies.

In winter quarter we will continue our examination of the physiology of dance and integrate energy, metabolism, balance and coordination with cultural studies. Students will continue to develop and hone their movement and dance skills in workshops and work towards a final performance in which they will be asked to show what they have learned in the program and bring together the major program themes. We will also look at the activities that animal behaviorists call dance and compare them to dance in humans. What are animals trying to communicate in their dances? Is there any evidence of individuality or creativity in animal dance? Students will be encouraged to think deeply about what dance is and whether it is unique to humans.

In taking an interdisciplinary approach to dance we hope to attract both students who have a long-term interest in dance as a career and students who have never before thought about learning to dance but are interested in human physiology and culture and would like to be involved in a creative approach to learning the major concepts of these fields.

**Total:** 16 credits per quarter

**Enrollment:** 46

**Special Expenses:** \$50 per quarter for performance event tickets.

**Planning Units:** Environmental Studies; Expressive Arts; and Programs for Freshmen

---

## Green Studio

---

### Fall and Winter quarters

**Major areas of study include** environmental design, art, sculpture, architecture, furniture design and drawing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Students need to be willing to work with their hands, to design and make things, to respond with insight to real-world art and design challenges, and to produce carefully reasoned and finished work.

**Program is preparatory for careers and future studies in** environmental design, sculpture, architecture, fine arts and applied arts.

**Faculty:** Bob Leverich (visual arts, architecture)

This program is for people who are drawn to the challenges and the satisfactions of making things — artists, designers and craftspeople — and who want to do so with sustainable means. Can you make objects and environments that are expressive and compelling, purposeful and beautiful, using ways that respect both natural cycles and living communities? How do you justify your choices and measure your success? How do these things you make fit into sustaining and sustainable ways of living, for you and others?

Green Studio will combine intensive work in three-dimensional art forms with supporting reading, research, and writing on sustainability, basic ecology, materials science, workmanship, and environmental art and design, plus field trips, seminars and critiques. We will engage both “fine” and “applied” art, challenging that distinction and looking for commonalities of approach and meaning. Fall quarter work will address drawing and design skills, wood and metal shop skills, the nature of materials, historical and philosophical contexts for the work, and the question of a sustainable life. Fall projects will include indoor-scaled functional objects (lighting or furniture, for example) and sculpture. Winter quarter work will expand and deepen background skills and knowledge, and address outdoor-scaled works — site specific sculpture and small-scale shelter.

By the end of this program, students will have a greater understanding of the dimensions of sustainability in contemporary art and design and in their own work. They will develop more reasoned and rigorous approaches to that work, with stronger drawing and fabrication skills, knowledge of environmental art and design history, informed use of materials, and more skillful responses to sites and communities. We’ll aim to develop a better sense of how to live and work sustainably as artists, designers or craftspeople, to have “serious fun” in the studio, and to make works that are expressive arguments for positive awareness and change.

**Total:** 16 credits per quarter

**Enrollment:** 21

**Special Expenses:** Approximately \$225 per quarter for drawing and studio equipment, materials and studio fees.

**A similar program is expected to be offered in** 2011-12

**Planning Units:** Expressive Arts and Programs for Freshmen

---

## Image and Sequence

---

### Fall, Winter and Spring quarters

**Major areas of study include** visual arts, animation, media arts, visual and media literacy, drawing, printmaking, book arts, digital photography and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** visual arts, media arts, education and communications.

**Faculty:** Ruth Hayes (animation, media studies), Lucia Harrison (visual arts)

In our culture we are bombarded by images, as artworks and as advertising, in still single images and in sequential, time-based works, in increasingly rarer one-of-a-kind works and in mass-produced print, film, video and other broadcast media. We are born into a cultural soup of images, but to swim and navigate through it we must learn how to read visual culture, to engage with it critically, to negotiate what useful meanings we can draw from it and to express ourselves fluently and effectively in it.

In Image and Sequence we will approach visual culture, both still and time-based, as audience and as producers. Students who are serious about pursuing the visual and/or media arts as an area of emphasis at Evergreen are welcome to join us. We will explore the ethics of image making, the idea of art as a dialogue between creator and viewer, and the influence of time on artists’ practices, sequential works and the viewing experience. We will tackle the question of how to make art that addresses a mass audience, but maintains honesty and integrity. Through intensive workshops in a wide variety of 2D techniques including drawing, printmaking, painting, digital photography, color theory, book arts and animation, students will develop the technical and process skills necessary to pursue independent work. We will emphasize observational drawing, learning visual language, building a personal vocabulary of imagery, working collaboratively with other artists and practicing strategies to investigate and develop thematic series over a period of time.

In the fall we will build foundational skills in visual and media literacy through readings, screenings and seminars on books, graphic novels, films and other artworks. Articulating and taking responsibility for one’s own work is a high priority; therefore, readings and viewing work will be accompanied by assignments that ask students to explore artists’ statements, manifestos and other forms of critical writing. In the winter, we will deepen those skills and expand them through forays into more complex design problems and written assignments that require visual and library research.

Contemporary artists often explore ideas by creating a series of related works. Themes for the series may be autobiographical or philosophical. They may critique social institutions, or advocate for environmental or cultural change. The series may be more process oriented, where each new piece is informed by an earlier one. With this perspective, students will learn strategies such as journaling, critiques and visual research for developing thematic work. In the spring, students will have the opportunity to pursue independent or group creative projects that are informed by their work in fall and winter.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** Special expenses: \$250 per quarter for art supplies, \$100 for digital media materials.

**Planning Units:** Expressive Arts and Programs for Freshmen

---

## India: Tradition & Beyond

---

### Fall, Winter and Spring quarters

**Major areas of study include** cultural studies, performing arts, cinema, history, cultural anthropology, political science and literature.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in the** expressive arts, social sciences, Asian literature, Indian history and culture, education and comparative cultural studies.

**Faculty:** Ratna Roy (literature, dance, performance, cultural studies)

The world's largest democracy, India gave birth to Gandhi, yoga, ayurveda, Kama Sutra, Natya Sastra, and the religious philosophies of Hinduism, Buddhism, Jainism, and Sikhism, to name a few. In this program we will study Indian dance and culture, examining its classical dance, music and cinema in the context of Indian society, history, politics, and literature. Indian culture has integrated — syncretized — Asian and Middle Eastern philosophies that came from the outside, giving birth to an artistic tradition that seamlessly blended existing Hindu practices and beliefs with incoming Muslim ones. We will study much of the art resulting from this syncretic mix, including the works of such maestros as Ravi Shankar, Ali Akbar Khan, Kelu Charan Mohapatra in music and dance and early Bollywood director Raj Kapoor and auteur director Satyajit Ray in cinema. We will pay particular attention to the powerful women, religious and secular, who have contributed to Indian culture, through their song, dance, and literary and political pursuits. Lectures, readings, seminars and screenings will be accompanied by workshops in Indian theater, music and dance.

In the fall, we will delve into early Sanskrit literature, the science of the Natya Sastra, the religious philosophies of early Hinduism and Buddhism and the largely untold stories of women's artistic traditions in dance and music. We will also view early Bollywood cinema and analyze these films in context. In workshops, we will engage in the practical study of theatre, music and dance in the Odissi tradition, a syncretization of the arts of the north and the south.

In the winter, we will further explore different cultural influences, including Islam, Sufi mysticism, Baul music, and Bhakti movement. We will study the development of powerful women's traditions (mostly matrilineal) in music and dance. We will briefly touch upon British colonial rule, which caused a pause in the proliferation of the arts. Finally, we will focus on present day India, a democracy that encourages globalization, marketing of the arts, hybridization, and the influence of Bollywood and MTV. The practical study of theatre, music, and dance, along with the analysis of films, will continue through winter quarter.

In the spring, students will engage in individual research projects that may lead to study options in India. The research projects would incorporate both written work as well as performative work. Both performing arts students and those with no previous background in the arts will gain a holistic, diverse introduction to South Asian history and culture in this program.

**Total:** 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** \$75 per quarter for tickets to performances.

**Internship Possibilities:** Spring only with faculty approval.

**Planning Units:** Culture, Text and Language and Expressive Arts

---

## Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing: Poetry, and Multicultural American Literature

---

### Fall, Winter and Spring quarters

**Major areas of study include** topics in the arts, art history, literature and writing, especially poetry.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Freshman Composition or Core Program and enough previous academic work to merit an independent contract in the area of student work.

**Program is preparatory for careers and future studies in the** arts, art history, literature and creative writing, especially poetry, and the humanities.

**Faculty:** Gail Tremblay (visual arts, creative writing)

In the fields listed, Gail Tremblay offers opportunities for intermediate and advanced students to create their own course of study, creative practice and research, including internships, community service, and study abroad options. Prior to the beginning of each quarter, interested individual students or small groups of students must describe the work to be completed in an Individual Learning or Internship Contract. The faculty sponsor will support students wishing to do work that has 1) skills that the student wishes to learn, 2) a question to be answered, 3) a connection with others who have mastered a particular skill or asked a similar or related question, and 4) an outcome that matters. Areas of study other than those listed above will be considered on a case-by-case basis.

**Faculty Signature:** Students must develop an Individual Learning or Internship Contract and submit their proposals to Gail Tremblay prior to the beginning of each quarter. For more information, contact Gail at tremblag@evergreen.edu, in Lab 2, Rm 3250, phone 360-687-6334, or at 360-943-8727. Qualified students will be accepted until the program fills.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** Additional costs will vary, depending on student projects.

**Internship Possibilities:** With faculty approval.

**Planning Units:** Culture, Text and Language and Expressive Arts

## Inescapable Beauty, Elusive Sublime

### Fall and Winter quarters

**Major areas of study include** philosophy, aesthetics, visual arts theory, art criticism, studio art (2D and 3D), and writing for the arts.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** At least 12 credits in philosophy or the visual arts, such as photography, sculpture, fine metalworking, video, painting, printmaking, etc.

**Program is preparatory for careers and future studies in** philosophy, aesthetics, visual arts theory, art criticism, studio art (2D and 3D), and writing for the arts.

**Faculty:** Matthew Hamon (photography), Jean Mandeberg (visual art), Kathleen Eamon (philosophy)

*"The work of art ... is essentially a question, an address to the responsive heart, an appeal to affections and to minds." —Hegel*

*"Everything goes past like a river and the changing taste and the various shapes of men make the whole game uncertain and delusive. Where do I find fixed points in nature, which cannot be moved by man, and where I can indicate markers by the shore to which he ought to adhere?" —Kant*

This two-quarter program is designed for intermediate or advanced artists and philosophers. Students will choose to emphasize one of three areas: 2D studio work, 3D studio work, or the critical application of philosophical theory. In addition, we will all participate in lectures and seminars. All students will undertake extensive reading in philosophy and aesthetics, as well as explore the visual arts in this context, and all students should be prepared to do upper-division work in critical thinking, reading, and writing. Seminar readings will inform our understanding of aesthetic theories. Writing projects and art workshops will encourage students to explore their own creativity. Students will be expected to pursue their personal work while participating in interdisciplinary critiques.

Together, we will undertake an artistic and philosophical inquiry into the beautiful and the sublime. What is the role of beauty in our creative and intellectual life? How do we experience the sublime? How have these experiences been historically documented and challenged? We will be exploring these concepts not only in connection with works of art, but it is with the work of art that we will most directly experience beauty as an occasion for reflection, and as a demand for thought and engagement. Further, we will ask whether the sublime is something that can be represented at all in art, and whether the attempts to do so gave rise to a certain line of modernist works.

We will approach these and other related questions through an in-depth study of aesthetics. Indeed, the "work" of art is, by some accounts, work that we as viewers must undertake and finish, or if not finish, at least continue. It is in response to this demand for serious but enjoyable engagement that we will pursue a deeper understanding of the concepts of beauty and sublimity, by philosophical and artistic analysis and through practice.

Students will register in one of three specific groups (two-dimensional visual art, three-dimensional visual art, advanced philosophy) in relation to the primary focus of their inquiry. 2D students will focus on aesthetic theories of beauty and the sublime while sustaining a rigorous studio practice in whatever media they choose to work. 3D students will focus on aesthetic theories of beauty and the sublime while sustaining a rigorous studio practice in functional or sculptural work. The 3D work will be centered in the Fine Metals Studio and incorporate fine metals as well as mixed media. The philosophy students will do similarly ambitious work in philosophical aesthetics, with readings likely to include Kant, Hegel, Greenberg, Adorno, and Danto, with special emphasis on the relationship between criticism and philosophy.

In addition to classic texts and essays, students can expect to read books such as: *Beauty and the Contemporary Sublime* (Rolfe), *Sticky Sublime* (Beckley), *Uncontrollable Beauty* (Beckley, Shapiro), and *The Abuse of Beauty* (Danto).

**Faculty Signature:** Students will be selected on the basis of a portfolio review and interview with the faculty beginning at the Academic Fair, May 14, 2008. The portfolio should include a minimum one-page writing sample and a minimum one-page description of the student's previous academic experience. Students focusing on studio art should also include photos of six to eight samples of 2D and/or 3D work; these portfolios can be submitted on disk. Students focusing in philosophy should tailor their one-page writing sample in order to make clear the kind of work they have done or are interested in doing in the discipline. For more information, contact Matt Hamon, hamonm@evergreen.edu, Jean Mandeberg, jeanm@evergreen.edu or Kathleen Eamon, eamonk@evergreen.edu. Qualified students will be accepted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 60

**Special Expenses:** Additional expenses may vary, depending on student projects.

**Planning Units:** Culture, Text and Language and Expressive Arts



---

## Media Artists Studio

---

### Fall, Winter and Spring quarters

**Major areas of study include** media arts, filmmaking, experimental film, sound design, digital media and media theory.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** In order to be considered for this advanced program, students should have successfully completed Mediaworks (the entry-level program in media studies at Evergreen) or its equivalent (i.e. approximately a year of media skill training, media history and media theory), or completed another interdisciplinary media program at Evergreen. Faculty signature required.

**Program is preparatory for careers and future studies in** media arts and digital communications.

**Faculty:** Sally Cloninger (film, video)

The focus of Media Artists Studio (formerly called SOS: Media) is on the development of each student's own personal style and creative approach to work with moving images and sound. Students who are interested in experimental film and digital video production, sound design, writing, collaboration, contemporary media history and theory are invited to join this learning community of media artists. This program is designed for students who have already developed some expertise in media production, are familiar with aspects of media theory and wish to do advanced production work that may have developed out of previous academic projects and/or programs.

The nature of "experimental" media requires a period of germination for new ideas, approaches, and impulses to emerge. During the first quarter we will take this time for development and reflection. In the fall students will expand their skill level in imagemaking (16mm and DV) and sound design through workshops, exercises and a collaborative project. They will also study contemporary media artists who have made special contributions to the development of experimental media practice and have attempted to push the technological as well conceptual boundaries of the moving image. In addition, each student or team of students (for collaborative projects) will do extensive pre-production planning and research for a major film or digital project to be completed by the end of the academic year.

During winter quarter, students will complete the photography for their projects, which could involve production work off campus for an extended period. Students are encouraged to think creatively and broadly about their subject matter and will be able to propose media projects that may require travel to other areas of the United States or even abroad. During spring quarter each student will complete post-production work, finalize their artist's portfolio, explore ways to sustain their work as media artists and participate in a public screening of their work.

We will utilize online resources such as blogs, wiki sites, and streaming media to create a virtual learning community to support and integrate our work. We will also study web design in order to create media artist's web sites and develop skills in DVD authoring to create portfolio and proposal documentation pieces.

**Faculty Signature:** Students must submit a portfolio which includes copies of recent faculty evaluations or two letters of recommendation (for transfer students), and a VHS tape or DVD which contains two examples of their best work in film or video. All prospective students must complete the written application available at Academic Advising or in the Communications Program Office, Comm. Bldg. 302. For more information contact Sally Cloninger, 360-867-6059 or cloninsj@evergreen.edu. Portfolios and applications received by the Academic Fair, May 14, 2008, will be given priority. Applications will be reviewed during May 2008. Qualified students will be accepted until the program fills. Students will be individually notified by e-mail of their acceptance into this program.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 18

**Special Expenses:** For media production materials, dependent upon the nature of the student project. Travel expenses for winter quarter location shooting, also dependent upon the nature of the project.

**Internship Possibilities:** Spring only with faculty approval.

**A similar program is expected to be offered in** 2009-2010

---

## Media Services Internships

---

### Fall, Winter and Spring quarters

**Major areas of study include** audio recording, animation, electro/acoustic music technology, film and video, media arts and media production.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** To be considered for this advanced program, students must have successfully completed a minimum of one year of study of media skill training pertaining to the internship position. Prior completion of programs or courses such as Mediaworks, Experimental Animation Techniques, Audio Recording, Introduction to Music Technology, or their equivalents are required.

**Program is preparatory for careers and future studies in** media arts and digital communications.

**Faculty:** Peter Randlette (digital media, sound design, media arts, technology), Sally Cloninger (filmmaking, digital arts, visual anthropology, experimental media)

The Electronic Media internships provide opportunities for in-depth learning of a variety of media skills and concepts. They require a year-long commitment for fall, winter and spring quarters. Interns enroll for 12-16 credits per quarter with room for a 4-credit part-time class or other academic components. Interns work 30 to 40 hours a week and are paid 15 to 19 hours a week, depending on credit distribution. The intern's primary responsibilities are focused on supporting instruction, maintenance and administration for specific labs, facilities and production needs under the supervision of the staff. The interns meet weekly as a group to share skills, collaborate on projects, and to facilitate working together on productions and cross training between areas.

**Audio Internship** The Audio Intern develops advanced technical knowledge in all aspects of audio production systems through readings, independent research and co-production of the Student CD project. She or he also gains instructional, organizational and teamwork skills by providing workshops and technical support of the audio recording facilities. Other responsibilities include maintenance of analog equipment and computers, lab proficiencies and the setup and operation of small to large sound reinforcement systems.

**Film/Animation Internship** The Film/Animation Intern develops advanced technical knowledge of film and animation production equipment and procedures, as well as instructional and organizational skills, while providing technical support, maintenance and workshops in the film and animation facilities. Responsibilities include maintenance of film and animation equipment and computer systems, lab proficiencies, assisting with instruction and creating documentation. Applicants should have experience with analog and digital 2D/3D animation techniques.

**Media Production Internship** The Media Production Intern learns the management skills needed to successfully plan, provide technical support and execute campus productions. This intern plays key roles in all facets of the production process including client relations, preproduction planning, and support of audio, video, multimedia and teleconferencing needs. Duties also include minor maintenance and technical support of equipment, labs and facilities.

**Media Loan Internship** The Media Loan Intern learns technical concepts, management, troubleshooting and repair skills, and gains teaching experience related to circulating 16 mm film and high-end digital video, audio and lighting equipment by training

students to use it. The intern learns to interpret and enforce policies, approve work orders, train other student workers, and carry out general maintenance and minor repair of Media Loan equipment. This internship carries much responsibility and requires advanced knowledge of media equipment and production.

**Multimedia Lab** The Multimedia Lab Intern develops the instructional, technical and organizational skills needed to supervise, maintain and teach in the Mac based Multimedia lab, and in non-linear facilities using Final Cut and other multimedia applications. The intern coordinates student staffing, administers proficiency tests, assists with lab hardware and software upgrades, creates instructional materials, and provides users with technical advice and workshops.

**Music Technology Labs** The Music Technology Intern develops advanced knowledge of music technology and gains organizational and teaching skills through the management of the Music Technology Labs. The intern's learning is supplemented by readings, independent research and co-production of the Student CD project. Intern responsibilities include studio scheduling, computer and hardware maintenance, and support for instructional workshops and proficiency tests.

**Video Production** The Video Production Intern learns to produce, direct, and engineer productions using professional video cameras in the field through work on a wide range of campus video production and post-production activities. The intern builds additional technical skills by doing DVD authoring, minor maintenance and diagnostic review of equipment and labs, and support of Mini Control operations including duplication and transfers.

**Faculty Signature:** Peter Randlette is the internship program coordinator. Please contact Peter for more information and an application at pbr@evergreen.edu or 360-867-6279. Interested students are expected to meet with faculty and staff at the Academic Fair, May 14, 2008 and submit a current resume, a letter of interest, and a completed Electronic Media job application, available in Library 1501.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 7

**Special Expenses:** For media production materials only if academic work involves production.

**Internship Required:** Yes.

**A similar program is expected to be offered in** 2009-2010

## Mediaworks in Context: Sustainability and Justice

### Fall, Winter and Spring quarters

**Major areas of study include** film theory and criticism, documentary history and theory, experimental film/video history, cinematography, digital video production, audio production, independent projects in film and video, sustainability and justice, and proposal writing.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Core or interdisciplinary studies program. Transfer students must complete at least one quarter of interdisciplinary studies.

**Program is preparatory for careers and future studies in** media, visual arts, communication, and education.

**Faculty:** Laurie Meeker (film and video production, media history and theory), TBA (digital media)

Mediaworks is the foundational program for moving image practices in the Expressive Arts at Evergreen. This program will continue to emphasize the study of media technology and hands-on production practices along with the study of film/video history and theory. This year we have decided to take Mediaworks in a new direction. Our work as filmmakers will be placed in the service of both sustainability and justice. A number of academic programs are centering their inquiries on important issues facing us and our planet — climate change, environmental justice, the relationship between people and the land, the sustainability of human and natural communities. How do we engage these issues as filmmakers and artists? Can our work make a difference?

Engaging media history and theory will be central to developing strategies of representation in our own work as producers of media. We will examine the history of documentary filmmaking to explore the strategies filmmakers have developed to represent "reality." We will study non-fiction filmmaking strategies through screenings, readings, research projects, writing, and seminar discussions. One thread of our inquiry will focus on media addressing sustainability and justice — how have filmmakers placed their work in the service of sustainability, justice, and the environment? Another thread of our inquiry will address critical alternatives to mainstream media — these include autobiography, the history of experimental film and video art, and essayistic video. We will also address the politics of representation in relation to race, class, and gender. As artists, how do we enter the debates around energy, the environment, climate change and social change?

During the fall and winter, students will develop media production skills as they engage a series of design problems thematically related to sustainability and justice, which provides a context for our work. The "sustainability and justice" framework will be broadly defined, and students can expect to create work that uses a variety of representational strategies. We will explore a variety of production techniques, including a focus on audio production, an exploration of the image through cinematography, and the study of digital media production. Students will be expected to commit to a number of collaborative projects as well as working independently. The spring quarter will be devoted to developing independent media projects through research, proposal writing, and media production.

**Faculty Signature:** Students must complete a written application available from Academic Advising and the program secretaries in the COM Building (Com 302B or Com 303A). Applications received by the Academic Fair, May 14, 2008, will be given priority. For more information, contact Laurie Meeker at meekerl@evergreen.edu. Qualified students will be accepted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 44

**Special Expenses:** \$200-\$300 per quarter for media production supplies.

**Internship Possibilities:** Spring only with faculty approval.

**A similar program is expected to be offered in** 2009-10

## Medieval and Renaissance Studies: Materiality and the Religious Impulse

### Fall and Winter quarters

**Major areas of study include** visual arts, art history, European history (with a focus on the history of Christianity), and medieval/renaissance studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in the arts and humanities, including the visual and performing arts, literature, history and religious studies.**

**Faculty:** Lisa Sweet (visual art), Elizabeth Williamson (Reformation-era literature, theater history)

Christian faith expresses itself as an impulse toward the transcendent, and the history of Christian art in Europe reflects the complexity of this spiritual exercise. In order to engage with an invisible God, the faithful of the Middle Ages established personal relationships with intercessors — celestial angels, martyrs, and saints, but most importantly the Virgin Mary and Jesus Christ — via practices, performances, literature, and objects that gave concrete form to the ephemeral entities of the spiritual realm. The leaders of the protestant reformation, which took hold in Europe in the 16th century, saw these practices as superstitious and sought to eliminate the threat of idolatry by shifting the focus away from images and talismans to vernacular Bibles and black letter prayer books. But this shift was in some sense a mirage: the human instinct toward visual representation and ritual was no more detachable from the act of reading than Christianity was from the image of Christ on the cross.

This program will investigate Christian devotional art forms, both Protestant and Catholic, produced in England, France, Germany and the Netherlands from 1350 to 1650. In our readings, critical writings, and lectures, we will focus on how reading practices, ritual practices, visual culture and craft intersect in the use of religious objects by examining book forms, diptych images, and early modern play scripts. Through a variety of creative projects, students will also engage with the technologies and forms that were central to making material that was spiritual. Specifically, we'll pursue three artistic modes important to the evolution of Christian visual culture during this period: bookmaking, painting diptychs, and dramatic performance. Students will gain the basic skills required to approach each of these media, with the aim of understanding the relationship each form establishes between the material and the transcendent.

Fall quarter will provide students with an historical framework for understanding the major tenets of Christianity, medieval social structures, and the context and technologies for the creation of devotional objects such as books of hours, indulgences, reliquaries, bibles, plays and paintings (both ecclesiastical and personal). We'll explore medieval devotional sensibilities and gain an understanding of the distinctions between Protestant and Catholic theologies. Winter quarter will represent a deeper interrogation of the place of the image in an increasingly fragmented Christian culture. Students will learn that Protestant practices were never entirely unproblematic — in any Christian context, the danger was always that one would mistake objects (statues of saints, glorious stained glass windows, towering crucifixes and paintings, for example) for the divinity they were designed to represent.

This program is designed for students with a balanced interest in European medieval and renaissance history, art history, religion, studio art and performance. About 40% of students' time will be devoted to artistic practice, including both visual and performing arts exercises, and 60% to rigorous reading, writing, and discussion of religion and history.

**Total:** 16 credits per quarter

**Enrollment:** 44

**Planning Units:** Culture, Text and Language; Expressive Arts; and Programs for Freshmen

## Music Composition Intensive

### Fall and Winter quarters

**Major areas of study include** music composition, music history, musical aesthetics and research presentation.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** At least 12 credits of college-level music study. Please contact Terry Setter at [tas@evergreen.edu](mailto:tas@evergreen.edu) if you have questions.

**Program is preparatory for careers and future studies in music and media.**

**Faculty:** Terry Setter (music)

This is a half-time, upper-division program in formal music composition that is designed to support students who are interested in writing original music for various instruments and contexts. The program reading and listening will focus primarily on late 20th century contemporary classical music, such as the work of John Adams, Pauline Oliveros, John Cage, and Steve Reich. Students will study composition, aesthetics, and contemporary music history in order to gain a broad perspective on these subjects and the greatest number of related skills. There will be a weekly composition forum where students can present their work for feedback and critique. Students will also research related topics and present their findings in an oral report. This is not a course in songwriting, "electronica", or hip-hop related music; however, there will be an opportunity to write a pop song.

Readings will familiarize students with approaches to music composition and historical developments that influenced composers during the last 75 years, focusing on the application of specific compositional techniques and on becoming familiar with influential composers and compositions from that period. In fall, students will be responsible for composing a solo, a duet, and a small ensemble piece. In winter, students will write a prepared piano piece, a Top 40 style pop song, and an ensemble piece of their own choosing. Research topics will be selected for oral presentation during both quarters.

Because this is an eight-credit program, students are encouraged to take one or more additional courses listed in the Evening & Weekend Studies catalog or another half time program to complete their 16 credit course load. If you are interested in developing your creative voice in music composition, this is the program for you.

**Total:** 8 credits per quarter

**Enrollment:** 25

**Special Expenses:** \$50 for an overnight, off-campus program retreat.

---

## Music, Math and Motion

---

### Fall and Winter quarters

**Major areas of study include** music theory, fundamentals of digital audio, acoustics, physics and mathematics.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Basic music theory and algebra proficiency.

**Program is preparatory for careers and future studies in** music, computers, natural science, and education.

**Faculty:** Arun Chandra (music performance), EJ Zita (physics, mathematics, astronomy)

Mathematics and physics give us languages to describe existing worlds; music and the arts give us languages to describe not-yet-existing worlds. We need both: without knowing what is, we could not ask for what is not. Since Pythagoras' time, people have explored patterns of connections between music and mathematics. If you are drawn to mathematics or physics because of your love of music, or vice versa, this program is for you.

The composition of music and the analysis of sound, using scientific methodology, creative insight, and contemporary technology, will be the intertwined pathways of our program. We will address subjects such as music and sound, rhythms and pulses, harmonics and resonances, the physical, geometrical, and psycho-physical bases of sound, acoustics and vibrating systems.

A composer/musician and a mathematical physicist will collaborate to offer a common sense, accessible and deeply engaging introduction to these subjects for interested non-specialists. Our math and physics will be at a pre-calculus level, though students may do research projects at a more advanced level if they choose. Interdisciplinary projects could include electronically creating music from physical formulae, analyzing the behavior of sound in different environments, or other ideas. This program is designed for those who find their art increasingly mediated by technology, for those who seek artistic outlets for their science, or for anyone who desires to understand the interweaving of art and science.

Student work will be evaluated through assignments such as homework, workshops, exams, performances, compositions, general participation, written and oral reports, and seminar essays.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$100 for field trips and/or concerts.

**Planning Units:** Expressive Arts; Programs for Freshmen; and Scientific Inquiry

---

## PerformanceWorks: Telling Stories

---

### Fall and Winter quarters

**Major areas of study include** performing arts, literature and writing.

**Class Standing:** This lower-division program is designed for 50% freshmen and 50% sophomores.

**Program is preparatory for careers and future studies in** writing, music, dance, theater and education.

**Faculty:** Sean Williams (music, cultural studies), TBA (Dance), TBA

This two-quarter program has as its focus the ways in which people tell and adapt stories to reflect their priorities and the ways they see the world. How are stories drawn out of people? How are stories adopted, adapted, expressed, and reacted to across cultures? In Southeast Asia, for example, storytelling through the use of puppetry is a normal and expected part of adult interaction. In Ireland storytelling might occur through song as well as through the spoken word. We will explore the theory and practice of storytelling through words, movement, and music. While our words may be limited to the English language, our field is the world. Biblical stories turn into bluegrass songs; Greek myths appear in contemporary films. The faculty for this program have extensive experience living and studying outside the United States, and bring multiple perspectives and ways of seeing the world to bear in our collective exploration.

Students enrolled in this program should expect a performance component but also a strong emphasis on the written word. In many cases, stories take life only when they leave the page and find expression in the performing arts. In other cases, a vision that is expressed through the arts may develop deeper meaning through its adaptation to the written word. In all cases, however, interpretation is an essential go-between, and our roles as interpreters form an important point of entry to the objects of study.

In fall we will begin with the roots of some of the world's essential stories from multiple cradles of civilization: Greece, the Middle East, India, England, and elsewhere. We will explore the ways in which stories tell the members of a society who they are by examining essential archetypes and how they differ from place to place. In winter quarter we will focus more specifically on writing stories based on what we have come to know. Working collaboratively with our colleagues, we will engage in small, in-house performances of adaptations of these stories.

Because we work in multiple media (including sound, film, and the body as well as the pen and computer), all students are expected to work regularly with a variety of aspects of performance in the program. We will watch, we will move, we will write, and we will make music; we will also examine what we have seen and done through seminars and in-class discussions. How would you render a work of Shakespeare in song? How would you turn a film into a poem, a dance into a play, a prophecy into a book? All of our work will be supplemented with the work of visiting artists (including professional storytellers), live performances in Olympia and Seattle, and a culminating visit to the Oregon Shakespeare Festival in Ashland, Oregon.

**Total:** 16 credits per quarter

**Enrollment:** 69

**Special Expenses:** \$300 for several performance events over the two quarters and for a visit to Ashland, Oregon to the Oregon Shakespeare Festival.

**Planning Units:** Expressive Arts and Programs for Freshmen

## Student Originated Studies: Performing Arts

### Fall and Winter quarters

**Major areas of study include** areas of student emphasis, e.g., theatre, puppet theatre, Théâtre d'Objet, performance, dance, music, installation art, hybrid art, and multimedia.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Two years of performing arts courses or interdisciplinary courses including performing arts, or equivalent life experience in the field in which you plan to complete work.

**Program is preparatory for careers and future studies in** performing arts, and in fields that require imagination, collaborative skills, and management skills.

**Faculty:** Ariel Goldberger (Experimental Performance, Experimental Puppet Theater, Théâtre d'Objet)

This program offers advanced performance students the opportunity to design their own curriculum in performance, directing, design, or performance-related theory, and to develop a learning community with others who may share artistic and academic goals grown out of previous projects and programs. It accommodates small groups of students dedicated to producing a single collaborative work, as well as those developing individual projects. Students are expected to assist each other with projects and productions, and to participate actively in regular work-in-progress critiques.

During the first weeks of fall quarter, students will design collaborative or individual projects, working with the faculty, by researching and writing proposals, scripts, treatments, abstracts and/or other supplementary documents. Students and faculty will also collaborate to develop other program activities that will support performance and production work throughout the two quarters. These may include readings, screenings, discussions, presentations, and workshops that would strengthen conceptual, performance, and production skills. In addition to the student-centered curriculum, students in the program will explore different themes each quarter. In fall, our theme will be building artist communities. The theme for winter will be sustaining creative processes. Additionally, we may focus on issues and practices of presentation, management, production and promotion, as well as on creating contexts for self-directed work and preparing for work beyond Evergreen.

**Faculty Signature:** Students should submit an application before the spring 2008 Academic Fair. Application forms will be available by early April 2008 through Academic Advising, the Seminar II Program Secretary's office (A2117), and the Communication Building Information Office (3rd floor). For more information, contact Ariel Goldberger at arielg@evergreen.edu. Applications received by the Academic Fair, May 14, 2008, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** \$50 to \$500 depending on student project requirements.

## Venezuela: Building Economic and Social Justice

### Fall, Winter and Spring quarters

**Major areas of study include** history of Latin America and Venezuela, political economy, Latin American studies, quantitative research, social documentation (photography, audio, writing), participatory research, popular education and Spanish.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Students must demonstrate some familiarity with basic Spanish. Previous studies of Latin America, political economy or community studies, visual/audio documentation skills and previous experience working/collaborating with a community organization are desirable, but not required.

**Program is preparatory for careers and future studies in** community studies, documentary journalism, community education and organizing, work with non-governmental organizations and international studies.

**Faculty:** Peter Bohmer (political economy, Latin American studies), Anne Fischel (social documentation, community studies)

The transformation of Venezuela is being closely observed by nations and social movements around the globe. President Hugo Chavez asserts the Venezuelan "proceso" (the process) is constructing socialism for the 21st century. Venezuela is spearheading a Latin American movement to develop alternatives to the neo-liberal model of development favored by the United States. Venezuela is also creating new international alliances to redistribute global power and influence.

Our program will study the Venezuelan proceso and its efforts to develop new models of political and economic democracy and justice. We will develop an in-depth understanding of the work of community organizations, social movements and the Venezuelan government to construct a political and economic system to meet peoples' needs for food, health, shelter, education, employment, transportation and political participation. We will also examine struggles for indigenous rights and racial equality. Working with perspectives drawn from political economy, community studies and popular education, we will focus on the experiences of ordinary people as they participate in a massive popular movement to redistribute power and wealth and change the basis of social organization and decision making in their communities and nation. We will also study the historical role of United States policy in Venezuela and Latin America, and the current impact of that policy. Possible texts include: Galeano's *Open Veins of Latin America*, Wilpert's *Changing Venezuela by Taking Power*, Harnecker's *Understanding the Venezuelan Revolution* and Horton and Freire, *We Make the Road by Walking*. Among the questions we will address are: What is the Venezuelan model of development? What are its political, social, environmental, and economic implications? What are its strengths, weaknesses and potential problems? Is the proceso leading to increased popular participation and power? Can it create the deepening of democracy and prosperity for all? Is this model applicable to other nations?

In fall our focus will be on preparing to travel to Venezuela and work collaboratively with communities in or near Barquisimeto, an agricultural and industrial center. Our studies will include Spanish language (advanced beginning or intermediate), political economy of Latin America (international political economy, comparative social systems), and Venezuelan history and politics. We will pay special attention to Venezuela's long struggle for political and economic independence, culminating in the election of President Hugo Chavez, and the process of creating sustainable models of political and economic democracy.

In fall we will also study research methods, develop documentation skills using writing, photography and audio recording, and explore popular education-based strategies of community collaboration. Students will select an area of focus and prepare for our work in Venezuela by writing a research paper and presenting their preliminary findings. Agriculture, education/literacy, sustainable development, labor, the economy, culture, cooperatives,

community-based media, gender, youth, community organizing and health are some areas we will explore.

In winter quarter most of us will travel in Venezuela for 9 weeks. We'll begin in Caracas, visiting national sites and attending presentations about Venezuelan political and economic development. We will spend most of our time near Barquisimeto, working collaboratively with local organizations and documenting the experiences. There will be opportunities for English-Spanish language exchange or Spanish instruction. Students who choose to stay in the United States have the option to pursue an internship with an organization involved with the Spanish-speaking community.

In spring we will prepare our documentary materials for publication and present them to the campus and community. Possible forms of publication include a zine, book, photo exhibit or Web site. Students who held internships in winter with local organizations can contribute documentation of their internships, or work on the Venezuela materials. Based on our experiences in Venezuela and continued reading in political economy and community studies, we will deepen our understanding of the Venezuelan proceso and its implications for understanding and creating social change.

**Faculty Signature:** Students will meet with faculty at the Academic Fair, May 14, 2008 to discuss academic preparedness and Spanish language skills. For more information, contact Anne Fischel at [fischela@evergreen.edu](mailto:fischela@evergreen.edu) or Peter Bohmer at [bohmerp@evergreen.edu](mailto:bohmerp@evergreen.edu).

**Total:** 12 or 16 credits per quarter

**Enrollment:** 50

**Special Expenses:** \$3600 for 9 weeks of study abroad in Venezuela. Limited scholarship assistance will be available. A deposit of \$200 is due by November 10th, 2008.

**Internship Possibilities:** Winter, if not traveling to Venezuela. Local internships with Spanish-speaking organizations, subject to faculty approval.

**Planning Units:** Expressive Arts and Society, Politics, Behavior and Change

## OFFERINGS BEGINNING WINTER QUARTER

### Student Originated Studies: Visual Art

#### Winter and Spring quarters

**Major areas of study include** visual art (all media) and art history.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Foundations of Visual Art or the equivalent of preparatory college work in the visual arts, including substantial work in drawing. Faculty signature required.

**Program is preparatory for careers and future studies in** visual art, education, art history, aesthetics and humanities.

**Faculty:** Susan Aurand (visual arts)

This program is designed for students who are thinking of graduate school, professional work in the visual arts, or arts education at any level, and who want to join a learning community of visual artists and art scholars who are interested in doing advanced work in drawing, painting, photography, printmaking or sculpture, or in-depth research and writing about some aspect of art or visual culture.

Students will design their own projects, complete visual research and write papers appropriate to their topic, share their research through presentations, work intensively in the studio together, produce a significant thematic body of work and participate in demanding weekly critiques. The group will meet together weekly for technical demonstrations, student and faculty lectures on research topics, guest artist talks, critiques and field trips.

**Faculty Signature:** Students must submit a written application and a portfolio. Applications will be available by November 2008 in the Program Office of Lab I, 1013, and at Academic Advising. Applications received by the Academic Fair, December 3, 2008, will be given priority. Qualified students will be accepted until the program fills. Students will be individually notified by e-mail of their acceptance into this program. For more information contact Susan Aurand, (360) 867-6711 or [aurands@evergreen.edu](mailto:aurands@evergreen.edu).

**Total:** 16 credits per quarter

**Enrollment:** 25

**Internship Possibilities:** Advanced students in drawing and painting may apply to work as interns to assist faculty teaching in the Studio Projects program.

**A similar program is expected to be offered in 2009-10**



## OFFERINGS BEGINNING SPRING QUARTER

**The American Eye****Spring quarter**

**Major areas of study include** American literature, history of American photography and photography.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** the arts and the humanities.

**Faculty:** Robert Haft (photography)

This program involves both hands-on photography and a study of the American history that helped shape the way photographic images of the U.S. have looked from the 1850s to the present. We will begin with a short look at the birth of photography in Europe and then how it was used as a tool of documentation for major points in American history, such as the Civil War, the opening of the American West, the Roaring 20s, the Great Depression, World War II, and the 1950s.

In addition to looking at and learning to read photographs by others, we will learn to make photographs (black and white) ourselves as recording devices for our own lives and times. Subsequently, students will learn to become proficient in the use of 35mm cameras, how to correctly expose, develop and print film, and how to discuss images intelligently.

Our main text for the quarter will be *American Photography* by Miles Orvell. We will also read a number of novels including *The Red Badge of Courage*, *The Jungle*, *The Great Gatsby*, *The Grapes of Wrath*, *On the Road*, and *Fear and Loathing in Las Vegas*.

**Total:** 16 credits

**Enrollment:** 24

**Special Expenses:** Approximately \$250 to \$300 for photographic supplies.

**Planning Units:** Expressive Arts and Programs for Freshmen

**Experimental Theatre and Puppet Theatre****Spring quarter**

**Major areas of study include** experimental puppet theatre, experimental performance, Théâtre d'Objet, dance, music, installation, hybrid art, and multimedia, depending on student projects.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** puppet and object theatre, performing arts, and in fields that require imagination, collaborative skills and management skills.

**Faculty:** Ariel Goldberger (experimental performance, experimental puppet theater, Théâtre d'Objet)

This program aims to engage students in an intensive study of experimental puppet and object theatre (Théâtre d'Objet) through the development of performance projects. This aim will be implemented through a pedagogy organized around seven integrated tracks: performance, technique, theory, body, text, critique, and seminar. Participants will study innovative and interdisciplinary approaches to experimental performance by developing performance projects, studying readings on avant-garde and contemporary performance, and video recordings.

In this program we will strive to generate an artistic learning community with the goal of creating performances using puppets and object theatre. The program will require intensive rehearsals, and copious dedication of time and effort. For students who have an interest in experimental world-class puppetry and performance, the program will strive to offer opportunities to expand performance skills, theoretical awareness, and technical expertise, while developing an ability to think in complex analytical and critical modes about performance events. The program will also be a laboratory for the development of a teaching model based on interdisciplinary pedagogical modes, intuitive thinking, focus on artistic process, holistic approaches, imaginative thinking, self-directed learning, and collaborative work.

This program welcomes enthusiastic and motivated students ready to do intensive work. Students should be prepared to apply their interests to performance projects that explore re-definitions of what we understand as puppet theatre, and invest effective time outside of scheduled class times to rehearse and prepare their performance projects. Weekly work-in-progress critiques, developed with student facilitation, will focus on each project's progress. Students will begin work starting from "known" ideas based on project descriptions, and will develop the projects towards the discovery of unexpected and surprising results. The program will culminate with in-class performances, or a public performance, at the discretion of the faculty.

**Faculty Signature:** Students must submit an application for admission into the program. Application forms will be available by mid-February, 2009 through Academic Advising, the Seminar II Program Secretary's office (A2117), and the Communication Building Information Office (3rd floor). For more information contact Ariel Goldberger (arielg@evergreen.edu). Applications received by the Academic Fair, March 4, 2009, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits

**Enrollment:** 25

**Special Expenses:** \$200 for studio supplies and theatre tickets, plus special expenses depending on the student's individual projects.

---

## The Incisive Line

---

### Spring quarter

**Major areas of study include** graphic design, art history, printmaking and expository writing.

**Class Standing:** This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Basic drawing skills will be helpful, but are not required.

**Program is preparatory for careers and future studies in** visual arts, graphic design, art history and education.

**Faculty:** Lisa Sweet (visual arts)

Historically, printmaking has been aligned with revolutionary ideas, political and religious reform, and the democratization of artistic practice and production. This is an arena in which artists have the potential to reinvent not only the way two-dimensional images look, but also the manner in which they are made. For instance, consider the popular notion of the Modernist artist-genius working in isolation. In contrast to this creative practice, printmakers have traditionally collaborated to create works of art—often with a social message. Artists and printers confer with and influence each other while making work in their community. Printmaking can counter the idea of works of art as precious, one-of-a-kind commodities by permitting the artist to create multiple copies of images. These are a few of the ways we will address the practice and history of printmaking.

This one-quarter program will focus on printmaking as an expressive and conceptual art form. Our artistic practice will focus on relief and intaglio techniques: the incised lines of woodcut, drypoint and etching. Emphasis will be placed on developing artistic practice and research: How do we develop artistic ideas? How do we revise and refine ideas and works of art? What is the benefit of working in series? How does an artist generate and communicate intellectual content through images?

During the quarter, students will practice printmaking techniques, learn about print culture and the history of printmaking, and do research by examining both art historical and artistic examples. Students will be expected to work collaboratively in community. Writing is a significant component of this program. Students will be responsible for developing a portfolio of printed works, presenting significant research on printmaking history and participating in a print exchange. Students should anticipate spending about 40 hours a week on studio work and a research project. This will be an intensive ten weeks that will require enthusiasm and a strong work ethic.

**Total:** 16 credits per quarter

**Enrollment:** 23

**Special Expenses:** \$250 for art supplies.

**Planning Units:** Expressive Arts and Programs for Freshmen

---

## Rehearsal & Performance: Theatre

---

### Spring quarter

**Major areas of study include** acting, directing, theatrical design, stage management, dramaturgy, costuming, lighting, sound, publicity, theatre history, critical theory and dramatic literature.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** education, theatre, the arts and humanities.

**Faculty:** Walter Eugene Grodzik (theater, acting)

Rehearsal & Performance: Theatre will consist exclusively of participating in a faculty-directed stage production of a play chosen by the instructor. The play will be chosen from the realistic or avant-garde theater canon and will be chosen after auditions for the program. This will allow us to work with acting and directing techniques that were specifically developed for the type of theatre we will be performing. For example, these techniques could include Stanislavski's Sense Memory, Michael Chekhov's Psychological Gesture, or Anne Bogart's Viewpoints. Students will experience rigorous training in movement and vocal techniques and will learn to utilize these techniques in the performance of the play.

Participation in the production involves acting in the play, dramaturgical work, assistant directing, stage management, set, costume, lighting and sound design, set and costume construction, publicity, and all the other areas related to a successful play production. For example, after a successful audition, a student will be cast in the play, and will spend about half to three quarters of program time in rehearsal, and the rest of the time working in the shop building the set or on some other aspect of the production. A student presenting a portfolio of lighting design work could become the lighting designer for the production as well as the publicity coordinator. In short, every student will participate in more than one area of the production process. While the production will be directed by the faculty, the process will be an interactive collaboration among all participants.

The first seven to eight weeks of the program will be spent in rehearsal, culminating in a fully mounted site-specific production or a production in the Experimental Theatre. In addition to rehearsals and production work, students will examine dramaturgical matters closely related to the production through readings and seminar discussions about the genre of the play, as well as about its social, political, economic and cultural environment. This will help us to understand the world of the play as well as the world of the author.

All students who are interested in interviewing/auditioning for the program should contact the faculty member directly.

**Faculty Signature:** Admission by interviews/auditions. Interviews/auditions will be conducted at the end of winter quarter and at the academic fair, March 4, 2009. For more information contact Walter Eugene Grodzik at (360) 867-6076 or grodzikw@evergreen.edu, before the auditions and academic fair. Qualified students will be accepted until the program fills.

**Total:** 16 credits

**Enrollment:** 25

**A similar program is expected to be offered in 2010-2011**

# Scientific Inquiry

The faculty of the Scientific Inquiry planning unit is committed to the ideal of science education in the context of liberal arts education. We help students—whatever their primary interests may be—understand the wonders of nature as well as science as a force in our technological society.

Because science and technology are central to our world, citizens must be scientifically literate in order to participate intelligently in a democratic society. At the same time, scientists should understand the social implications and consequences of their work. Thus, our studies of science itself are combined with studies of the history and philosophy of science, bioethics, and public policy.

Some programs in this planning unit will allow students to learn basic science as part of their liberal arts education. Others help students prepare for careers in science, medicine, or technology. However, all of our offerings emphasize the application of theory to practice. Students will apply the scientific principles as they learn to solve real-world problems.

By engaging in laboratory and group problem-solving exercises, students will learn to think like scientists—to develop hypotheses and design experiments, to collect data and analyze them within a theoretical framework, and to apply these results to new situations.

Our students have unique opportunities to conduct scientific research using high-quality instruments, such as a scanning electron microscope and an NMR machine. In addition, they can use some of the best modern software available. Students also read current scientific journal articles and learn to write technical reports and papers.

Whether a freshman or a more advanced student, all students can find a scientific program that fits their academic plan. Some choose to follow a pathway that emphasizes a particular science, while others may simply want to explore the wonder and application of science in a broader context. There are programs that offer beginning, intermediate and advanced work in all the major scientific disciplines. Programs in Scientific Inquiry are mostly repeating: either every year, or alternate years, but we create new offerings on a regular basis. The regular programs with significant content in each of the main scientific disciplines are listed below:

Biology	Chemistry	Computer Science	Mathematics	Physics
Foundations of Health Science Introduction to Natural Science Molecule to Organism Advanced Biology (fall only)	Foundations of Health Science Introduction to Natural Science Environmental Analysis Atoms, Molecules and Reactions (9/10)	Algebra, Algorithms and Modeling (spring only) Models of Motion Computer Science Foundations Computability Student Originated Software (9/10)	Models of Motion Computer Science Foundations Methods of Mathematical Physics Computability Math Systems (9/10)	Music, Math and Motion Models of Motion Methods of Mathematical Physics Energy Systems (9/10)

Refer to the individual program descriptions for more details about these programs and other not listed above. As another option, Evening and Weekend Studies also offers courses in the sciences.

Advanced students have many opportunities to do scientific research as part of a faculty research program. Research students have presented their work at scientific meetings and have become authors on technical papers. Scientific Inquiry students have an excellent record of success in graduate and professional schools, as well as working in a variety of scientific and technical fields. The possibilities are limited only by your energy and ambition.

## Affiliated Faculty:

### Clyde Barlow

Chemistry

### Dharshi Bopegedera

Chemistry

### Andrew Brabban

Biology

### Krishna Chowdary

Physics

### Judy Bayard Cushing

Computer Science

### Clarissa Dirks

Molecular and Cellular Biology

### Kevin Francis

History of Science and Technology

### Rachel Hastings

Mathematics and Linguistics

### Jeffrey J. Kelly

Chemistry

### Robert H. Knapp, Jr.

Physics

### Elizabeth M. Kutter

Biology

### David McAvity

Mathematics and Physics

### Lydia McKinstry

Organic Chemistry

### Donald V. Middendorf

Physics

### Donald Morisato

Biology

### Nancy Murray

Biology

### James Neitzel

Biochemistry

### Neal Nelson

Computer Science

### Janet Ott

Biology

### Michael Paros

Veterinary Medicine

### David W. Paulsen

Cognitive Science

### Paula Schofield

Chemistry

### Sheryl Shulman

Computer Science

### Benjamin Simon

Microbiology

### Rebecca Sunderman

Chemistry

### Brian Walter

Mathematics

### E. J. Zita

Physics

## Advanced Biology: Cell Signaling

### Fall quarter

**Major areas of study include** neurobiology, genetics, cell biology, developmental biology and molecular biology. Upper-division science credit will be awarded.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Successful completion of Molecule to Organism or equivalent course work in microbiology, genetics, molecular biology, biochemistry and cell biology.

**Program is preparatory for careers and future studies in** biology and/or medicine.

**Faculty:** Nancy Murray (biology)

This program will focus on the molecular mechanisms underlying signal transduction in living systems. The molecules that contribute to cell communication - from sampling the environment to orchestrating growth, change, development and even simple stasis in an ever changing external world - influence all aspects of biology. We will examine how some of these molecules interact with one another in interconnected pathways. Devastating diseases from cancer to schizophrenia are intimately linked to these pathways in ways that we are still far from fully appreciating, understanding or exploiting. Several models of signaling systems that illustrate ways cells acquire and transmit information on both an organismal and a molecular scale will be presented.

Based predominantly in the lab, students will learn theoretical principles and gain extensive hands-on experience using advanced cellular and molecular techniques. Students will be expected to explain and apply the central themes and mechanisms of cell signaling, critically analyze and interpret experimental findings from primary research papers, and identify and describe the relationship between a disease and specific components of cell signaling. Students will also read papers from the primary literature that relate to cell signaling and discuss the data and ideas expressed in them.

Students will be evaluated based on their laboratory techniques, lab reports, class presentations, examinations, and homework and workshop assignments.

**Total:** 16 credits

**Enrollment:** 25

## Animal Behavior & Zoology

### Fall, Winter and Spring quarters

**Major areas of study include** animal behavior, evolution, zoology, population ecology, statistics, tropical ecology, and field research. Upper division science credit will be awarded in these areas for students who complete the work satisfactorily.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level biology; at least eight credits of college-level writing.

**Program is preparatory for careers and future studies in** field biology, evolution, ecology, and other life sciences.

**Faculty:** Heather Heying (biology)

What do animals do, how do they do it, and why? In this year-long investigation of animal behavior, students will answer these questions through extensive use of the scientific literature, in-depth discussions of the evolutionary and ecological theories that are fundamental to the study of behavior, independent research projects, and several weeks in the field, including two weeks in the Pacific Northwest during fall quarter, and a multi-week trip to tropical ecosystems in Panama during winter quarter.

Animals hibernate, forage, mate, form social groups, compete, communicate, care for their young, and so much more. They do so with the tools of their physiology, anatomy, and, in some cases, culture, for reasons having to do with their particular ecology and evolutionary history. In this program, we will begin with a review of animal diversity, and continue our studies of behavior from both a theoretical and an empirical perspective. Students will be expected to engage some of the complex and often contradictory scientific predictions and results that have been generated in this field, through lectures, workshops and take-home exams, as well as to undertake their own intensive field research.

In fall quarter, students will conduct short-term field projects, and become skilled in library research. In winter quarter, we will continue to learn theory and statistics, and will travel to Panama to study the differences and similarities between the neotropics and the Pacific Northwest, focusing on the animals and their behavior. Particular attention will be paid to the herpetofauna (amphibians and reptiles) that live in lowland rainforests. In spring quarter, having studied the methods, statistics, and literature frequently used in behavioral research, students will generate their own hypotheses and go into the field to test them through extensive, independent field research. This work might be in Panama, the Pacific Northwest, or through an internship. Students will return to campus for the last two weeks of spring quarter to complete their data analysis and present their research.

Some topics covered in this program will include mating systems, territoriality, female mate choice, competition, communication, parental care, game theory, plant/animal interactions and convergent evolution. Several readings will focus on the primates, including *Homo sapiens*.

Students will be allowed to participate in winter quarter only if they do high-quality work in the fall, and are fully prepared for tropical field work; full credit in fall is not sufficient to guarantee a spot in winter.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** \$200 for Pacific Northwest field trips in fall. \$1750 for field trip to Panama in winter, plus airfare. Supplies and travel funds as required for independent research project in spring.

**Internship Possibilities:** Spring only with faculty approval.

**A similar program is expected to be offered in** 2010-2011

**Planning Units:** Environmental Studies and Scientific Inquiry

## Computability and Language Theory

### Fall, Winter and Spring quarters

**Major areas of study include** mathematical logic, formal language theory, computability theory and programming language design. Upper division credit will be awarded for upper division work.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Students should know at least one programming language before entering the program and have the equivalent of Computer Science Foundations. For transfer students, preparatory coursework should include one full year of programming, Discrete Mathematics, Data Structures, and/or Computer Architecture. Students with a strong mathematical background and interest in formal computer science will also be considered. If you have questions about prerequisites, please contact Sherri Shulman (sherri@evergreen.edu).

**Program is preparatory for careers and future studies in** computer science and mathematics.

**Faculty:** Sheryl Shulman (computer science)

The computer is a tremendously useful tool. Is there anything it can't do? By studying topics in advanced computer science, this program will explore what computers can do, how we get them to do it, and what computers still can't do. This program is designed for advanced computer science students and students with an interest in both mathematics and computer science.

Topics covered will include formal computer languages, formal logic, computability theory, alternative logic theories and programming language design. Students will also study Curry, a formal language combining both the functional and logic programming paradigms. Students will learn the theoretical basis of programming languages such as Curry. We will also do an in-depth comparison of the properties and capabilities of languages in the four paradigms: functional, logic, imperative, and object-oriented. Program seminars will include current literature on selected topics such as type theory and programming language semantics.

The four threads in this program each span all three quarters. In the **Programming Language** thread we will study the basis for programming language definitions and compare language definitions from several different paradigms. The thread will conclude with a project completing a full interpretation of a user defined language. The **Logic** thread will cover traditional logic systems and their limits, and will conclude with some non-traditional logic systems and their applications to computer science. The **Formal Language** thread will cover the theoretical basis of language definitions, concluding with a study of what is computable. In the fourth thread we will study **Curry** for the first half of the year, including a study of the theoretical and implementation techniques required. During the second half of the year we will also read technical papers relating to current language design challenges.

**Faculty Signature:** Interested students should contact Sherri Shulman, at sherri@evergreen.edu or 360-867-6721, or at the academic fair, May 14, 2008 to obtain a signature. Qualified students will be accepted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 25

**A similar program is expected to be offered in 2010-11**

## Data and Information: Computational Linguistics

### Fall quarter

**Major areas of study include** linguistics, computer science, history and philosophy of language, ecology and eco-informatics, mathematics and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Proficiency with algebra is strongly recommended.

**Program is preparatory for careers and future studies in** linguistics, computer science, ecological informatics and education.

**Faculty:** Judy Cushing (ecology, computer science), Brian Walter (mathematics, logic, linguistics), Rachel Hastings (linguistics, mathematics)

When we read a text, how do we come to understand what it means? We bring to our reading of that text three critical things: 1) knowledge of the language in which the text is written - its grammar and the meanings of the words, 2) our understanding of how the world works and how humans communicate, and 3) our natural human intelligence. Even with these abilities, however, we often misinterpret text (or data), or are sometimes faced with too much information and data, and need help, for example, as Google provides when we search the web.

How might a computer assist in processing human language? In this program we will explore the complexity of developing an interface between human speech or writing and the power of computing. Although the task is complex and brushes against fundamental questions in intelligence, we will find that an understanding of the abstract structure and organization of human language provides guidance to the person who trains a computer to mine texts for structure and meaning, and even to those who work with computers analyzing text and data.

This program will bring together introductions to linguistic theory and computer science with the goal of exploring the interaction between the two areas. In linguistics this will include looking at the structure of words, sentences and texts (morphology, phonology, syntax and discourse) as well as their meanings (semantics and pragmatics). In computer science students will learn to program in Python and study how computers are used to understand texts and data.

Ecology case studies that involve text and data will help us apply learning from linguistics and computing. We will consider how computational techniques process text at the sentence level, and glean meanings using principles of linguistic structure and interpretation. We will look more globally at entire documents, asking how computers identify main topics, and we will study ontologies, or ways that concepts are categorized and represented.

In conjunction with studies in linguistics and computer science we will read about the history and philosophy of both fields, and gain a deeper understanding of the relationship between human and computer intelligence.

**Total:** 16 credits

**Enrollment:** 72

**Planning Units:** Programs for Freshmen and Scientific Inquiry

---

**Environmental Analysis**


---

**Fall, Winter and Spring quarters**

**Major areas of study include** analytical chemistry, atmospheric chemistry, statistics, chemical instrumentation and group projects. Students leaving at the end of fall quarter will receive lower-division credit. Students who satisfactorily complete at least fall and winter quarters will receive upper-division credit for both quarters.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** College algebra proficiency and a year of college chemistry.

**Program is preparatory for careers and future studies in** chemistry, environmental analysis and environmental fieldwork.

**Faculty:** Clyde Barlow (analytical chemistry), Sharon Anthony (atmospheric chemistry)

Baseline assessment of natural ecosystems and determination of environmental contamination require accurate chemical and physical measurements. Students in this program will study the chemistry of aqueous and atmospheric environments, using theoretical and experimental methods. Students will learn instrumental techniques of chemical analysis in an advanced laboratory where technical writing will be emphasized.

During fall and winter quarters, we will address topics in analytical chemistry, atmospheric chemistry, Geographic Information Systems (GIS) programming, statistics and instrumental methods of chemical analysis. Students will participate in group projects working on the physical and chemical properties of natural water systems, including lakes, bogs, streams, and precipitation. We will develop procedures based on Environmental Protection Agency, U.S. Geological Survey and other guidelines to analyze for both major and trace materials using atomic absorption spectroscopy, inductively-coupled plasma mass spectrometry, polarography, ion chromatography and GC-mass spectrometry. We will use computers and statistical methods extensively for data analysis and simulation.

Spring quarter will be devoted largely to project work and completing studies of analytical chemistry. We will conclude the year with presentations of project results in both oral and written form.

**Total:** 16 credits per quarter

**Enrollment:** 37

**Special Expenses:** Approximately \$250 per quarter for field trips, including a one-week trip to Sun Lakes in eastern Washington.

**Internship Possibilities:** With faculty approval.

**A similar program is expected to be offered in 2010-11**

**Planning Units:** Environmental Studies and Scientific Inquiry

---

**Food, Health and Sustainability**


---

**Fall and Winter quarters**

**Major areas of study include** nutrition, chemistry of biological molecules, genetics and evolution, nutrient cycling and other ecological issues in food systems, and sustainability.

**Class Standing:** This all-level program accepts up to 33% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** High school biology and chemistry.

**Program is preparatory for careers and future studies in** the biological fields, including ecological agriculture, genetics, biochemistry, nutrition, chemistry, and agriculture and food policy.

**Faculty:** Donald Morisato (genetics and molecular biology), Martha Rosemeyer (agricultural ecology and food systems)

What should we eat? What is the difference between conventional and organic foods? Why is there an outcry over genetically modified foods? Why does journalist Michael Pollan call this the American "Age of Nutritionism?"

This program will take a scientific approach to food and cooking. The topics will span a broad range of scale, from ecological agriculture to molecular structure, including sustainable production, the coevolution of humans and food, the connection between diet and health, as well as the transformation of food through the processes of cooking and fermentation. Throughout history, food and cooking have not only been essential for human sustenance, but have played a central role in the economic and cultural life of civilizations. This interdisciplinary exploration of food will take a broad ecological systems approach as it examines the biology and chemistry of food, while also incorporating political, historical and anthropological perspectives.

Students will directly apply major concepts learned in lectures to experiments in the laboratory and kitchen. Field trips will provide opportunities for observing food production and processing in the local community. Program themes will be reinforced in problem-solving workshop sessions and seminar discussions focused on topics addressed by such authors as Michael Pollan, Harold McGee, and Gary Paul Nabhan.

More specifically, we will focus in fall quarter on food quality issues in the production of foods such as vegetables, fruits, grains and fungi. We will explore the biochemistry of food, beginning with basic chemical concepts, before moving on to the structure of proteins, carbohydrates and fats. We will consider the genetic principles of plant and animal breeding, and the role of evolution in the selection of plant and animal species used as food by different human populations.

In winter quarter, we will concentrate on cooking and nutrition. We will study meat, milk, eggs, vegetables and cereal doughs, and examine what happens at a biochemical level during the process of cooking and baking. We will discuss how factors like nutritional content, heavy metal and pesticide contamination, and genetic engineering affect food quality. We will explore how our bodies digest and recover nutrients, and consider the physiological roles of vitamins and antioxidants, as well as the complex relationship between diet, disease and genetics. Finally, we will study the physiology of taste and smell, critical for the appreciation of food.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$50 for food supplies and field trip expenses.

**A similar program is expected to be offered in 2010-2011**

**Planning Units:** Environmental Studies; Programs for Freshmen; and Scientific Inquiry

## Foundations of Health Science: Global and Local Perspectives

### Fall, Winter and Spring quarters

**Major areas of study include** introductory general chemistry, biochemistry, molecular biology, microbiology, immunology, physiology and anatomy, genetics, nutrition, epidemiology, statistics, history of medicine, bioethics, and public policy. All credits are lower division science credits.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Proficiency in high school algebra.

**Program is preparatory for careers and future studies in** health sciences, medicine, education, biology, chemistry and public health.

**Faculty:** James Neitzel (biochemistry, microbiology), Kevin Francis (bioethics, history of medicine), Mike Paros (health sciences, veterinary medicine)

Foundations of Health Science takes an integrated and thematic approach to the health sciences — exploring introductory concepts in biology and chemistry with a focus on health, medicine, and disease. It is designed for students contemplating work in the healthcare field who want to learn about how the body functions on a macroscopic and microscopic level, as well as students interested in public health or public policy who want a solid foundation in biology and chemistry. It is also suitable for students who seek an opportunity to study rigorous science as part of a liberal arts education.

A major organizing concept in the class will be the examination of diseases that have a large impact on global health, based on the World Health Organization's list of the top ten causes of death. Basic concepts will be taught in the course of examining these health issues. In fall quarter, we will focus on cancer and perinatal conditions. In winter quarter, we will study infectious diseases such as HIV/AIDS, tuberculosis, malaria, influenza, and diarrheal diseases. In spring quarter, we will examine cardiovascular diseases, stroke, and diabetes. Bioethics, history, and public policy will be explored as they relate to these diseases.

This program will also link students with clinics, hospitals, government public health departments, or other health-related organizations for volunteer service. During fall quarter, students will select and research the work of a local agency. During winter and spring quarters, students will design a part-time internship based on their research that allows them to contribute to the work of this organization.

In our explorations, we will incorporate laboratory work, lectures, workshops, seminars, group projects, textbook assignments and case studies. The program will develop critical scientific thinking and quantitative skills. Communication skills, both written and oral, will be emphasized. Students will study and apply concepts and techniques of argumentative writing and scientific writing.

Completion of this program will give students many of the prerequisites they need for careers in the allied health fields and public health, as well as preparation for further upper division study in order to pursue a career in medicine.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 72

**Internship Required:** Four credit internship during winter quarter required. Four credit internship during spring quarter optional.

**A similar program is expected to be offered in 2009-10**

**Planning Units:** Programs for Freshmen and Scientific Inquiry

## Health and Human Development

### Fall and Winter quarters

**Major areas of study include** human biology (without lab), lifespan developmental psychology, research methodology, anthropology, human evolution and descriptive statistics.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** biology, psychology, anthropology, the health professions, human services and education.

**Faculty:** Carrie Margolin (cognitive psychology), Scott Coleman (educational psychology), TBA (biology)

Humans are spectacularly complex and their healthy development is a remarkable, multi-faceted and sometimes elusive achievement. An average adult's body contains roughly 10 trillion cells, each cell intricate and sensitive enough to its environment to be an organism unto itself. The human nervous system alone contains hundreds of billions of cells, forming trillions of electrical connections and serving as the foundation for an immensely complex consciousness capable of thousands of thoughts and feelings per day. And this biological and psychological complexity is only the beginning. For example, we also develop highly intricate social units — families, tribes, political, ethnic and religious communities, etc. — each with its own history and structure. In this interdisciplinary program, we will study the multi-dimensional topic of human development and its relationship to health.

Health and Human Development will build a background in human biology and psychology affording students the knowledge to help make informed analytical choices in their own lives. In the fall we'll look at life-span human development from prenatal to adolescence and in the winter, from adulthood through aging to mortality. Concurrently, we'll cover development and aging health, as well as human evolutionary development, from biological, psychological and cross-cultural perspectives. Attaining good health is a multifaceted process; therefore, our exploration of healthy lifestyles will include an exploration of biological, psychological, financial, and spiritual health.

The program format will include workshops, lectures, films, seminars, guest presentations and group and individual projects, including a required personal health project. We will focus on clarity in oral and written communication, quantitative skills and the ability to work across significant differences.

**Total:** 16 credits per quarter

**Enrollment:** 75

**Special Expenses:** Up to \$120 for a privately obtained physical from a qualified health care professional, depending on the nature of the personal health project. All students are required to do a personal health project; but not all students will need a physical.

**Planning Units:** Scientific Inquiry and Society, Politics, Behavior and Change

---

## Introduction to Natural Science

---

### Fall, Winter and Spring quarters

**Major areas of study include** general biology with laboratory, general chemistry with laboratory, computer science, mathematics for scientists, scientific writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** proficiency in high school algebra.

**Program is preparatory for careers and future studies in** physical and biological sciences, medicine and health sciences, computer science, environmental sciences and education.

**Faculty:** Paula Schofield (chemistry), TBA (biology), Neal Nelson (mathematics, computer science)

This program will offer students a conceptual and methodological introduction to biology, chemistry, mathematics, and computation. As an organizing theme, we will examine the cycles and transformations of matter, energy, and information on a variety of scales, in both living and non-living systems. As appropriate, we will use quantitative and computational methods to gain additional insights into biological and chemical processes.

In addition to studying current scientific theories, we will consider the historical, societal, and personal factors that influence our thinking about the natural world. We will also examine the impacts on societies due to changes in science and technology. During spring quarter, there will be an opportunity for small student groups to conduct an independent, scientific investigation designed in collaboration with the program faculty. Program activities will include lectures, small group problem solving workshops, laboratory and field work, and seminar discussions. Students will learn to describe their work through scientific writing and public presentations.

This program is designed for students who want a solid preparation for further study in the sciences. Students who only want to get a taste of science will find this program quite demanding and should consult the faculty before the program begins. Overall, we expect students to end the program in the spring with a working knowledge of scientific, mathematical, and computational concepts, with the ability to reason critically and to solve problems, and with hands-on experience in natural science.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 72

**A similar program is expected to be offered in** 2009-10

---

## Methods of Mathematical Physics

---

### Fall and Winter quarters

**Major areas of study include** upper division mathematics and physics.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** A full year of college level calculus and calculus-based physics. Students interested in advanced mathematics but who do not have the necessary background in physics should contact David McAvity for advice at [mccavity@evergreen.edu](mailto:mccavity@evergreen.edu).

**Program is preparatory for careers and future studies in** physics, mathematics, chemistry, engineering and education.

**Faculty:** David McAvity (mathematics, physics)

A close examination of the complex and varied world around us reveals a high degree of underlying order. Our goal as scientists is to understand and explain this order and we do this most precisely using the language of mathematics. Indeed, the degree to which the universe lends itself to a mathematical description is remarkable. The goal of this advanced program is to introduce the mathematical language we use to describe and create physical models of our world. To that end, we will examine a number of key physical theories and systematically develop the mathematical tools that we need to understand them.

We will begin, in fall quarter, with a detailed study of classical mechanics — the mathematical description of the clockwork universe envisioned by Newton and others who followed him. We will focus initially on linear approximations for which analytical solutions are possible. The mathematical methods we will learn for this purpose include differential equations, vector calculus and linear algebra. In winter quarter we will move beyond linear approximations and study non-linear systems and chaos and the implications of these ideas for the determinism implied by classical mechanics. We will also extend the Newtonian synthesis to the realm of the very fast and very massive by considering Einstein's theories of special and general relativity. Mathematical topics associated with these ideas include Riemannian geometry, tensor calculus and variational calculus.

The work in this program will consist of lectures, tutorials, group workshops, student presentations, computer labs and seminars on the philosophy and history of mathematics and physics.

**Total:** 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** \$125 for a graphing calculator.

**A similar program is expected to be offered in** 2010-11

## Microbial Ecology

### Fall quarter

**Major areas of study include** biology, ecology, genetics, and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** microbiology, environmental studies, health sciences, waste management, and education.

**Faculty:** Elizabeth Kutter (microbiology, biochemistry), Steve Scheuerell (microbial ecology)

This program will introduce students to historical, theoretical, and applied aspects of microbial ecology. Microorganisms were the first forms of life on earth, and billions of years of evolution have allowed for an amazing array of microbial life forms and interactions to develop. Microorganisms have fundamentally altered the composition of the atmosphere and are a critical link in the biogeochemical cycling of nutrients and carbon on the planet. Furthermore, the evolution of plants and animals has been directly influenced by microorganisms through symbiosis, competition, parasitism and pathogens. Humans have increasingly become aware of the diversity and functional capacity of microbes, and we have focused considerable energy on manipulating microbial interactions to benefit humankind.

Through lecture, lab, reading, seminar, film, and field trips, we will explore how humans manipulate microbial communities to promote human health, protect crop plants, transform food and beverages, treat wastewater and transform organic wastes into fertile soil. We will learn about the science, policy, and ethics of genetically modified organisms and associated intellectual property rights that are central to current activity in industrial microbiology. We will also explore emerging areas of microbial ecology research that offer sustainable solutions to major problems such as antibiotic resistant bacteria and bioremediation of polluted water and land.

**Total:** 16 credits

**Enrollment:** 48

**Special Expenses:** \$30 for lab supplies.

**Planning Units:** Environmental Studies; Programs for Freshmen; and Scientific Inquiry

## Models of Motion

### Fall, Winter and Spring quarters

**Major areas of study include** physics, calculus and computer science.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** pre-calculus.

**Program is preparatory for careers and future studies in** physics, calculus, computer science and education.

**Faculty:** Krishna Chowdary (physics), TBA (computer science)

In an attempt to understand and explain the world around us and how it works, scientists make careful observations, conduct experiments and build models. Crucial among such models are those that explain the interactions between objects and the changes in motion those interactions bring about. With the development of new models come new mathematical methods needed for describing them. Calculus, for example, was born out of the efforts to make predictions from Newton's models of motion. Even with the power of calculus, a model may yield answers only in approximate circumstances. The advent of computers has allowed more realistic scenarios to be examined. We can test the laws of physics by simulating them on a computer using a particular numerical method or algorithm. Learning how to do that efficiently will be one of the goals of this program.

In fall quarter we will cover introductory topics in physics, calculus and computer programming through small group workshops, interactive lectures, seminars, hands-on laboratory investigations and computer programming labs. Through our study of physics we will learn about models of motion and change and the process for constructing them. We will also learn how to use calculus and computer programming to make predictions with those models. In winter and spring quarters our focus will primarily be on physics and calculus and some of the historical and philosophical implications of the development of these disciplines. During spring quarter, students will have the opportunity to design and carry out laboratory or computer investigations.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 50



---

## Molecule to Organism

---

### Fall, Winter and Spring quarters

**Major areas of study include** organic chemistry, biochemistry, microbiology, cell and molecular biology, quantitative reasoning and scientific writing/communication. Students who successfully complete the entire program for all three quarters will receive 48 upper-division science credits.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** one year of college-level general chemistry with lab and one year of college-level general biology with lab.

**Program is preparatory for careers and future studies in** biology, chemistry, education, medicine and health science.

**Faculty:** Lydia McKinstry (chemistry), Andrew Brabban (biology), Benjamin Simon (biology)

This program develops and interrelates concepts in experimental biology, organic chemistry and biochemistry, thus providing a foundation for students who plan to continue studies in chemistry, laboratory biology, field biology and medicine. Students will carry out upper-division work in biochemistry, microbiology, cellular and molecular biology, and organic chemistry in a year long sequence.

The program examines the subject matter through the central ideas of structure, property and integrating two themes, one at the "cell" level and the other at the "molecule" level. In the cell theme, we start with the cell and microbiology and proceed to the whole organism with the examination of structure/function relationships at all levels. In the molecule theme, we will examine organic chemistry, the nature of organic compounds and reactions and carry this theme into biochemistry and the fundamental chemical reactions of living systems. As the year progresses, the two themes continually merge through studies of cellular and molecular processes in biological systems.

Each aspect of the program will contain a significant laboratory component. On a weekly basis, students will be writing papers and maintaining laboratory notebooks. All laboratory work, and approximately one half of the non-lecture time will be spent working in collaborative problem solving groups. Group work will also include reading and discussion of topics of current or historical significance in science. This is an intensive program; the subjects are complex, and the sophisticated understanding we expect to develop will require students to work for many hours each week, both in and out of class.

This program will give students the prerequisites needed for health careers in medicine, dentistry, veterinary medicine, naturopathy, optometry and pharmacology. If you intend to pursue a career in an allied health field (e.g. physical therapy, nursing, nutrition), you do not need as many science prerequisites and may find the program Foundations of Health Science more applicable.

**Total:** 16 credits per quarter

**Enrollment:** 75

**Internship Possibilities:** Spring only with faculty approval.

**A similar program is expected to be offered in 2009-10**

---

## Music, Math and Motion

---

### Fall and Winter quarters

**Major areas of study include** music theory, fundamentals of digital audio, acoustics, physics and mathematics.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Basic music theory and algebra proficiency.

**Program is preparatory for careers and future studies in** music, computers, natural science, and education.

**Faculty:** Arun Chandra (music performance), EJ Zita (physics, mathematics, astronomy)

Mathematics and physics give us languages to describe existing worlds; music and the arts give us languages to describe not-yet-existing worlds. We need both: without knowing what is, we could not ask for what is not. Since Pythagoras' time, people have explored patterns of connections between music and mathematics. If you are drawn to mathematics or physics because of your love of music, or vice versa, this program is for you.

The composition of music and the analysis of sound, using scientific methodology, creative insight, and contemporary technology, will be the intertwined pathways of our program. We will address subjects such as music and sound, rhythms and pulses, harmonics and resonances, the physical, geometrical, and psycho-physical bases of sound, acoustics and vibrating systems.

A composer/musician and a mathematical physicist will collaborate to offer a common sense, accessible and deeply engaging introduction to these subjects for interested non-specialists. Our math and physics will be at a pre-calculus level, though students may do research projects at a more advanced level if they choose. Interdisciplinary projects could include electronically creating music from physical formulae, analyzing the behavior of sound in different environments, or other ideas. This program is designed for those who find their art increasingly mediated by technology, for those who seek artistic outlets for their science, or for anyone who desires to understand the interweaving of art and science.

Student work will be evaluated through assignments such as homework, workshops, exams, performances, compositions, general participation, written and oral reports, and seminar essays.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$100 for field trips and/or concerts.

**Planning Units:** Expressive Arts; Programs for Freshmen; and Scientific Inquiry

## Science, Creativity and Exploration

### Fall, Winter and Spring quarters

**Major areas of study include** chemistry, biology, geology, science laboratory, history and philosophy of science, ethics and values of science, scientific illustrations and library research methods, and writing.

**Class Standing:** This all-level program accepts up to 75% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** science, science education, bioethics, history and philosophy.

**Faculty:** Dharshi Bopegedera (chemistry), Don Middendorf (physics), Clarissa Dirks (biology)

Scientists are creative explorers. Curiosity has led us to sequence the human genome, travel to the moon, and split atoms. Technology has transformed our lives and provided mechanisms for better understanding the natural world. How do scientists learn what they know, and what signifies that they have answered a question? In this program we will study the nature of scientific creativity and how models emerge from inquiry. Both science and non-science students will investigate a broad range of exciting topics, giving special emphasis to the creative and exploratory nature of science.

In lectures, labs, nature walks, artistic activities and workshops we will examine some of the "big ideas" in chemistry, biology,

geology and physics. We will investigate these big ideas in the context of history, philosophy and ethics in science. We will explore the relationship between science and personal and political interests. Techniques and data analysis skills used widely in a variety of scientific fields will be practiced in the laboratory. Students will learn how to record qualitative and quantitative data. Critical thinking, writing and active reading skills will be emphasized.

Our goal is for students to acquire the knowledge, ability and self confidence to conduct their own scientific investigations. Early in the program we will help students gain a foundation of skills, vocabulary and methods by following the paths taken by other scientists. Winter quarter will emphasize the interdisciplinary nature of science where exciting discoveries occur at the interface of disciplines, showing that the whole is bigger than the sum of the pieces. Presentation of student projects to the broader Olympia community at the end of spring quarter will be the culmination of the program.

This program is appropriate for students who want an introduction to science whether or not they are planning on continuing in science beyond this program.

**Total:** 16 credits per quarter

**Enrollment:** 69

**Special Expenses:** \$25 per quarter for art supplies.

**Planning Units:** Programs for Freshmen and Scientific Inquiry



## Undergraduate Research in Scientific Inquiry

### Fall, Winter and Spring quarters

**Major areas of study include** lab biology and chemistry, computer science, health sciences, teaching, environmental sciences, applied mathematics, physics and astronomy. Upper division credit awarded for upper division work.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Negotiated individually with faculty sponsor.

**Program is preparatory for careers and future studies in** chemistry, biology, computer science, environmental sciences, physics, astronomy, applied mathematics and education.

**Faculty:** Clyde Barlow, Dharshi Bopagedera, Andrew Brabban, Elizabeth Kutter, Judy Cushing, Clarissa Dirks, James Neitzel, David McAvity, Lydia McKinstry, Donald Morisato, Nancy Murray, Neal Nelson, Paula Schofield, Rebecca Sunderman, EJ Zita, Sheryl Shulman

A number of faculty members in this planning group are engaged in research projects that offer collaborative research opportunities for students. These provide an important aspect of work in the sciences that takes advantage of faculty expertise and Evergreen's flexible structure and excellent equipment. In general, students begin by working in apprenticeship with faculty and laboratory staff and gradually take on more independent projects within the context of the specific program.

**Clyde Barlow** (chemistry) works with biophysical applications of spectroscopy to study physiological processes at the organ level, with direct applications to health problems. Students with backgrounds in biology, chemistry, physics, mathematics or computer science can obtain practical experience in applying their backgrounds to biomedical research problems in an interdisciplinary laboratory environment.

**Dharshi Bopagedera** (chemistry) would like to engage students in three projects. **(1) FTIR spectroscopy of free radicals.** This project is for advanced chemistry students who are interested in using infrared spectroscopy to understand molecular properties of free radicals synthesized *in situ* in a microwave discharge. **(2) An interdisciplinary study of drinking water in the South Puget Sound.** Students who have completed general chemistry with laboratory can carry out this project. **(3) Science and education.** We will work with local teachers to develop lab activities that will enhance the science curriculum in local schools. Students who have an interest in teaching science and who have completed general chemistry with laboratory would be ideal for this project.

**Andrew Brabban** (biotechnology) and **Elizabeth Kutter** (molecular biology) study microbiology and biotechnology, focusing particularly on bacteriophages—key model organisms in molecular genetics that play major roles in controlling microbial ecology worldwide. Their research involves approximately 12 students each year who explore bacterial metabolism and the infection process under a variety of environmental conditions, phage ecology and genomics and the application of phages as antibacterial agents in systems such as *E. coli* in infant diarrhea or the guts of livestock, *Pseudomonas* in human and dog-ear infections and *Aeromonas salmonicida* in furunculosis in local hatchery fish. Students are requested to commit at least a full year to the research project and to enroll for 6 to 16 credits each quarter.

**Judith Bayard Cushing** (computer science) studies how scientists might better use information technology in their research. She would like to work with students who have a background in computer science or one of the sciences (e.g., ecology, biology, chemistry or physics), and who are motivated to explore how new computing paradigms, such as object-oriented systems and new database technologies, can be harnessed to improve the individual and collaborative work of scientists.

**Clarissa Dirks** (biology) aims to better understand the evolutionary principles that underlie the emergence, spread, and containment of infectious disease by studying the co-evolution of retroviruses and their primate hosts. Studying how host characteristics and ecological changes influence virus transmission in lemurs will enable us to address the complex spatial and temporal factors that impact emerging diseases. Students with a background in biology and chemistry will gain experience in molecular biology techniques, including tissue culture and the use of viral vectors.

**Jim Neitzel** (biochemistry) studies Bacteriophage T4, which has been a key model organism in molecular genetics for more than 50 years. Its infection of *E. coli* leads to rapid cessation of host DNA, RNA and protein synthesis. He is working to clone and over-express the many host-lethal genes that purify and characterize their protein products. The intent of this research is to determine specific functions, look at ways in which genes can be used to better understand bacterial metabolism, and examine the infection process under a variety of environmental conditions. Evergreen is the center for genomic analysis and database development for these phages, and work with phage ecology and their potential uses as antibiotics.

**David McAvity** (mathematics) is interested in problems in mathematical biology associated with population and evolutionary dynamics. Students working with him would help create computer simulations using agent based modeling and cellular automata and analyzing non-linear models for the evolution of cooperative behavior in strategic multiplayer evolutionary games. Students should have a strong mathematics or computer science background.

**Lydia McKinstry** (organic chemistry) is interested in organic synthesis research, including asymmetric synthesis methodology, chemical reaction dynamics and small molecule synthesis. One specific study involves the design and synthesis of enzyme inhibitor molecules to be used as effective laboratory tools with which to study the mechanistic steps of programmed cell death in cancer cells. Students with a background in organic chemistry and biology will gain experience with the laboratory techniques of organic synthesis as well as the techniques of spectroscopy.

**Donald Morisato** (biology) and **Nancy Murray** (biology) are interested in the developmental biology of the *Drosophila* embryo, a model system for analyzing how patterning occurs. Maternally encoded signaling pathways establish the anterior-posterior and dorsal-ventral axes. Individual student projects will use a combination of genetic, molecular biological and biochemical approaches to investigate the spatial regulation of this complex process.

**Neal Nelson** (computer science) and **Sheryl Shulman** (computer science) are interested in working with advanced computer topics and current problems in the application of computing to the sciences. Their areas of interest include simulations of advanced architectures for distributed computing, advanced programming languages and compilers, programming languages for concurrent and parallel computing, and hardware modeling languages.

**Paula Schofield** (polymer chemistry, organic chemistry) is interested in the interdisciplinary fields of biomedical polymers and biodegradable plastics. Specific projects within biomedical polymers involve the synthesis of poly (lactic acid) copolymers that have potential for use in tissue engineering. Also, research in the field of biodegradable plastics is becoming increasingly important, as bacterial polyesters show great promise in replacing current petroleum-derived plastics and in reducing the environmental impact of plastic wastes. Students with a background in chemistry and biology will gain experience in the synthesis and characterization of these novel polymer materials, and in biological procedures used to monitor biodegradation and biocompatibility. Students will also present their work at American Chemical Society (ACS) conferences.

## OFFERINGS BEGINNING WINTER QUARTER

**Computer Science Foundations****Winter and Spring quarters**

**Major areas of study include** computer programming, computer organization and architecture, data structures, operating systems, discrete mathematics, and topics in science, technology, and society.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** High school algebra proficiency and introductory computer programming experience. Students who have not had a programming course should take the Data and Information or Modeling Motion program in the fall. If you are interested in this program and uncertain about programming prerequisites, contact program faculty to discuss your situation, or Neal Nelson (nealn@evergreen.edu), who can assess your readiness for the program.

**Program is preparatory for careers and future studies in** computing, science, mathematics, and education.

**Faculty:** TBA (computer science)

The goal of this program is to lay a foundation for more advanced work in computer science. Students in the program will have the opportunity to achieve a deeper understanding of increasingly complex computing systems by acquiring knowledge and skills in mathematical abstraction, problem solving, and the organization and analysis of hardware and software systems. The program covers standard material such as algorithms, data structures, computer organization and architecture, logic, discrete mathematics, and programming in a core liberal arts computer science curriculum.

The program content will be organized around four interwoven themes. The *computational organization* theme covers concepts and structures of computing systems from digital logic to operating systems. The *programming* theme concentrates on learning how to design and code programs to solve problems. The *mathematical* theme helps develop theoretical abstractions and problem solving skills needed for computer scientists. A *technology and society* theme explores social, historical, or philosophical topics related to science and technology.

**Total:** 16 credits per quarter

**Enrollment:** 48

**A similar program is expected to be offered in** 2009-10

**Planning Units:** Programs for Freshmen and Scientific Inquiry

**Rebecca Sunderman** (inorganic/materials chemistry and physical chemistry) is interested in the synthesis and property characterization of new bismuth-containing materials. These compounds have been characterized as electronic conductors, attractive activators for luminescent materials, second harmonic generators and oxidation catalysts for several organic compounds. Traditional solid-state synthesis methods will be utilized to prepare new complex bismuth oxides. Once synthesized, powder x-ray diffraction patterns will be obtained and material properties such as conductivity, melting point, biocidal tendency, coherent light production and magnetic behavior will be examined when appropriate.

**E. J. Zita** (physics) studies the Sun and other magnetized plasmas. Solar changes may affect Earth over decades (as in Solar Max) to millennia (as in climate change). Why does the Sun shine more brightly when it is more magnetically active? Why does the Sun's magnetic field flip every 11 years? We investigate solar mysteries by modeling the magnetic dynamics of the Sun. Students can study solar physics, plasma physics, and magneto hydrodynamics; use simple optical and radio telescopes and tools to observe the Sun from Olympia; and analyze data from satellites and supercomputers. Strong research students may be invited to join our summer research team in Olympia and/or Boulder.

**Faculty Signature:** Students must contact individual faculty sponsors to make arrangements.

**Total:** 4, 8, 12 or 16 credits per quarter

**Enrollment:** 25

**A similar program is expected to be offered in** 2009-10



## OFFERINGS BEGINNING SPRING QUARTER

**Algebra to Algorithms****Spring quarter**

**Major areas of study include** college algebra, introductory computer programming, problem solving, and mathematics in society.

**Class Standing:** This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** mathematics, computer science, and science.

**Faculty:** Brian Walter (mathematics)

Western science relies on mathematics as a powerful language for expressing the character of the observed world. Mathematical models allow predictions, more or less, of complex natural systems, and modern computing has both magnified the power of those models and helped shape new models that increasingly influence 21st-century decisions. Computer science, the constructive branch of mathematics, relies on mathematics for its culture and language of problem solving, and it also enables the construction of mathematical models.

In this program, we will explore connections between mathematics, computer science, and the natural sciences, and develop mathematical abstractions and the skills needed to express, analyze and solve problems arising in the sciences. The regular work of the program will include seminars, lectures, problem solving workshops, programming labs, problem sets, and seminar papers. The emphasis will be on fluency in mathematical thinking and expression along with reflections on mathematics and society. Topics will include concepts of algebra, functions, algorithms, programming and problem-solving, with seminar readings about the role of mathematics in modern education and in society.

This program is intended for students who want to gain a fundamental understanding of mathematics and computing before leaving college or before pursuing further work in the sciences.

**Total:** 16 credits

**Enrollment:** 23

**A similar program is expected to be offered in** 2009-10

**Planning Units:** Programs for Freshmen and Scientific Inquiry

**Climate Change****Spring quarter**

**Major areas of study include** introductory chemistry, physics, astronomy, earth science, environmental studies and algebra. Lower division credit only.

**Class Standing:** This lower-division program is designed for 50% freshmen and 50% sophomores.

**Program is preparatory for careers and future studies in** natural science, environmental studies, science writing, public policy and education.

**Faculty:** Sharon Anthony (atmospheric chemistry), EJ Zita (physics, astronomy, energy)

Over geologic time the Earth has experienced wide fluctuations in climate. The ice ages are one example of extreme climate change. A major factor determining global climate is the intensity of the Sun's energy reaching the Earth. However, climate changes cannot be explained by variations in solar radiation alone. The Sun's energy and its interactions with the land, oceans, and especially the atmosphere, affect the Earth's climate. Scientists agree that the Earth is currently experiencing a rapid warming trend caused by anthropogenic (human-caused) changes in the concentration of greenhouse gases in the atmosphere.

What are greenhouse gases? What are sources and sinks of greenhouses gases, both natural and anthropogenic? What are historical trends and causes of climate change? How much do our daily activities contribute to greenhouse gases? How can we make a difference to global warming? This program will explore such questions through activities such as lectures, discussions, workshops, student research and seminars. We will draw on primary literature whenever possible for a rigorous scientific treatment. Students should be willing to work in teams, engage in self-directed learning, use computers, and learn algebra and quantitative reasoning.

**Total:** 16 credits

**Enrollment:** 46

**Special Expenses:** Up to \$100 for field trips.

**Planning Units:** Environmental Studies, Scientific Inquiry and Programs for Freshmen



## Food, Place and Culture

### Spring quarter

**Major areas of study include** political economy, geography, food, culture, Native American and traditional food and agriculture.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** geography, culture, food, native plants and political economy.

**Faculty:** Martha Rosemeyer (agricultural ecology), Donald Morisato (biology), Zoltán Grossman (geography, Native American studies)

Food is a central element in social exchange and definition of self and community. Perhaps even more than language, food is a marker of identity and culture. How have particular regional and national cuisines been shaped by local and global geography and history? For example, what was Italian food before the tomato's arrival from the Americas? How are local food traditions being endangered by globalization?

We will begin the quarter with an overview of the evolution of early humans and the history of food procurement, including the relatively recent development of agriculture. We will study the food gathering, cultivation practices and rights of indigenous and land-based peoples of North America and the Pacific Rim. This component will include introductory ethnobotany and field work aimed at beginning to recognize native plants of the Pacific Northwest. We will also investigate the interaction of people with their landscape through visits to local tribes and immigrant communities. Students will examine the scientific basis of various modes of traditional food preparation and preservation, including fermentation.

By focusing on a few case studies, we will dissect the notion of regional cuisine, which initially develops within the context of a distinct place with unique edible plants, animals, and spices, as well as its cultural perspectives. We will consider the Columbian Exchange, the dislocation of plants and animals following this encounter of Europe with the Americas, and its profound impact on ecological systems in both areas. We will further examine the consequences of colonialism in restructuring local food systems for the markets of Empire, and in "internationalizing" food, as in Indian curry in England. We will study how migration has changed the flavor of national identities, an example of which is how salsa has replaced ketchup as the most popular condiment in the United States.

Finally, we will look at the impact of globalization and the structure of regional economies on food, such as the effects of free-trade agreements on farmers and consumers. We will investigate how climate change is disrupting plant and animal habitats important in food procurement and cultural survival. We will consider alternative models capable of providing local food security, self-sufficiency and a stronger connection to place.

**Total:** 16 credits

**Enrollment:** 72

**Special Expenses:** Special expenses: \$75 for food, entrance fees.

**Planning Units:** Environmental Studies; Native American and World Indigenous Peoples' Studies; Programs for Freshmen; and Scientific Inquiry

## Language and Mind

### Spring quarter

**Major areas of study include** cognitive science, linguistics, philosophy of language and mind, and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Background in biology, linguistics or psychology and proficiency with algebra.

**Program is preparatory for careers and future studies in** linguistics, cognitive science, philosophy and cognitive neuroscience, and education.

**Faculty:** Rachel Hastings (linguistics, mathematics), David Paulsen (cognitive science, philosophy of mind)

What features of the human mind are revealed through our ability to speak and understand language? How are children able to develop a detailed and abstract understanding of their native language at a very young age? In this program we will study theories of cognition, brain structure and consciousness as they relate to the complex phenomena of language acquisition and use. To understand the nature of linguistic processing we will look at the structure of language and ask what capacities must be present within human cognition in order for us to produce and understand human language, as well as its relationship to communication in other animals.

As part of our study we will ask how much of our knowledge of language can be attributed to an innate language capacity and how much is dependent on individual experience. We will study the ideas of Noam Chomsky and others who argue for a "universal grammar" as an explanation of rapid language acquisition and similarity among languages. We will compare theories of generative grammar (which focuses on structural properties specific to language) with ideas from within cognitive linguistics (which focuses more on the relationship between linguistic and non-linguistic cognitive capacities). Our theoretical studies will be informed by data emerging from current research on language acquisition and language impairment, including work on the neurobiology of language.

Program activities will include seminar, lectures and workshops. We will discuss fundamental questions about consciousness and the relationship between mind and brain as we read both scientific and philosophical studies of the nature of cognition in relationship to the human capacity for language.

**Total:** 16 credits

**Enrollment:** 48

**Planning Units:** Programs for Freshmen and Scientific Inquiry

---

## Quantum Theory: Physics and Philosophy

---

### Spring quarter

**Major areas of study include** physics, mathematics, and philosophy.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** one year of calculus, one year of physics, one quarter of differential equations, one quarter of linear algebra. In addition, one quarter of second-year classical mechanics and vector calculus are strongly recommended.

**Program is preparatory for careers and future studies in** physics, mathematics, philosophy and science education.

**Faculty:** Don Middendorf (physics)

Quantum theory is one of the two pillars of modern physics. The mathematical predictions of quantum theory are supported to very high precision by (literally) millions of experiments. However, the founders of quantum theory intensely disliked the probabilistic, non-deterministic model of reality that quantum mechanics requires and accepted the seemingly bizarre model only because its predictions matched the surprising experimental results.

This program will focus exclusively on quantum theory. For the first few weeks we will examine “modern physics” which focuses on the experimental results prior to 1930 that so annoyed the theoretical physicists of that era. In the next few weeks, we will explore the currently accepted theoretical paradigm and examine the mathematical “formalism” of the theory. The emphasis will be on the physical concepts, but students will be introduced to necessary mathematical concepts, such as partial differential equations and complex variables, as necessary.

The founders of quantum theory were all “mystics.” Many thought that a full understanding of quantum theory will include consciousness and we will explore this idea. To understand the role of creativity and imagination in the development of science, we will study the philosophical views of the founders and current researchers in quantum theory. Students will present short lectures on selected material in quantum physics and the associated mathematics with critique from their peers. During the final weeks of the quarter, students will present hour-long lectures to the class on a specific paper from the early literature in quantum theory. There will be no laboratory opportunities in this one-quarter program; however, students will be expected to explore computer-based simulations of the experimental results in some detail.

This is a tightly integrated and rigorous program and students must register for all 16 credits. In addition, this advanced material requires a substantial time commitment; students should expect a total time commitment of well over 50 hours per week. For those with the required background and willingness to work hard, this program will excite you, confuse you, and welcome you into a new, experimentally-verified model of the nature of reality that may contradict much of what you currently believe.

Although this program is designed for students continuing from the Methods of Mathematical Physics program, it is open to new students who meet the prerequisites. If you have questions, please contact the faculty member by email at donm@turbotek.net.

**Total:** 16 credits

**Enrollment:** 25

**A similar program is expected to be offered in 2010-11**

# Society, Politics, Behavior and Change

**The Society, Politics, Behavior and Change** planning unit weaves together the various social science disciplines that enable us to better understand society and the way in which society operates in local, regional, national and international arenas. In so doing, we place a particular emphasis on:

**Society:** Many of our programs examine how individuals of diverse races, genders, religions and classes, interact to construct a complex society. We also study how that society and other social forces affect the experiences and opportunities of the individuals and groups within.

**Politics:** Many of our programs consider how societies and governments are organized. Our study of politics focuses on the interplay of politics and economics, with an emphasis on the domestic and international political economy and its implications for race, gender and class.

**Behavior:** Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty has particular strengths in the areas of cognitive, clinical and social psychology, and our senior-level multicultural counseling program is unique in the state.

**Change:** Our programs study strategies for bringing about social change. We examine historical examples of successful social change and ongoing struggles to improve society, and to consider positive alternatives for the future.

Business management programs study the role of organizations in society, and the ways in which various types of organizations, including for-profit, nonprofit, public and entrepreneurial ventures, may be structured and financed in the Pacific Northwest and at the national and international level.

Many of our programs examine society from a multicultural perspective that seeks to understand and show respect for peoples with different ethnic and cultural heritages and to build bridges between them. As part of our work, we identify the factors and dynamics of oppression and pursue strategies for mitigating such oppression.

Our area includes faculty from the following disciplines: anthropology, economics, accounting, history, public policy, public administration, labor studies, women's studies, business, management science, entrepreneurship, international affairs, tribal governance, philosophy, sociology, health sciences, psychology, and education.

Several of the faculty members in this area teach regularly in the Master in Teaching Program or the Master of Public Administration program. All of our faculty work collaboratively to develop our undergraduate curriculum.

Students who graduate from Evergreen after studying in social science programs go on to start their own businesses and social ventures, and they frequently attend graduate school in fields such as psychology, law, public administration and political science.

## Affiliated Faculty:

**Don Bantz**  
Public Administration

**Peter G. Bohrer**  
Political Economy

**William Bruner**  
Economics, Management

**Scott Coleman**  
Education

**Stephanie Coontz**  
European and American  
History, Family Studies

**Bruce Davies**  
Public Administration,  
Lawyer, Tribal Governance

**Elizabeth Diffendal**  
Cultural Anthropology,  
Human Services

**Peter Dorman**  
Economics, Political Economy

**John Robert Filmer**  
Maritime Studies,  
Business Management

**Terry Ford**  
Education, Multicultural Studies

**George Freeman, Jr**  
Clinical Psychology

**Laurance R. Geri**  
Public Non-profit Management,  
International Affairs

**Jorge Gilbert**  
Sociology, International Studies

**Angela Gilliam**  
Anthropology

**José Gómez**  
Law and Politics

**Amy Gould**  
Public Administration,  
Political Science, Women's  
Studies, Queer Studies

**Jeanne E. Hahn**  
Political Economy,  
Contemporary India

**Ryo Imamura**  
Counseling Psychology,  
Buddhist Studies

**Heesoon Jun**  
Psychology

**Cynthia Kennedy**  
Leadership

**Mukti Khanna**  
Psychology, Expressive  
Arts Therapy

**Janice Kido**  
Inter-cultural Communication,  
Education

**Cheryl Simrell King**  
Public and Non Profit  
Administration, Community/  
Urban Studies

**Glenn Landram**  
Business, Management  
Science, Statistics

**Gerald Lassen**  
Economics

**Daniel B. Leahy**  
Social Movement Theory and  
Practice, Political Economy

**Anita Lenges**  
Ethno-mathematics, Math/  
Science Education

**Carrie M. Margolin**  
Cognitive Psychology

**Paul McMillin**  
Information Studies,  
Historical Sociology

**Janet Mobus**  
Business, Accounting

**Lawrence J. Mosqueda**  
Political Economy

**Alan Nasser**  
Political Economy,  
Foreign Policy

**Toska Olson**  
Sociology

**Yvonne Peterson**  
Education, Native  
American Studies

**Nelson Pizarro**  
Business Administration,  
Entrepreneurship

**Zahid Shariff**  
Public Administration,  
Post-Colonial Studies

**Masao Sugiyama**  
Mathematics, Education

**Michael Vavrus**  
Social Foundations of  
Education, Political Economy

**Sherry L. Walton**  
Education, Literacy

**Sonja Wiedenhaupt**  
Psychology, Education

**Tony Zaragoza**  
American Studies,  
Political Economy

## Advanced Business Foundations

### Fall and Winter quarters

**Major areas of study include** business, accounting and management.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Introductory financial accounting and economics is recommended.

**Program is preparatory for careers and future studies in** business, management, public policy or an MBA or MPA.

**Faculty:** Janet Luft Mobus (accounting), Glenn Landram (management science)

This two-quarter program extends the foundation of business study - how businesses recognize opportunities, deliver goods and services to markets, and develop internal processes and organizational structures. We will examine business practices from the perspective of accounting, finance, marketing, management, economics, business history and ethics. Our focus will be on the personal impacts of business practice - how these fundamentals, or this foundation, apply to an individual affected by business organizations, whether as employee, investor or member of society. A prior foundation in introductory financial accounting and economics is recommended.

In winter quarter we will learn managerial accounting, management science and macroeconomics by investigating innovation and leadership in business. This will be accomplished through seminar, lectures, workshops, individual and group projects. Students who complete the program can expect to gain a solid introduction to business and management as a possible basis for more advanced study in business, or for jobs in the private sector, government or non-profit organizations. Students will also leave the program with an appreciation of emerging issues in the relationship between business and society.

**Total:** 16 credits per quarter

**Enrollment:** 50

**Special Expenses:** \$40 each quarter for potential trips.

**A similar program is expected to be offered in 2010-11**

## Behavioral Medicine

### Fall quarter

**Major areas of study include** psychology, health and counseling.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** psychology, the health professions and human services.

**Faculty:** Mukti Khanna (psychology)

Behavioral Medicine is an interdisciplinary field concerned with the development and integration of sociocultural, psychosocial, behavioral and biomedical knowledge relevant to health and wellness. Through the study of interactions of behavior with biology and the environment, this emerging field seeks to improve the health and well-being of individuals, families, communities and populations. Questions to be explored include "How are psychologists preparing themselves to work in an integrated health care system?" and "What practices are emerging at the intersection and creative edge of medical care and behavioral health?" We will work with case studies on how behavioral medicine is being integrated into medical care in disease prevention, health promotion, treatment and rehabilitation settings.

We will explore the theoretical foundations of behavioral medicine within an integrative healthcare model, as well as engage in mind-body practices and expressive arts therapy laboratories from a transpersonal psychological orientation. Applied paraprofessional skills training will focus on energy psychology, applied kinesiology, somatic practices, qigong and mindfulness in psychotherapy. The program will include a variety of approaches to learning including seminar, theoretical assessments, open space learning formats, dialogue and extended workshop learning modalities. Students will be supported in developing practices based on the principles of behavioral medicine and in developing project studies in this field. This program is of interest to students considering careers as health care practitioners.

**Total:** 16 credits

**Enrollment:** 25

**Special Expenses:** \$75 for art supplies and \$100 for a retreat.



## Beyond the News: Media, Theory and Global History

### Fall and Winter quarters

**Major areas of study include** history, political economy, historical sociology and media analysis.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** the social sciences, history, education, media analysis, and informed citizenship.

**Faculty:** Paul McMillin (historical sociology, information and media studies), Jeanne Hahn (political economy)

The world is in the midst of rapid transformative, often very painful, social change. How do we understand, assess, and act on this ongoing change? Why do populations around the world and even within individual countries have very different analyses of the nature and impact of this change? Where do we get our information about the world and current events, and how do the information industries enable or impede our ability to engage politically?

The primary sources of information for most citizens are the mainstream press, television, and radio. We will begin the program with a careful look at the mainstream media, conducted in part through reading, watching, listening to, and critiquing major news sources. We will see that there is a significant gulf between the political and historical understanding that emerges from the news, on the one hand, and that which emerges from a theoretically informed understanding of long-term systemic change on the other. The program operates from the premise that in order to fully grasp and take informed action on current issues as we move through the 21st century, we must have a broad analytical framework for assessing a large number of interrelated issues as well as a solid historical understanding of their origins and development.

We will investigate not only how, but why, the media falls short, and as we both consume and critique the news media, we will also delve into theory, political economy, and history. We will focus on particular regions of the world including, but not limited to, Latin America and India. Events in late 2008 will provide further focus -- Iraq is likely to be of interest. Colonial pasts and neo-colonial presents will be center stage. And we will take up particular issues -- the deepening division between wealth and poverty within and between nations, shifting global power, and deepening world-wide struggles over resources, for instance. With the historical depth and theoretical understanding we develop we will return to today's headlines and attempt a thoughtful and action-oriented assessment of the present.

Our news will come from U.S. sources, but also from English language sources from around the world. Our critique of the media will focus on the U.S. media, but students will be welcome to extend that critique, given sufficient interest and relevant language abilities. While the media focus will be primarily on international political news, a student-directed portion of the program will be devoted to critiques of other cultural industries (film, TV entertainment, advertising, social networking Web sites, etc).

Student work will culminate in a carefully prepared research paper, combining media critique and substantive theoretically informed historical analysis, at the conclusion of the winter quarter.

**Total:** 16 credits per quarter

**Enrollment:** 50

## Decolonizing the Mind

### Fall and Winter quarters

**Major areas of study include** history, cultural studies, sociology, political science, post-colonial studies and literature.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** law, politics, international relations and organizations, and non-profit organizations.

**Faculty:** Zahid Shariff (political science)

Consider the colonization of the mind which grips and shapes the imagination of a vast number of people of color in Africa, Asia and the Americas. Its broad sweep, which represents exploitation and resource transfer, is both facilitated and legitimated by the Oriental discourse. In this program, we will get acquainted with both the remarkable scope of colonial reach and the discourse that provided the framework for its justification.

We will then move on to focus on the variety of efforts that have been, and are still being, made to decolonize the minds of subjugated people that have been formally granted political independence. Decolonization acquires heightened significance because colonial links are now often maintained through cultural, social, economic, and educational means. The issue of decolonizing the mind — for the colonial actor and the colonized subject — has excited so much attention because it presents challenges of enormous proportions. Colonization is often militarily imposed, but it is legitimated and perpetuated through the consciousness. We will scrutinize the deployment of cultural resources that protect such a consciousness, as well those that challenge it. Elements of the program will include exploring the roles of image, representation, and knowledge — incentives for their production, and the prospects for their distribution.

The learning goals will emphasize engagement with the reading material in a way that lifts the author and the reader, development of collaborative and cooperative skills, and learning across differences. We expect to accomplish these goals through frequent writing assignments and active student participation in seminar facilitation, introductions of films and documentaries and student leadership in organizing discussions. Possible authors include Tsitsi Dangarembga, Frantz Fanon, Eduardo Galeano, Stephen Kinzer, Rodney Walter, Edward Said, David Stannard and Ngugi wa Thiong'o.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Planning Units:** Programs for Freshmen and Society, Politics, Behavior and Change

## Gateways: Popular Education & Political Economy

### Fall, Winter and Spring quarters

**Major areas of study include** juvenile justice, popular education, participatory research, political economy, social movements, teaching and learning in diverse environments, economic justice, multicultural history and polycultural studies.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** juvenile justice, education, political economy, community work and social work.

**Faculty:** Tony Zaragoza (American studies, political economy)

This program is part of the Gateways for Incarcerated Youth Program. Gateways takes as a fundamental principle that every person has talents given to them at birth; it is our job to encourage each other to search out and find our passions and gifts. Our work is guided by ideas of popular education. We recognize and value the knowledge and experience of each participant. The program works to strengthen notions of self and community through cultural awareness and empowerment. In connecting and building with people from other cultures and class backgrounds, each person becomes empowered to share their knowledge, creativity, values and goals. Popular education emphasizes that we are not the experts, and it values that people learn in different ways. We each know a part; it is in the process of sharing and discussing these pieces that we gain understanding of a problem's root and through which possible solutions can emerge. We all bring knowledge to share and build upon communally. Popular education is fun, interactive, and cooperative while seeking social and economic justice. This methodology is born of the philosophies of such thinkers as Miles Horton, Paulo Freire, Septima Clark, and Ella Baker, among others.

Gateways: Popular Education & Political Economy offers Evergreen students the opportunity to be peer learners with incarcerated young men in a maximum-security institution. Students will address issues of diversity, equality and critical thinking, along with other issues that are chosen by the young men who are incarcerated. At the same time, the Evergreen students will deepen their understanding of the theory and practice of popular education and political economy. Students in this program will have the opportunity to reflect on how they themselves learn as well as how others learn, as they gain experience in the facilitation of discussions and workshops. Students will work on designing, implementing and assessing the workshops. In the process of collectively shaping the Gateways seminar, students will also learn how to organize productive meetings and work through conflict. In addition, students will learn how to raise funds for college tuition for the youth.

Each week the Evergreen students will go out to one of two institutions for the cultural diversity and equality workshop and the college class book seminar. Through the workshops we will explore various aspects of culture for understanding ourselves and others as an important part of analyzing contemporary society and building egalitarian relationships. The seminar is like other Evergreen seminars: we read a common text and discuss it. Through the seminar we will explore ideas together while sharpening our listening skills and our ability to discuss ideas in a group. In preparation for the workshop, each week the Evergreen students will meet to organize the workshop's activities. We will also take time each week to reflect on the previous workshop to assess how it worked and draw lessons for the next one. Throughout our work we will read, share and learn about various kinds of relative advantage ("privilege"), while also exploring cultural diversity and continually working to foster a space committed to equality.

In the fall quarter we will study some of the root causes of inequality to understand better the relationship between poor and working class people — especially poor and working class people of color — and the prison system. In the winter and spring quarters,

we will continue to deepen our understanding of political economy and popular education. Building on our experiences, reflections and studies, each quarter students will take increasing responsibility for designing, implementing, and assessing the program, workshops and seminars. This program requires that all participants be ready to fully commit themselves to our common work and show a willingness to help build a community of learners.

**Faculty Signature:** Students must interview with the faculty and submit an application, available by April 14, 2008, from the Program Secretaries office, Sem 2 A2117. Applications received by the Academic Fair, May 14, 2008, will be given priority. Qualified students will be accepted until the program fills. For more information, contact Tony Zaragoza, (360) 867-6408 or zaragozt@evergreen.edu. For admission to the program for the WINTER quarter, interested students should obtain an application form in the program office in Sem 2 A2117 and leave the completed application in the faculty member's mailbox in Sem 2 A2117. Applications should be submitted by the Academic Fair, December 3, 2008. Qualified students will be admitted on a space available basis.

**Total:** 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** \$50 transportation fee per quarter.

**A similar program is expected to be offered in 2009-10**

---

## Health and Human Development

---

### Fall and Winter quarters

**Major areas of study include** human biology (without lab), lifespan developmental psychology, research methodology, anthropology, human evolution and descriptive statistics.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** biology, psychology, anthropology, the health professions, human services and education.

**Faculty:** Carrie Margolin (cognitive psychology), Scott Coleman (educational psychology), TBA (biology)

Humans are spectacularly complex and their healthy development is a remarkable, multi-faceted and sometimes elusive achievement. An average adult's body contains roughly 10 trillion cells, each cell intricate and sensitive enough to its environment to be an organism unto itself. The human nervous system alone contains hundreds of billions of cells, forming trillions of electrical connections and serving as the foundation for an immensely complex consciousness capable of thousands of thoughts and feelings per day. And this biological and psychological complexity is only the beginning. For example, we also develop highly intricate social units — families, tribes, political, ethnic and religious communities, etc. — each with its own history and structure. In this interdisciplinary program, we will study the multi-dimensional topic of human development and its relationship to health.

Health and Human Development will build a background in human biology and psychology affording students the knowledge to help make informed analytical choices in their own lives. In the fall we'll look at life-span human development from prenatal to adolescence and in the winter, from adulthood through aging to mortality. Concurrently, we'll cover development and aging health, as well as human evolutionary development, from biological, psychological and cross-cultural perspectives. Attaining good health is a multifaceted process; therefore, our exploration of healthy lifestyles will include an exploration of biological, psychological, financial, and spiritual health.

The program format will include workshops, lectures, films, seminars, guest presentations and group and individual projects, including a required personal health project. We will focus on clarity in oral and written communication, quantitative skills and the ability to work across significant differences.

**Total:** 16 credits per quarter

**Enrollment:** 75

**Special Expenses:** Up to \$120 for a privately obtained physical from a qualified health care professional, depending on the nature of the personal health project. All students are required to do a personal health project; but not all students will need a physical.

**Planning Units:** Scientific Inquiry and Society, Politics, Behavior and Change

---

## Individual Study: Management, Business, Maritime Studies, Non-profit Development and International Trade

---

### Fall, Winter and Spring quarters

**Major areas of study include** management, business, maritime studies, non-profit development, international trade, ocean and intermodal transportation.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** business, agency administration, and maritime industries.

**Faculty:** John Filmer (business management, maritime studies)

Individual Learning Contracts traditionally offer students an opportunity to do advanced study in areas that are not usually possible through regular programs or courses at Evergreen and in which they already have established skills and/or background. In certain instances, basic areas can be accommodated, again where no course work is provided by the college.

John welcomes the opportunity to work with students interested in maritime studies including history, geography, sociology, literature and navigation and the technology of sailing vessels. He also can prove of great value to students interested in business and non-profit development, organizational management, project management, international business, financial analysis, international trade, maritime commerce, economics, intermodal transportation and seaport management. John also sponsors legislative internships and internships with state and federal government agencies, ports, freight forwarders and other private sector organizations, including banks and financial houses.

**Faculty Signature:** Students should contact John at 360-867-6159 to arrange an appointment. Students should bring to this meeting a written description of their proposed course of study or project including a bibliography. At that meeting, faculty and student will determine the wording of the Individual Learning Contract. Please do not email faculty member until after the initial meeting when appropriate details have been established and we have arrived at a consensus for your contract. Qualified students will be accepted until the program fills.

**Total:** 8 or 16 credits per quarter

**Enrollment:** 14

**Special Expenses:** Additional expenses will vary depending on student projects.

**Internship Possibilities:** Internships can be sponsored all quarters in the areas mentioned.

## Looking Backward: America in the Twentieth Century

### Fall, Winter and Spring quarters

**Major areas of study include** American history, economic thought, American literature and mass culture, writing, rhetoric and public speaking.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** humanities and social science areas of inquiry such as law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology and education.

**Faculty:** Gerald Lassen (economics), David Hitchens (American diplomatic history)

The United States began the 20th century as a second-rate world power and a debtor country. The nation ended the century as the last superpower with an economy and military that sparked responses across the globe. In between, we invented flying, created atomic weapons, sent men to the moon and began exploration of the physical underpinnings of our place in the universe. Many have characterized the 20th century as "America's Century" because, in addition to developing the mightiest military machine on earth, the United States also spawned the cultural phenomenon of "the mass:" mass culture, mass media, mass action, massive destruction, massive fortunes — all significant elements of life in the United States.

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the political, social and economic growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and other tools to help us understand the nation and its place in the century. Simultaneously, students will be challenged to understand their place in the scope of national affairs, read closely, write with effective insight, and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, weekly student panel discussions of assigned topics and program-wide discussion periods. Each weekly student panel will provide a means of rounding out the term's work and provide students with valuable experience in public speaking and presentation.

**Total:** 16 credits per quarter

**Enrollment:** 48

**A similar program is expected to be offered in 2009-2010**

**Planning Units:** Culture, Text and Language; Programs for Freshmen; and Society, Politics, Behavior and Change

## Multicultural Counseling: An Innovative Model

### Fall, Winter and Spring quarters

**Major areas of study include** psychological counseling, multicultural counseling theory and skill building, abnormal psychology, developmental psychology, personality theories, psychological research interpretation, studies of oppression and power, ethics in the helping professions, and internship.

**Class Standing:** Senior

**Prerequisites:** At least one quarter at Evergreen with 95% attendance in programs covering general principles in critical reasoning skills, quantitative reasoning, developmental psychology, human biology, research methods and statistics as well as issues of diversity.

**Program is preparatory for careers and future studies in** psychological counseling, clinical psychology, social work, school counseling, cross-cultural studies, research psychology, allopathic and complementary medicine, and class, race, gender and ethnicity studies.

**Faculty:** Heesoon Jun (psychology)

This program will allow students to examine the efficacy of existing psychological paradigms and techniques for a diverse population. One of the program goals will be to increase the students' multicultural counseling competency through a non-hierarchical and non-dichotomous approach to education. Students will learn to interpret research articles and to incorporate research findings into their counseling practice. Students will work with ethics, psychological counseling theories, multicultural counseling theories and psychopathology. In addition, we will study abnormal and developmental psychology, personality theories, psychological research interpretation, studies in oppression and power, and ethics in the helping professions.

In both winter and spring quarters, students will be required to complete internships comprising 15 hours a week in local counseling/mental health settings, providing opportunities to apply their classroom learning in a practical setting. We will use a range of instructional strategies such as lectures, workshops, films, seminars, role-playing, group discussions, videotaping, field trips, guest lectures and internship case studies.

**Faculty Signature:** Applications will be available by April 7, 2008. For applications and/or more information, contact Heesoon Jun at junh@evergreen.edu. Applications received by the academic fair, May 14, 2008, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 25

**Internship Required:** 15 hours per week internship required during winter and spring quarters.

**A similar program is expected to be offered in 2009-10**

## Native Studies: Indigenous Americans Before and After Columbus

### Fall and Winter quarters

**Major areas of study include** Native American studies, economics, political science and history.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** Native American studies, economics, social sciences, law and education.

**Faculty:** Bill Bruner (economics), Frances Rains (Native American studies)

Most of us learned in school that the Americas, at the time of Columbus, were largely vacant lands, generally untouched, occupied by a few small bands of Indigenous peoples. The reality, however, was that immensely successful civilizations that rivaled, and often surpassed, European civilizations inhabited both North and South America. Not long after the conquest, indigenous populations in the "New World" had plummeted, and the remaining Indian peoples lived in poverty and subjugation.

This two-quarter program will investigate the cultures of Indigenous peoples in the Americas both before and after European conquest. In fall quarter, we will begin with an examination of advanced, pre-Columbian civilizations primarily in South and Central America. Our focus will be on material culture, standards of living, trading patterns, architecture, art and artifacts.

In winter quarter, we will contrast this early history with the period immediately after the conquest and with developments among Indigenous peoples in both North and South America since that time. We will examine living standards of the area and the processes that took the Indians from prosperity to poverty in a relatively short time. An over-arching goal of the program will be to understand the concepts of "history" and "civilization."

Our studies will encompass research methods and individual research projects. We will also visit important Indian historical sites in western Washington.

**Total:** 16 credits per quarter

**Enrollment:** 50

**Planning Units:** Native American and World Indigenous Peoples' Studies and Society, Politics, Behavior and Change

## Persistence: A Study of Inspired Work

### Fall, Winter and Spring quarters

**Major areas of study include** history of the Americas, political science, ethnography, cultural anthropology, Indigenous studies, research, writing, education

**Class Standing:** Accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, social sciences, the arts, multicultural studies, social work, human services and the humanities.

**Faculty:** David Rutledge, Yvonne Peterson, Raul Nakasone

This on-campus program is for students who have a research topic in mind, as well as for those who would like to learn how to do research in a student-centered environment. Individual research will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. Work will be concentrated in cultural studies, human resource development, and ethnographic studies, to include historical and political implications of encounters and cross-cultural communication. We shall explore Native American perspectives and look at issues that are particularly relevant to Indigenous people of the Americas.

The idea of Persistence is part of a 20 year vision consistent with Native American philosophy. Students will be exposed to research methods, ethnographic research and interviewing techniques, writing workshops, computer literacy, library workshops, moving River of Culture Moments to documentary, educational technology and the educational philosophy and psychology. A special series of workshops will support the particular needs of first- and second-year students. Within the program's theme, students will pay special attention to what individual and group work they plan on doing, how they plan to learn, how they will know they learned it, and what difference the work will make in their lives and in their communities.

Students whose research could be enriched by being immersed in a foreign culture will have the opportunity to live in Peru for five weeks or more during winter quarter. Our access to rural communities on the Peruvian northern coast offers students the opportunity to experience volunteer community work by learning in a safe and healthy pueblo environment. Learning about Latin America through Peru will expand the concept of Native American and Indigenous peoples.

In late fall and winter, individually and in small study groups, students and faculty will develop the historical background and do an integrative review of literature and data collection for completing their projects. Winter and spring quarter, students will write conclusions, wrap up projects, and prepare a public presentation.

Depending on individual projects, students will develop, use and explore some of the following areas: Bloom's Taxonomy, the theory of multiple intelligence, the relationship among curriculum, assessment and instruction, Choice Theory, critical thinking, expectations of an Evergreen graduate and the five foci, quantitative reasoning, self- and group-motivation, and communication (to include dialogue, e-mail, resources on the Web, Web crossing and blogs). They will also develop skills in creating interactive Web pages, blogs and documentaries, as well as movie editing and using PowerPoint.

**Total:** 8, 12 or 16 credits per quarter

**Enrollment:** 72

**Special Expenses:** \$2100 for an optional five week study abroad in Peru in winter. Includes international transportation, room and board. A non-refundable deposit of \$150.00 is due by Sept. 29, 2008.

**Internship Possibilities:** Fall, winter and spring with faculty approval.

**A similar program is expected to be offered in** 2009-10

**Planning Units:** Native American and World Indigenous Peoples' Studies; Programs for Freshmen; and Society, Politics, Behavior and Change

**(Re)Imagining the Middle East****Fall, Winter and Spring quarters**

**Major areas of study include** Middle East Studies, women's/gender studies, journalism and media studies, community studies, international studies, religion, history, politics, social movements, multicultural film and literature.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in**

education, journalism, international studies, social science, media studies, women's advocacy, international or community non-governmental organizations, social justice advocacy and writing.

**Faculty:** Therese Saliba (Middle East studies), TBA

For roughly 1,000 years, Islamic dynasties of the Middle East were dominant world powers. Largely through peaceful co-existence with other cultures, they exported world-changing religious movements, intellectual thought, and great advances in the arts and sciences, ultimately sparking the European Renaissance. Yet in the past 200 years, Europe and the United States have politically, economically and culturally dominated a Middle East marked by conflict and turmoil.

This program will examine the Middle East, past and present, through literary and media representations from Morocco to Iran. In the process, we will learn about the histories, cultures, literatures, religions, and contemporary political and economic developments in the region. In fall quarter, we will focus on the history of cultural contact and exchange between "East" and "West," examining how these relations have shaped present (mis)perceptions of the peoples, their religions, politics and gender roles. Our goal is to move beyond the "clash of civilizations" thesis to understand how historical developments, from the Arab-Islamic and Ottoman empires, to European colonialism and U.S. empire, have shaped this region, often defined as the cradle of Judaism, Christianity, and Islam. In this U.S. presidential election season, we will examine mass media coverage of the Middle East, and the relationship between media, foreign policy and public opinion.

In winter quarter, our case studies will examine the relationships between socio-economic issues, such as oil, water rights, economic development, tourism, and environmental impacts, and political conflicts, such as the U.S. and Iraq/Iran, Israel and the Palestinians, Turkey and the Kurds, and the destruction of indigenous communities. We will investigate the connections between religion, nationalism, liberation movements, gender relations and ethnic/religious minorities.

Our analysis and knowledge will be developed through various analytic texts, oral histories, literature, film and journalism. We will work on developing skills in interviewing, and various types of writing, such as expository, fiction, poetry, travel writing and journalism. We will consult with community organizations connected to the region through religious, political and cultural ties to better understand the potential for advocacy that links communities. We will also analyze the role of the United Nations, governments, non-governmental organizations and solidarity projects as we work to understand local and global connections to the region.

During spring quarter, students will have the option of traveling to Egypt and Jordan for further study, and to work with non-governmental organizations. For those not traveling, the program will focus on contemporary remappings of the Middle East by studying diaspora communities, including their literature and film. Students may also have the opportunity to work with local religious communities, refugees, media or solidarity projects.

**Total:** 12 or 16 credits per quarter

**Enrollment:** 50

**Special Expenses:** \$75 per quarter fall and winter for field trips & day trips. \$3000-\$4500 in spring for 3-7 weeks optional study abroad in Jordan and Egypt.

**Internship Possibilities:** Spring only with faculty approval.

**Planning Units:** Culture, Text and Language and Society, Politics, Behavior and Change

**Spain and the Americas: Cultural Crossings****Fall and Winter quarters**

**Major areas of study include** Spanish language, Latino, Spanish and Latin American literature and history, economics and political economy.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** Spanish language, history, literature, economics, political economy and international studies.

**Faculty:** Tom Womeldorf (economics), TBA (Spanish language and culture)

The cultures of Spain and Latin America are the result of rich intersections and crossings of diverse social groups. Prior to 1492 in Spain, Jews, Christians and Muslims lived side-by-side in relatively tolerant coexistence known as "*la convivencia*." While the Christian "Reconquest" of the peninsula resulted in the violent suppression of the Jewish and Muslim cultures, these cultures continued to shape and define Spanish culture. The Spanish conquest of Latin America was an involuntary and violent cultural crossing between Spaniards, the pre-conquest peoples of the Americas and, later, Africans brought to the New World as slaves. While the various Latin American peoples were dramatically impacted by conquest, their cultures continue to be distinct, both from Spain and from each other. Today, cultural crossings continue as Latin Americans cross borders into the United States, and Africans and Latin Americans migrate to Spain.

In this program, we will focus on the causes and consequences of the cultural crossings that have shaped Spain, Latin America and the United States. In the process, we will engage in an intensive study of economics, literature, history and the Spanish language. Every week will include seminars on readings in English translation, Spanish language classes, lectures and workshops.

In the fall, we will focus on historical cultural crossings beginning with the *convivencia* of Christians, Jews and Muslims in Spain from 711 to 1492, and the impact of the subsequent expulsion of the Muslims and Jews and the Inquisition on those groups and on Spanish culture overall. We will then turn to the conquest of the Americas, examining how contact and violence shaped the subsequent history and distinct cultures of Latin America.

During winter quarter, we will examine contemporary cultural crossings, focusing mostly on Spain and the United States. Current day migrants from Latin America and Africa are enriching and changing the face of Spain. Spanish and indigenous peoples rooted in the Southwest United States pre-date the U.S. conquest of these lands in the Mexican-American War of 1848. Since that forced cultural crossing, Latin Americans have continually flowed northward to the U.S.

Throughout this program we will attempt to find reasons for this movement of people across borders. What drives Latin Americans and Africans to leave their countries and migrate to Spain and the U.S.? How has power, expressed economically, politically and culturally, shaped migration flows and identity? How have these migratory flows changed the identities of the migrants and their adopted countries of the United States and Spain? How have the migrants reconstructed their identities and allegiances? What does it mean to be an "American," "Spaniard," or "Latino?"

**Total:** 16 credits per quarter

**Enrollment:** 48

**A similar program is expected to be offered in 2010-11**

**Planning Units:** Culture, Text and Language; Programs for Freshmen; and Society, Politics, Behavior and Change

## Survey of the Wine Industry Across the Americas

### Fall, Winter and Spring quarters

**Major areas of study include** international economics, business economics, Latin American studies, history, geography, demography, political science, sociology and economics.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** international business, economics, public administration, education and international law.

**Faculty:** Jorge Gilbert (Latin American studies, political economy)

The primary aim of this program is to explore the wine industry in the Americas using history, geography, political economy, and economics as an exemplar of the interactions of physical and human processes in time and space. Special emphasis will be placed on the impact of globalization on locally-based wine production and marketing, international trade and the likely future impact of climate change on the global distribution of wine production. California, Washington, and Chile will be used as case studies.

During the first two quarters, students will analyze the cultivation of vines and the production and consumption of wine in a geographical context focused on spatial variations within its relevant physical, cultural and social factors. Topics covered include the history of wine production and consumption, viticulture, including the environmental requirements of different vine varieties, the elements of wine-making and how these vary nationally and by region, as well as the comparative characteristics of wine production in Europe, California, Washington, and Chile. In addition, these two quarters will expose students to the economics of wine making. In particular, students will learn about economic modeling and concepts such as market structure, sustainable development, labor markets, international trade, and foreign exchange, among others.

The program includes trips to Washington wine regions in fall and winter quarters. Field trips will provide a unique hands-on experience for the students and will allow them to meet and learn from the wine-makers and business owners themselves. During spring quarter, students will also have the option to travel to Chile. Under the general goal of using history, geography, political economy, and economics to analyze the wine industry, the spring program will expose the students to wine production within the context of Chilean life. In addition, this quarter will allow students to participate in some population studies under Chile's current neo-liberal model of economic development, such as elimination of poverty, popular culture, artistic expression, women's issues and environmental concerns. These studies will involve research and observation, and will allow the student to closely collaborate with community organizations, cooperatives and public institutions affecting the industry.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Special Expenses:** Approximately \$3,350 for an optional, spring quarter, four- to ten-week study abroad component in Chile. The cost includes transportation, airfare, room and board, and field trip expenses.

**Planning Units:** Programs for Freshmen and Society, Politics, Behavior and Change

## The Wisdom of a Sailor

### Fall, Winter and Spring quarters

**Major areas of study include** critical reasoning, writing, navigation, literature, maritime and Northwest history, maritime economics, communications, leadership and seamanship. Sea time can be documented toward USCG mariner's license.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** education, Northwest history, maritime economics and sociology, outdoor recreation, journalism, maritime industries, management, business and seafaring.

**Faculty:** John Filmer (maritime studies, business)

*"A passage under sail brings out in the course of days whatever there may be of the sea love and sea sense in an individual whose soul is not indissolubly wedded to the pedestrian shore." —Joseph Conrad*

The challenge of sea and sail inspires ordinary people to do extraordinary things. It is truly a metaphor for life and it will open up exciting vistas of opportunity. Wisdom handed down through the generations by ancient mariners, explorers, merchant seamen, fishermen and all those intrigued by venturing out on open waters will provide the "mainstay" for all we do in this year long program. What they did and what you will learn comprise the "wisdom of the sailor" and give an incentive to learn even more about the world and about yourself. Our waters define the history, ecology and economy of the region. Placing vessels and students into that environment helps us make a strong public statement about the centrality of the marine environment to our economy, our identity and our future. The excitement of sailing and the challenge of sea and sail focus the talents and energies of students while building strong learning communities aboard the sailing vessels.

During fall quarter, in the classroom, we will study the origins and patterns of world trade and exploration, U.S. and Puget Sound history and an introduction to nautical charts and the use of vector geometry in coastal navigation. Emphasis in our seminar discussions and in writing assignments will be on critical reasoning and an articulate analysis of issues. Students will be expected to develop and defend detailed responses to a series of sharply focused essay questions based on the reading.

In the classroom during winter quarter, we will examine the role of international trade, seaports and the maritime industries as drivers of the economic engine of the Puget Sound region. We will continue our study of the principles of coastal navigation and maritime history. As always, adherence to critical reasoning principles will be emphasized in our discussions and essay writing.

Spring quarter's class work will include material on navigational history, the physics of sail and the development and refinement of



coastal navigation skills. Reading, seminar discussions and writing assignments will focus on understanding and developing team building and leadership strategies and their application in the teaching of seamanship and boat handling.

Every quarter, while on board a well-tuned sail-training vessel, we will “plunge into the past” and learn to apply traditional sailing techniques. This is an opportunity to study power cruise and sail seamanship, become part of a working crew, learn The Rules of the Road, tides and currents, weather, coastal navigation and various sailor’s arts including knots, splices, hitches, reefs and the correct use of lines. While hauling down on a halyard or hardening up on a sheet, you will find the ship comes alive and you become a part of her. More importantly, you will learn about yourself, overcome your fear, develop self-confidence, self-discipline, responsibility and self-sufficiency while also learning teamwork, management and leadership skills. You will be challenged both physically and mentally to do things you never thought you could do. All this will be closely coordinated with our classroom work.

Indeed, the title of this program is no accident. A sailor’s wisdom covers a plethora of subjects from weather to engineering and from geography to philosophy and marine ecology. A sterling example is how vector analysis is an essential part of the science of piloting (coastal navigation). This is a discipline you will actually come to enjoy even if you have previously despised mathematics.

The program will be ambitious and demanding both intellectually and physically. The development of leadership, teamwork and critical reasoning skills will be a constant focus throughout the year. Sailing will likely consume a full day of your time each week. It is on board ship that the work done in the classroom finds practical and sometimes urgent application. All U.S. Coast Guard and Department of Homeland Security regulations, as required by law on commercial vessels, will be observed for your personal safety and protection. Nevertheless you will not be coddled and must be willing to work hard, study hard and of course, dress warmly.

**Faculty Signature:** Students must submit, on paper, a one-page summary of their goals and objectives as well as their expectations of the program. Acceptance into the program will be based on the student’s background and aspirations. For information and to schedule a faculty interview, contact John Filmer, (360) 867-6159 or by mail at The Evergreen State College, Seminar 2 A2117, Olympia, WA 98505. Please do not use e-mail. Qualified students will be accepted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 11

**Special Expenses:** Approximately \$500 flat, non-refundable fee each quarter for vessel use.

**Internship Possibilities:** winter and spring with faculty approval.

---

## Turning Eastward: Explorations in East/West Psychology

---

### Fall and Winter quarters

**Major areas of study include** personality theory, abnormal psychology, Jungian psychology, ethics in psychotherapy, Buddhist studies, Asian psychology, socially engaged Buddhism, Chinese spiritual paths, aging, and studies in death and dying.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** psychology, counseling, social work, education, Asian studies and religious studies.

**Faculty:** Ryo Imamura (psychology)

Western psychology has so far failed to provide us with a satisfactory understanding of the full range of human experience. It has largely overlooked the core of human understanding—our everyday mind, our immediate awareness of being with all of its felt complexity and sensitive attunement to the vast network of interconnectedness with the universe around us. Instead, Western psychology has chosen to analyze the mind as though it were an object independent of the analyzer, consisting of hypothetical structures and mechanisms that cannot be directly experienced. Western psychology’s neglect of the living mind—both in its everyday dynamics and its larger possibilities—has led to a tremendous upsurge of interest in the ancient wisdom of the East, particularly Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

In direct contrast, Eastern psychology shuns any impersonal attempt to objectify human life from the viewpoint of an external observer, instead studying consciousness as a living reality which shapes individual and collective perception and action. The primary tool for directly exploring the mind is meditation or mindfulness, an experiential process in which one becomes an attentive participant-observer in the unfolding of moment-to-moment consciousness.

Learning mainly from lectures, readings, videos, workshops, seminar discussions, individual and group research projects and field trips, we will take a critical look at the basic assumptions and tenets of the major currents in traditional Western psychology, the concept of mental illness, and the distinctions drawn between normal and abnormal thought and behavior. We will then investigate the Eastern study of mind that has developed within spiritual traditions, particularly within the Buddhist tradition. In doing so, we will take special care to avoid the common pitfall of most Western interpretations of Eastern thought—the attempt to fit Eastern ideas and practices into unexamined Western assumptions and traditional intellectual categories. Lastly, we will address the encounter between Eastern and Western psychology as possibly having important ramifications for the human sciences in the future, potentially leading to new perspectives on the whole range of human experience and life concerns.

**Total:** 16 credits per quarter

**Enrollment:** 25

## Venezuela: Building Economic and Social Justice

### Fall, Winter and Spring quarters

**Major areas of study include** history of Latin America and Venezuela, political economy, Latin American studies, quantitative research, social documentation (photography, audio, writing), participatory research, popular education and Spanish.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Students must demonstrate some familiarity with basic Spanish. Previous studies of Latin America, political economy or community studies, visual/audio documentation skills and previous experience working/collaborating with a community organization are desirable, but not required.

**Program is preparatory for careers and future studies in** community studies, documentary journalism, community education and organizing, work with non-governmental organizations and international studies.

**Faculty:** Peter Bohmer (political economy, Latin American studies), Anne Fischel (social documentation, community studies)

The transformation of Venezuela is being closely observed by nations and social movements around the globe. President Hugo Chavez asserts the Venezuelan "proceso" (the process) is constructing socialism for the 21st century. Venezuela is spearheading a Latin American movement to develop alternatives to the neo-liberal model of development favored by the United States. Venezuela is also creating new international alliances to redistribute global power and influence.

Our program will study the Venezuelan proceso and its efforts to develop new models of political and economic democracy and justice. We will develop an in-depth understanding of the work of community organizations, social movements and the Venezuelan government to construct a political and economic system to meet peoples' needs for food, health, shelter, education, employment, transportation and political participation. We will also examine struggles for indigenous rights and racial equality. Working with perspectives drawn from political economy, community studies and popular education, we will focus on the experiences of ordinary people as they participate in a massive popular movement to redistribute power and wealth and change the basis of social organization and decision making in their communities and nation. We will also study the historical role of United States policy in Venezuela and Latin America, and the current impact of that policy. Possible texts include: Galeano's *Open Veins of Latin America*, Wilpert's *Changing Venezuela by Taking Power*, Harnecker's *Understanding the Venezuelan Revolution* and Horton and Freire, *We Make the Road by Walking*. Among the questions we will address are: What is the Venezuelan model of development? What are its political, social, environmental, and economic implications? What are its strengths, weaknesses and potential problems? Is the proceso leading to increased popular participation and power? Can it create the deepening of democracy and prosperity for all? Is this model applicable to other nations?

In fall our focus will be on preparing to travel to Venezuela and work collaboratively with communities in or near Barquisimeto, an agricultural and industrial center. Our studies will include Spanish language (advanced beginning or intermediate), political economy of Latin America (international political economy, comparative social systems), and Venezuelan history and politics. We will pay special attention to Venezuela's long struggle for political and economic independence, culminating in the election of President Hugo Chavez, and the process of creating sustainable models of political and economic democracy.

In fall we will also study research methods, develop documentation skills using writing, photography and audio recording, and explore popular education-based strategies of community collaboration. Students will select an area of focus and prepare for our work in Venezuela by writing a research paper and presenting their preliminary findings. Agriculture, education/literacy, sustainable development, labor, the economy, culture, cooperatives, community-based media, gender, youth, community organizing and health are some areas we will explore.

In winter quarter most of us will travel in Venezuela for 9 weeks. We'll begin in Caracas, visiting national sites and attending presentations about Venezuelan political and economic development. We will spend most of our time near Barquisimeto, working collaboratively with local organizations and documenting the experiences. There will be opportunities for English-Spanish language exchange or Spanish instruction. Students who choose to stay in the United States have the option to pursue an internship with an organization involved with the Spanish-speaking community.

In spring we will prepare our documentary materials for publication and present them to the campus and community. Possible forms of publication include a zine, book, photo exhibit or Web site. Students who held internships in winter with local organizations can contribute documentation of their internships, or work on the Venezuela materials. Based on our experiences in Venezuela and continued reading in political economy and community studies, we will deepen our understanding of the Venezuelan proceso and its implications for understanding and creating social change.

**Faculty Signature:** Students will meet with faculty at the Academic Fair, May 14, 2008 to discuss academic preparedness and Spanish language skills. For more information, contact Anne Fischel at [fischela@evergreen.edu](mailto:fischela@evergreen.edu) or Peter Bohmer at [bohmerp@evergreen.edu](mailto:bohmerp@evergreen.edu).

**Total:** 12 or 16 credits per quarter

**Enrollment:** 50

**Special Expenses:** \$3600 for 9 weeks of study abroad in Venezuela. Limited scholarship assistance will be available. A deposit of \$200 is due by November 10th, 2008.

**Internship Possibilities:** Winter, if not traveling to Venezuela. Local internships with Spanish-speaking organizations, subject to faculty approval.

**Planning Units:** Expressive Arts and Society, Politics, Behavior and Change



## OFFERINGS BEGINNING WINTER QUARTER

**Individual Study: Psychology****Winter quarter**

**Major areas of study include** psychology, health, counseling and social and human services.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** psychology, the health professions, human services and education.

**Faculty:** Mukti Khanna (psychology)

Individual Study: Psychology allows opportunities for students to create their own course of study in the form of an Individual Learning Contract or Internship. Working with the faculty sponsor, individual students or small groups of students design projects or internships and meet regularly with faculty to reflect on their work. Students pursuing individual study or internships in psychology, counseling and health are invited to join this program.

**Faculty Signature:** Interested students who have a project in mind need to draft an Independent Learning Contract or Internship Agreement and make an appointment to meet with faculty to discuss their plans before the Winter Academic Fair, December 3, 2008. Students should bring their draft contract or internship agreement and a portfolio of sample work, including faculty and self evaluations from earlier Evergreen programs to the appointment. For more information, contact Mukti Khanna at khannam@evergreen.edu. Qualified students will be accepted until the program fills.

**Total:** 16 credits

**Enrollment:** 25

**Special Expenses:** Additional costs will vary depending on students projects.

**Internship Possibilities:** With faculty approval.

**Political Economy of the Media: U.S. Historical & Contemporary Realities****Winter and Spring quarters**

**Major areas of study include** U.S. history, critical media studies, propaganda analysis, social movements, expository writing, media history and topics in media analysis.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** media studies, social movements, social science, education and journalism.

**Faculty:** Michael Vavrus (Social Foundations of Education, Political Economy), Lawrence Mosqueda (Political Economy)

In this 2-quarter program, students will investigate how political events are constructed and reported in the media, compared to actual political and economic realities. In "media" we include mainstream periodicals, television, radio and films. We also include the growth of Internet blogs, web sites, independent media, and other media outlets in the 21st century. We will take an historical approach that focuses on U.S. history from the colonial era to contemporary globalization. We will compare media concentration of ownership to community-controlled media. We will examine how issues surrounding race, class, and gender are perceived by the media and subsequently by the public.

During winter quarter students will receive a theoretical and historical grounding in the political economy of the media. We will explore the question of who owns the media and what difference this makes to how stories are reported, framed, sourced or just ignored. Films, lectures and readings, along with text-based seminars, will compose the primary structures used by this learning community.

Student will regularly engage in a critical reading of *The New York Times* and other media outlets. Also during the winter quarter, students will create a research proposal that includes an annotated bibliography. Research projects may either be traditional research papers or equivalent projects determined in collaboration with the faculty, such as an independent media blog or web site.

During spring quarter, students will devote approximately half of their program time to completing their proposed projects and presenting the results of their research. The remaining program time will focus more in-depth on program themes as we examine contemporary issues through a variety of sources.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Planning Units:** Programs for Freshmen and Society, Politics, Behavior and Change

## The End of Prosperity

### Winter quarter

**Major areas of study include** economics, politics, public policy, American studies and social history.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** social sciences, education, public policy, social services and politics.

**Faculty:** Alan Nasser (political economy, foreign policy)

American history has seen, from its beginnings, a steady rise in most people's standards of living and economic security, and, with the exception of the 1930s Great Depression, robust economic growth. But since 1973 this has changed: the median wage has actually declined, economic inequality has skyrocketed, working people and students find themselves saddled with unparalleled debt, job security has never been lower since the Great Depression, students are no longer confident that they will find stimulating and well paid jobs, and economic growth has slowed remarkably. Unfortunately, many experts fear that America will never again experience the prosperity it enjoyed during what is called the "Golden Age", the years 1947-1973. What happened? Are the pessimists right about our future?

We will examine the course of U.S. economic, political and social history since the very end of the nineteenth century. This will require us to examine the nature of the economic, political and social structures that comprise U.S. capitalism. We will view these structures as dynamic in nature, always subject to development, transformation and possible degeneration.

Among the main developments we will study are the changes in the economic and social structures at the turn of the twentieth century, the emergence of large multinational conglomerate corporations in the early twentieth century, the U.S. response to the Soviet Revolution, the "roaring twenties", the Great Depression, the effects of World War II on the economy, the historically unprecedented prosperity of the Golden Age and the creation of the so-called "middle class", the end of the Golden Age and the beginning of the long period of austerity that continues to this day, and the heightened aggression of U.S. foreign policy that began with the Carter presidency and coincides with the beginning of the Age of Austerity. At the same time we will read at least one major social and political history of this period.

This is a demanding, advanced, bookish program devoted to close and careful analysis of our readings. Good analytical skills are presupposed.

**Faculty Signature:** Students should submit copies of their most recent faculty evaluations and samples of their most recent non-fiction writing to Alan Nasser at the Academic Fair, December 3, 2008. Transfer students should bring unofficial transcripts and writing samples to the fair. Students unable to attend the fair may send transcripts and writing samples to Alan Nasser, The Evergreen State College, Seminar 2 A2117, Olympia WA 98505. For more information, contact Alan at (360) 867-6759. Applications received by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits

**Enrollment:** 25



## OFFERINGS BEGINNING SPRING QUARTER

**Individual Study: Society and Behavior****Spring quarter**

**Major areas of study include** Western psychology, Asian psychology, Buddhism, counseling, social work, cross-cultural studies, Asian-American studies, religious studies, nonprofit organizations, aging, death & dying, deep ecology, peace studies, and internships.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** psychology, religion, counseling, nonprofit organizations, gerontology, ecology and cultural studies.

**Faculty:** Ryo Imamura (counseling, psychology, Buddhist studies)

Individual Study: Society and Behavior offers opportunities for students to create their own course of study and research through Individual Learning Contracts, group contracts, or internships. Prior to the beginning of spring quarter, interested individual students or small groups of students should consult with the faculty sponsor about their proposed projects.

Possible contract areas with Ryo Imamura include Western psychology, Asian psychology, Buddhism, counseling, social work, cross-cultural studies, Asian-American studies, religious studies, nonprofit organizations, aging, death & dying, deep ecology, peace studies, and internships.

**Faculty Signature:** Students interested in contract sponsorship with Ryo Imamura should email a contract draft/proposal to him at [imamurar@evergreen.edu](mailto:imamurar@evergreen.edu) before the beginning of spring quarter. They should consult the Evergreen Web page on individual learning contracts for directions and to view a sample contract go to: [www.evergreen.edu/advising](http://www.evergreen.edu/advising).

**Total:** 4, 8, 12 or 16 credits per quarter

**Enrollment:** 25

**Internship Possibilities:** With faculty approval.

**Individual Study: Topics in Political Economy, Globalization, Contemporary India and U.S. History****Spring quarter**

**Major areas of study include** political economy, globalization, contemporary India and Early American History.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Students must be prepared to carry out advanced and independent study. Prerequisites for individual contracts will be determined in consultation with the faculty sponsor.

**Program is preparatory for careers and future studies in** the social sciences, history, law, education and informed citizenship.

**Faculty:** Jeanne Hahn (political economy)

Individual Study: Topics in Political Economy, Globalization, Contemporary India and U.S. History offers opportunities for students to develop small cluster contracts, individual contracts, and internships in the general areas of political economy, globalization, social movements, contemporary India, political and social theory, and Early American History. The faculty sponsor will consider sponsoring individual and/or small groups of advanced students interested in research and reading in these areas, as well as internships and travel abroad contracts.

**Faculty Signature:** Students must draw up an Individual Learning Contract in consultation with Jeanne Hahn. For more information, contact Jeanne at 360-867-6014 or [hahnj@evergreen.edu](mailto:hahnj@evergreen.edu).

Contract proposals received before March 7, 2009 will be given priority. Qualified students will be accepted until the program fills.

**Total:** 4, 8, 12 or 16 credits

**Enrollment:** 25

**Special Expenses:** Additional expenses will vary depending on student projects.

**Internship Possibilities:** With faculty approval.

## Integral Psychology

### Spring quarter

**Major areas of study include** psychology, transpersonal psychology and counseling.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** psychology, the health professions, human services and education.

**Faculty:** Mukti Khanna (psychology), Scott Coleman (education, psychology)

There is a growing acceptance of spirituality in psychology, psychotherapy, and medicine and a growing understanding within our culture that meditation and other traditional Eastern forms of spiritual practice can be applied in psychological practice. In this program we will study the developing theory and practices of integral psychology. Integral psychology draws upon the major spiritual traditions of the East and West, recent cultural and social sciences research, and the innovations made by contemporary psychoanalytic, humanistic, systemic, and transpersonal psychologies. Integral psychology includes the development of consciousness and self-awareness using imaginative somatic and expressive arts languages.

Pedagogical practices will include workshops, book seminars, lectures and video, with an emphasis on experiential learning in individual, small and large group formats. Multi-modal expressive arts laboratories based on person-centered psychology will be explored throughout the program. As described by Natalie Rogers, an international leader of expressive arts therapies and daughter of pioneering psychologist Carl Rogers, "The combination of expressive arts—the integrated process of using movement, visual art, music, journal writing and drama—and person-centered listening are powerful ways to become aware of our feelings about world events and transform these feelings into self-responsible action. The expressive arts bring us into balance by engaging our imagination, intuition and spiritual practices." The program will explore ways in which the application of integral psychology and spirituality can provide co-creative perspectives on health reform, social change and community building. This program will also include a retreat to provide an opportunity to engage more deeply in the practices of integral psychology and person-centered expressive arts. No previous art or movement experience is needed. Students need to be willing to work with integral psychology theory and self-knowledge through mindfulness, somatic and expressive arts practices in addition to discussion and reading.

**Total:** 16 credits

**Enrollment:** 48

**Special Expenses:** \$60 for art supplies and \$100 for retreat costs.

**A similar program is expected to be offered in 2009-10**

**Planning Units:** Programs for Freshmen and Society, Politics, Behavior and Change

## The Science of Business Decisions

### Spring quarter

**Major areas of study include** public policy, statistics, business and management science.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Some prior statistics required.

**Program is preparatory for careers and future studies in** business, management, a Masters in Business Administration or other master's degrees requiring core statistics.

**Faculty:** Glenn Landram (management and statistics)

The Science of Business Decisions will center on the theme of decision making (management science or decision science) in business and non-governmental operations. This program will include the statistics, up through and including regression analysis, and the science that will provide the quantitative tools for advanced and large-scale decision making in the conduct and understanding of business operations. Students will have the opportunity to discover and sample such subjects as linear programming, game theory, and decision making under uncertainty. We will cover applications of the above subjects in local business settings. This program will also serve as a preparatory course for continuing work in any master's degree, such as an MBA, requiring statistics and/or a strong quantitative foundation.

Weekly seminar will cover readings in the *Wall Street Journal* and texts such as *Innumeracy*, *Freakonomics* and *How to Lie with Statistics*. Students will deliver at least one presentation of empirical material, including visual representations of quantitative material, during the quarter. Sources such as Edward Tufte's *Visual Display of Quantitative Information* will be discussed and used to raise the clarity and effectiveness of the presentations.

**Faculty Signature:** Please contact Glenn Landram, (360) 867-5434 or landramg@evergreen.edu, to discuss background and coursework in management and/or statistics. Glenn will be available at the Academic Fair, March 4, 2009, for program signature. Qualified students will be accepted until the program fills.

**Total:** 16 credits per quarter

**Enrollment:** 25

**Special Expenses:** \$40 for subscriptions.

## So You Want to be a Psychologist

### Spring quarter

**Major areas of study include** history and systems of psychology, one discipline area (student's choice of either social, developmental, cognitive, or physiological psychology), foundations of psychology, career explorations in psychology, writing and social science ethics.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** psychology, education and social work.

**Faculty:** Carrie Margolin (cognitive psychology)

Students will investigate theories and practices of psychologists to enhance their understanding of counseling, social services, and the science of psychology. We will cover history and systems of psychology. Students will read original source literature from the major divisions of the field, covering both classic and contemporary journal articles and books by well-known psychologists. Students will explore careers in psychology and the academic preparations necessary for these career choices. We will cover the typical activities of psychologists who work in academia, schools, counseling and clinical settings, social work agencies and applied research settings.

Among our studies will be ethical quandaries in psychology, and the ethics of human and animal experimentation. Library research skills, in particular the use of PsycINFO and Science and Social Science Citation Indexes, will be emphasized. Students will gain expertise in the technical writing style of the American Psychological Association (APA). The class format will include lectures, guest speakers, workshops, discussions, films and a field trip.

There is no better way to explore the range of activities and topics that psychology offers, and to learn of cutting edge research in the field, than to attend and participate in a convention of psychology professionals and students. To that end, students will attend the annual convention of the Western Psychological Association, which is the western regional arm of the APA. This year's convention will be held in Portland, Ore. on April 23-26, 2009.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Special Expenses:** The approximate cost of the field trip is between \$200 and \$350, depending upon the type of accommodations you require; this includes WPA membership/registration fees and four nights hotel at the convention site. Transportation and food are additional, and at student's own expense.

**A similar program is expected to be offered in** Spring 2010

**Planning Units:** Programs for Freshmen and Society, Politics, Behavior and Change



# Native American and World Indigenous Peoples Studies

**Native American and World Indigenous Peoples Studies (NAWIPS)** programs study the Indigenous peoples of the Pacific Northwest, the Americas and the world. The college offers on-campus interdisciplinary programs, as well as a reservation-based program that responds to the educational goals of local tribal communities. All Native American programs at Evergreen can be accessed through the NAWIPS Web site at [www.evergreen.edu/nativeprograms](http://www.evergreen.edu/nativeprograms).

**Native American and World Indigenous Peoples Studies (NAWIPS)** programs study the Indigenous peoples of the Pacific Northwest, the Americas and the world. The college offers on-campus interdisciplinary programs, as well as a reservation-based program that responds to the educational goals of local tribal communities. All Native American programs at Evergreen can be accessed through the NAWIPS Web site at [www.evergreen.edu/nativeprograms](http://www.evergreen.edu/nativeprograms).

On-campus, yearlong coordinated study programs begin with a focus on the basic principles and concepts of the unique treaty relationship between Tribal Nations and the U.S. government. Students explore a continuum from pre-Columbian times to the global effects of colonialism and the political and cultural revitalization movements of the contemporary era, with particular attention given to the tribes of the Pacific Northwest. These programs are grounded in recognition of the vitality and diversity of contemporary Indigenous communities.

Off campus, the reservation-based program emphasizes community-determined education within the tribal communities where the classes are held. Students are encouraged to value local knowledge and its place in their academic work. Learning continues through student involvement in the activities of two of Evergreen's public-service organizations: the Longhouse Education and Cultural Center and the Northwest Indian Applied Research Institute.

The Longhouse Education and Cultural Center represents a living, cultural link to the tribal communities of the Pacific Northwest. The purpose and philosophy of the Longhouse are centered on service and hospitality to students, the college, Indigenous communities and the community at large. The functions of the facility are to provide classroom space, house the NAWIPS programs, serve as a center for multicultural and cross-cultural interaction, and host conferences, cultural ceremonies, performances, exhibits and community gatherings. The Longhouse is one of six public service centers at Evergreen. The primary public service work of the Longhouse is to administer the Native Economic Development Arts Program (NEDAP). The program promotes education, cultural preservation and economic development for Native artists and tribes in the Pacific Northwest.

The Northwest Indian Applied Research Institute (NIARI) responds to concerns identified by tribal communities by initiating applied research around such issues as curriculum development, economic sustainability and natural resource management. The results of student-generated research are realized through workshops, conferences, community interaction and a Web site, [www.evergreen.edu/nwindian](http://www.evergreen.edu/nwindian). NIARI works with the tribes—if they choose—to implement those results.

In addition, a program of advanced studies in tribal government management and administration is included in the Master in Public Administration program. Students take required courses in public administration and receive 24 graduate credits in tribal government organization, policy development and intergovernmental relations.

## Affiliated Faculty:

**Kristina Ackley**  
Oneida/Bad River Chippewa  
**Michelle Aguilar-Wells**  
Luiseno/Soboba

**Joe Feddersen**  
Colville Confederated Tribes  
**Zoltán Grossman**  
**Raul Nakasone**

**Alan Parker**  
Chippewa-Cree  
**Gary Peterson**  
Skokomish

**Frances Rains**  
Choctaw/Cherokee  
**David Rutledge**  
**Linda Moon Stumpff**  
San Carlos Apache

**Gail Tremblay**  
Onondaga/Micmac

## American Places

### Fall, Winter and Spring quarters

**Major areas of study include** American studies, anthropology, literature, history, Native American studies, politics, and community studies.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** humanities, elementary and secondary education, journalism, American studies, Native American studies, social services, law, and environmental studies.

**Faculty:** Sam Schrager (folklore), Kristina Ackley (Native American studies), Matthew Smith (political science)

*Place absorbs our earliest notice and attention, it bestows on us our original awareness; and our critical powers spring up from the study of it and the growth of experience inside it. Sense of place gives equilibrium; extended, it is sense of direction too. —Eudora Welty*

Place forms us, Welty says. Yet in this age of unprecedented interchangeability of spaces, what happens to the distinctive character of places? In the face of the mobility, uprooting, and alienation endemic in the U.S. and elsewhere, what connections to place can we hope to nurture? Our program will explore how place emerges from experiences of location within the physical world and power-laden fields of social relations. We will study how American places are conceived, lived in, felt about, fought over, and transformed at intersections of geography and history, culture and politics. How, we will ask, do persons and groups create—and how are they shaped by—the places they inhabit?

Re-imagining and reinventing place will be a central theme. We will look at how Indigenous communities have contested American spaces by re-mapping race, gender and nation in the

face of colonization, and we will listen to ongoing Native discourse about the effects of borders on tribal sovereignty. Our inquiry will consider other groups remaking places: Europeans transplanting home cultures, African Americans asserting selfhood in racist South and North, settlers relocating to the West, and Latin American and Asian immigrants forging transnational identities. Contemporary issues will include tourism and economic development, power in social institutions, practices of community, the value of stories and the fate of cultural traditions. Our views of place will range broadly, encompassing Olympia and New York City, the Six Nations Confederacy and the Idaho woods, families and worship-houses, beauty salons and theme parks, schools and prisons.

This program offers ideal opportunities for students to develop skill as interpreters, writers, and researchers by studying scholarly and imaginative works and by conducting ethnographic fieldwork (observation, interviewing, documentation of social life). From mid-winter to mid-spring, students will undertake an extended project on an American place of their choice, locally or elsewhere. The faculty will provide strong support. This project, embedded in the conversation of the program, will include the option of combining research with internships or other community service. The research will be a fine context for writing senior theses. We anticipate that the work students accomplish here will be a source of pride and pleasure in years to come.

**Total:** 16 credits per quarter

**Enrollment:** 72

**Special Expenses:** \$240 for fall and spring program field trips. Students may incur expenses associated with winter/spring research project. Costs will depend on location of study and choices of research.

**Internship Possibilities:** With faculty approval, as part of winter-spring research project.

**Planning Units:** Culture, Text and Language; Native American and World Indigenous Peoples' Studies; and Programs for Freshmen



## Conceptualizing Native Place

### Fall and Winter quarters

**Major areas of study include** Native American studies, geography, art history and writing.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** Native American studies, art history, geography, cultural studies and education.

**Faculty:** Lara Evans (art history), Zoltán Grossman (geography, Native studies)

In this program, we will explore historical and contemporary relationships of Native North Americans to place, using art and geography in a cross-cultural comparative analysis, and as “common ground” for strengthening intercultural communication. The unique status of indigenous nations can be better understood by highlighting the centrality of territory in Native identity, and the strong indigenous connections to place. These connections can be seen in numerous fields: art and material culture, Native national sovereignty, attachment to ceded treaty lands, the focus on traditional land use and protection of sacred sites, environmental protection, sustainable planning, indigenous migration and symbolic mobility (through community practices such as powwows and commemorative journeys).

All of these connections have been expressed artistically and geographically through traditional indigenous cartographies, artistic “mapping” of ideas using contemporary art practices, and modern mapmaking techniques. A number of group exhibitions of contemporary Native art have collected bodies of work that share an analysis of the importance of place and identity, from *Reservation X* in 1999 to *Our Land, Our Selves* in 2007. Examination of cross-cultural and cross-disciplinary ideas about land, place, environment, and relationship to human cultures offers the opportunity to develop new conceptualizations for the meaning of place, self, and community.

We will examine how conceptions of land are disseminated through art and objects of material culture, informing our examination with geographic studies and investigation into the sociopolitical uses of mapping. Students will discover differences and potential meeting points between Native and Western cultural systems, identify differences within and among diverse tribal nations, and develop an understanding of indigenous peoples’ ability to define and set their own social, cultural, and spatial boundaries and interpretations. Students will develop greater awareness of indigenous cultures, but also of aspects of culture that may be determined and protected by Native peoples themselves.

Fall quarter will introduce students to historical geographies and worldviews of Native North America, basic visual literacy skills in art, and basic literacy in graphic representational systems for geographic data. In winter quarter, students will develop specialized projects relevant to geographic areas of interest. In general, program activities will involve guest lectures, images and videos, workshops, readings and class discussions, quizzes and exams, writing assignments, and presentations to compare and contrast our different geographical case studies. Students are expected to use critical thinking skills in interpreting the readings, images, videos and lectures. Through field trips to Native communities in urban and reservation areas, and a comparative examination of museums by or about Native peoples, students will be asked to engage directly with the questions and contentions surrounding notions of place in Native America.

**Total:** 16 credits per quarter

**Enrollment:** 48

**Special Expenses:** \$120 for field trips and museum admissions fees.

**Planning Units:** Expressive Arts; Native American and World Indigenous Peoples’ Studies; and Programs for Freshmen

## Native Studies: Indigenous Americans Before and After Columbus

### Fall and Winter quarters

**Major areas of study include** Native American studies, economics, political science and history.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** Native American studies, economics, social sciences, law and education.

**Faculty:** Bill Bruner (economics), Frances Rains (Native American studies)

Most of us learned in school that the Americas, at the time of Columbus, were largely vacant lands, generally untouched, occupied by a few small bands of Indigenous peoples. The reality, however, was that immensely successful civilizations that rivaled, and often surpassed, European civilizations inhabited both North and South America. Not long after the conquest, indigenous populations in the “New World” had plummeted, and the remaining Indian peoples lived in poverty and subjugation.

This two-quarter program will investigate the cultures of Indigenous peoples in the Americas both before and after European conquest. In fall quarter, we will begin with an examination of advanced, pre-Columbian civilizations primarily in South and Central America. Our focus will be on material culture, standards of living, trading patterns, architecture, art and artifacts.

In winter quarter, we will contrast this early history with the period immediately after the conquest and with developments among Indigenous peoples in both North and South America since that time. We will examine living standards of the area and the processes that took the Indians from prosperity to poverty in a relatively short time. An over-arching goal of the program will be to understand the concepts of “history” and “civilization.”

Our studies will encompass research methods and individual research projects. We will also visit important Indian historical sites in western Washington.

**Total:** 16 credits per quarter

**Enrollment:** 50

**Planning Units:** Native American and World Indigenous Peoples’ Studies and Society, Politics, Behavior and Change

---

## Persistence: A Study of Inspired Work

---

### Fall, Winter and Spring quarters

**Major areas of study include** history of the Americas, political science, ethnography, cultural anthropology, Indigenous studies, research, writing, education

**Class Standing:** Accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, social sciences, the arts, multicultural studies, social work, human services and the humanities.

**Faculty:** David Rutledge, Yvonne Peterson, Raul Nakasone

This on-campus program is for students who have a research topic in mind, as well as for those who would like to learn how to do research in a student-centered environment. Individual research will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. Work will be concentrated in cultural studies, human resource development, and ethnographic studies, to include historical and political implications of encounters and cross-cultural communication. We shall explore Native American perspectives and look at issues that are particularly relevant to Indigenous people of the Americas.

The idea of Persistence is part of a 20 year vision consistent with Native American philosophy. Students will be exposed to research methods, ethnographic research and interviewing techniques, writing workshops, computer literacy, library workshops, moving River of Culture Moments to documentary, educational technology and the educational philosophy and psychology. A special series of workshops will support the particular needs of first- and second-year students. Within the program's theme, students will pay special attention to what individual and group work they plan on doing,

how they plan to learn, how they will know they learned it, and what difference the work will make in their lives and in their communities.

Students whose research could be enriched by being immersed in a foreign culture will have the opportunity to live in Peru for five weeks or more during winter quarter. Our access to rural communities on the Peruvian northern coast offers students the opportunity to experience volunteer community work by learning in a safe and healthy pueblo environment. Learning about Latin America through Peru will expand the concept of Native American and Indigenous peoples.

In late fall and winter, individually and in small study groups, students and faculty will develop the historical background and do an integrative review of literature and data collection for completing their projects. Winter and spring quarter, students will write conclusions, wrap up projects, and prepare a public presentation.

Depending on individual projects, students will develop, use and explore some of the following areas: Bloom's Taxonomy, the theory of multiple intelligence, the relationship among curriculum, assessment and instruction, Choice Theory, critical thinking, expectations of an Evergreen graduate and the five foci, quantitative reasoning, self- and group-motivation, and communication (to include dialogue, e-mail, resources on the Web, Web crossing and blogs). They will also develop skills in creating interactive Web pages, blogs and documentaries, as well as movie editing and using PowerPoint.

**Total:** 8, 12 or 16 credits per quarter

**Enrollment:** 72

**Special Expenses:** \$2100 for an optional five week study abroad in Peru in winter. Includes international transportation, room and board. A non-refundable deposit of \$150.00 is due by Sept. 29, 2008.

**Internship Possibilities:** Fall, winter and spring with faculty approval.

**A similar program is expected to be offered in 2009-10**

**Planning Units:** Native American and World Indigenous Peoples' Studies; Programs for Freshmen; and Society, Politics, Behavior and Change

## Reservation-Based/Community-Determined: Integrating Change in a Communal Society

### Fall, Winter and Spring quarters

**Major areas of study include** indigenous culture and knowledge, Native American history, political science, critical thinking, economics, technology, writing, art, management and ethics.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Students must have family or professional ties to tribal communities and/or one of the reservation sites. Faculty signature required.

**Program is preparatory for careers and future studies in** human services, tribal government/administration, cultural studies and education.

**Faculty:** Michelle Aguilar-Wells (public administration), TBA

The Reservation-Based/Community-Determined program is a regular, ongoing offering designed specifically for place-bound students at several reservation sites including Muckleshoot, Nisqually, Port Gamble, Quinault, Skokomish, and Lower Elwha. Students meet each week at their respective sites to build and sustain a learning community on the reservation. In addition, students from all sites meet regularly for Saturday classes at the "House of Welcome," the Longhouse Education and Cultural Center, on The Evergreen State College campus. Tribes help to design the curriculum by considering those topics and skills that an educated member of an Indian tribe needs in order to contribute to his/her community. The interdisciplinary approach allows students to participate in seminars, and do participatory research while also studying in their individual academic areas of interest. The 08/09 academic year theme is *Integrating Change in a Communal Society*.

Students will engage in work that allows them to study change and leadership in all of its manifestations from around the world and in Indian communities, specifically their own. The program content will focus on areas of study that include political science, literature, economics, ethics, spirituality and the influence of change on traditions and society.

**Faculty Signature:** New students must submit an intake interview form, signed by the program director. No signature is required for students continuing in the program from the previous year. To obtain the intake interview form and make an appointment, contact Michelle Aguilar-Wells, (360) 867-6286 or [aguilarm@evergreen.edu](mailto:aguilarm@evergreen.edu)

**Total:** 12 or 16 credits per quarter

**Enrollment:** 75

**Special Expenses:** Travel expenses to The Evergreen State College campus four times each quarter.

**Internship Possibilities:** With faculty approval.

**A similar program is expected to be offered in 2009-10**

## Social Work/Human Services Skill Sets

### Fall, Winter and Spring quarters

**Major areas of study include** social work, counseling, human services, public policy, cultural studies, Native American studies and tribal policy.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** social work, counseling, administration, human services, social services policy, Indian Child Welfare Services, and children's mental health.

**Faculty:** Gary Peterson (social work)

This program is designed to prepare students to work in the social service delivery profession. We will explore causes of paradigm shifts in service delivery and how they effect good social work practice. We will explore disproportionality of children of color in the system and how it effects good social work practice. We will explore issues of class, gender, poverty and gay/lesbian issues in service provision. Cultural competence will be emphasized. Employment options in schools, public, private, and tribal agencies and others will be explored.

The first two quarters of the program are geared to provide foundation information/skills and the third quarter will consist of a field placement to practice skills learned. Fall quarter will also include an internship placement or independent study project to be arranged. Speakers and visiting lecturers will augment our study throughout the program. Students already working in social services professions may have the option of independent or weekend study for some of the credits.

**Total:** 16 credits per quarter

**Enrollment:** 24

**Internship Possibilities:** Social work related placement including Tribal programs, with faculty approval.

**Planning Units:** Native American and World Indigenous Peoples' Studies and Programs for Freshmen

## OFFERINGS BEGINNING SPRING QUARTER

## SPRING

**Food, Place and Culture****Spring quarter**

**Major areas of study include** political economy, geography, food, culture, Native American and traditional food and agriculture.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** geography, culture, food, native plants and political economy.

**Faculty:** Martha Rosemeyer (agricultural ecology), Donald Morisato (biology), Zoltán Grossman (geography, Native American studies)

Food is a central element in social exchange and definition of self and community. Perhaps even more than language, food is a marker of identity and culture. How have particular regional and national cuisines been shaped by local and global geography and history? For example, what was Italian food before the tomato's arrival from the Americas? How are local food traditions being endangered by globalization?

We will begin the quarter with an overview of the evolution of early humans and the history of food procurement, including the relatively recent development of agriculture. We will study the food gathering, cultivation practices and rights of indigenous and land-based peoples of North America and the Pacific Rim. This component will include introductory ethnobotany and field work aimed at beginning to recognize native plants of the Pacific Northwest. We will also investigate the interaction of people with their landscape through visits to local tribes and immigrant communities. Students will examine the scientific basis of various modes of traditional food preparation and preservation, including fermentation.

By focusing on a few case studies, we will dissect the notion of regional cuisine, which initially develops within the context of a distinct place with unique edible plants, animals, and spices, as well as its cultural perspectives. We will consider the Columbian Exchange, the dislocation of plants and animals following this encounter of Europe with the Americas, and its profound impact on ecological systems in both areas. We will further examine the consequences of colonialism in restructuring local food systems for the markets of Empire, and in "internationalizing" food, as in Indian curry in England. We will study how migration has changed the flavor of national identities, an example of which is how salsa has replaced ketchup as the most popular condiment in the United States.

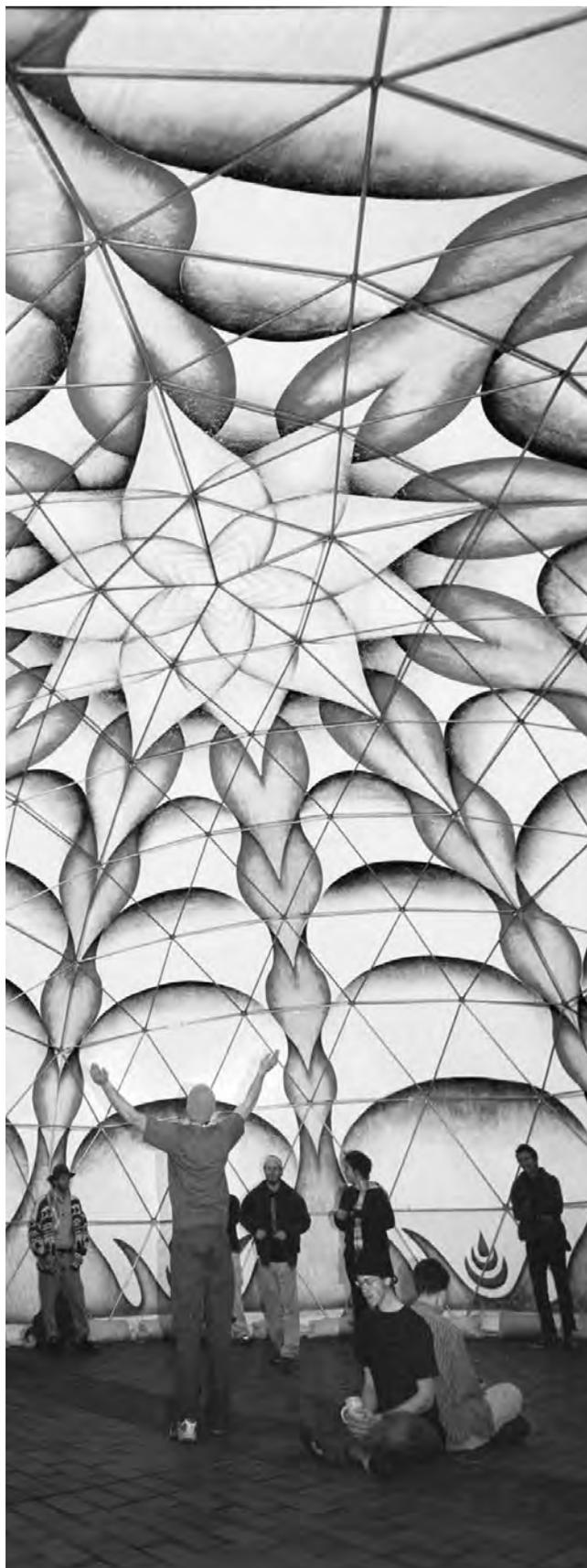
Finally, we will look at the impact of globalization and the structure of regional economies on food, such as the effects of free-trade agreements on farmers and consumers. We will investigate how climate change is disrupting plant and animal habitats important in food procurement and cultural survival. We will consider alternative models capable of providing local food security, self-sufficiency and a stronger connection to place.

**Total:** 16 credits

**Enrollment:** 72

**Special Expenses:** Special expenses: \$75 for food, entrance fees.

**Planning Units:** Environmental Studies; Native American and World Indigenous Peoples' Studies; Programs for Freshmen; and Scientific Inquiry



# Tacoma Program

The Tacoma program is committed to providing its students with an interdisciplinary, reality-based, community-responsive liberal arts education. The program operates from a social justice frame of reference that values family, community, collaboration, inclusiveness, hospitality, reciprocity and academic excellence. Recognizing the importance of personal and professional growth, research and scholarship, as well as commitment to community and public service, the Tacoma program seeks to provide a catalytic climate for intellectual, cultural and social growth.

Evergreen's educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students. The Tacoma program seeks to be a nexus for activities directed toward responding to community needs. We see ourselves as a resource not only for students, but also for the broader community. Within this context, we seek to promote service learning by linking students, faculty, staff and community members in community development, sustainability and well-being efforts.

Our emphases—interdisciplinary understanding and analysis, collaborative learning, cross-cultural communication, problem-solving, seeing the connections between global issues and personal or community action—provide our students with community-building tools that are needed and appreciated outside our campus.

## Features and Benefits

- Situated in an inner-city environment
- Faculty and student diversity
- Flexible class schedules
- Day and evening classes
- A curriculum that integrates students' life experiences and goals
- An emphasis on diverse cultural perspectives and experiences
- Opportunities to engage in dialogues across and beyond differences
- Personalized academic support and evaluation processes
- A tradition of employer satisfaction with graduates
- High graduate school placement rate

## Who Should Apply

Working adult learners who have achieved junior status (90 hours of transferable college-level courses) and who are interested in personal and professional advancement or preparation for graduate school are invited to apply. Everyone interested in building and sustaining a healthy community—whether in social services, educational outreach, shaping public policy or opinion, pre-law or environmental studies—is welcome in this program. Prerequisites for success include a willingness to be open-minded, to challenge and expand one's knowledge and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma program and to apply, call (253) 680-3000.

### Executive Director:

Dr. Artee F. Young

### Affiliated Faculty:

Eddy Brown

Mingxia Li (Zhang Er)

Paul McCreary

Gilda Sheppard

Tyrus Smith

Artee Young

## Power Play(ers): Actions and Consequences

### Fall, Winter and Spring quarters

**Major areas of study include** upper division studies in law and public policy, history, community and environmental studies, political economy, education, public health, bio-ethics, social science research, research methodology, literature, quantitative reasoning, critical thinking, composition, media literacy, computer studies, instructional technology, project management, statistics, human development and human biology.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** junior or senior standing; formal admission to the Tacoma campus.

**Program is preparatory for careers and future studies in** social work, education, law, health care, public policy, media literacy, history, organizational management, biomedical sciences, environmental studies, literature, community activism and foreign policy.

**Faculty:** Joye Hardiman (humanities, African cultural studies), Paul McCreary (mathematics and social justice, 3D modeling, life science), Gilda Sheppard (media literacy, sociology, cultural studies), Tyrus Smith (environmental science, ecology, environmental policy), Mingxia Li (Zhang Er) (biology, public health, bioethics, Chinese cultural studies), TBA

This year's program will explore colonial, postcolonial, and neocolonial issues as they are unfolding on local, national and global stages. Colonialism, under which generations of peoples were oppressed and forced to submit to exploitation and state and/or corporate sponsored tyrannies, has resurfaced in new forms of neocolonialism that we encounter in our daily lives and work. How to recognize them, how to acquire mental resistance to their hegemony, how to assert individual, family and community values and identities, how to decipher and reframe meanings from information channeled through mass media, how to analyze the powers at play in societal structures, how to empower oneself and community, and how to understand the ways in which these structures of power and control impact the quality of life for ordinary people, at home and abroad, are some of the skills you will learn from "Power Play(ers)."

This upper division program will examine local, national and foreign policy issues of the postcolonial and neocolonial world in education, health care, social welfare and the environment through interdisciplinary studies of law, bioethics, biomedical sciences, environmental science, legislative process, organizational management, mathematics modeling, sociology, psychology, American and world history, media literacy, world literature and cultures. Research methods in social and natural sciences and statistics emphasized in this program will present you with a systematic approach and analytical tools to address real life issues through constant research practice throughout the activities of the program. Information and multimedia technology and biomedical laboratory technology will be employed in hands-on laboratory practice to enhance your academic capacity and power.

The theme for fall quarter is *identifying the problem and clarifying the question*. The first quarter of the program will be used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We will explore theories, history and practices of colonialism as it is explicated in theory, history and practice. Colonialism will be analyzed from the perspectives of both political economy and history. In seminars, we will read, discuss and analyze texts that will add to our understanding of the ways in which colonialism and neocolonialism have created unequal distributions of power, wealth and access to resources.

Winter quarter's theme is *researching the roots, causes, and potential solutions*. We will look at specific contemporary issues of power viewed from a variety of institutional perspectives, most

notably in health, education, law, science, government, politics, youth, environment, community development, women's empowerment and human rights. Students will investigate specific issues of unequal distributions of power with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

In the spring, the theme will progress to *implementation*. The program will devote the final quarter to the design and implementation of projects to address the issues of unequal distributions of power identified in winter quarter. Seminar groups will combine their efforts to undertake actions to target current imbalances of power in the community. These actions may take the form of educational events, publications, multimedia presentations or art installations. Academic courses will assist in the successful implementation and evaluation of the student group activities.

**Faculty Signature:** No signature required. Nonetheless, prospective students must attend an intake interview at the Tacoma campus as part of the formal application and admissions process. Call (253) 680-3000 to schedule.

**Total:** 16 credits per quarter

**Enrollment:** 225

**Special Expenses:** About \$25-\$50 for media and/or storage supplies.

**Internship Possibilities:** Students can elect to do internships. Credit range is 2-16 credits per quarter. Though internships will normally be related to students' academic studies, all internships will be registered separately from the program.

**A similar program is expected to be offered in 2012-2013**

# Graduate Studies

## MASTER OF ENVIRONMENTAL STUDIES (MES)

**Edward A. (Ted) Whitesell, Director**  
**J.T. Austin, Assistant Director**  
 (360) 867-6225 or [austinj@evergreen.edu](mailto:austinj@evergreen.edu)

The Evergreen State College's Graduate Program on the Environment offers a Master of Environmental Study (MES) degree. This graduate program integrates the study of the biological, physical, and social sciences with public policy. Its core curriculum explores the interactions among environmental problems, policy responses, and environmental sciences. The program produces graduates who combine an interdisciplinary understanding of environmental sciences with the skills and wisdom to intelligently address environmental problems, providing quality professional preparation for people employed in the public, private, and non-profit sectors or for continuing graduate study in related fields.

For complete information on admissions requirements and procedures, please consult the current catalogue of the Graduate Program on the Environment or visit [www.evergreen.edu/mes](http://www.evergreen.edu/mes).

## MASTER OF PUBLIC ADMINISTRATION (MPA)

**Cheryl Simrell King, Director**  
**Randee Gibbons, Assistant Director**  
 (360) 867-6554 or [gibbonsr@evergreen.edu](mailto:gibbonsr@evergreen.edu)

The Masters Program in Public Administration provides high-quality professional education to students pursuing careers within government agencies, nonprofits, tribal governments, and research and advocacy organizations. Hundreds of program graduates work in responsible positions throughout Washington state, the Northwest, and beyond. Through the program, students gain important knowledge and skills and learn how to be effective advocates for change. Evergreen's MPA program is unique, due to our emphasis on social change and democratic governance, and the College's innovative approach to education.

For more information on the MPA program, please consult the current Master of Public Administration catalog or visit [www.evergreen.edu/mpa](http://www.evergreen.edu/mpa). For information on the MPA track in Tribal Governance, visit [www.evergreen.edu/mpa/mpatribal/home.php](http://www.evergreen.edu/mpa/mpatribal/home.php).

## JOINT MES/MPA DEGREE

The Master in Environmental Study and Master in Public Administration programs also offer a combined MES/MPA degree. This joint program is designed both for environmental professionals who wish to improve their administrative skills and for public administrators who want to gain expertise in the analysis of environmental issues. Students must complete a total of 96 credits in both programs to obtain the degree. For more information, contact the assistant MES director or the associate MPA director.

## MASTER IN TEACHING (MIT)

**Sherry Walton, Director**  
**Maggie Foran, Admissions and Advising**  
 (360) 867-6559 or [foranm@evergreen.edu](mailto:foranm@evergreen.edu)

Evergreen's Master in Teaching (MIT) Program is a nationally recognized teacher preparation program leading to Residency Teacher Certification in Washington state and a Master's degree. The program aspires to develop teachers who can put principles of effective and meaningful classroom teaching into practice, and who can create classrooms that are culturally responsive and inclusive, democratic and learner-centered, developmentally appropriate and active. Graduates are knowledgeable, competent professionals who assume leadership roles in curriculum development, assessment, child advocacy and anti-bias work.

For complete information on endorsements, admissions requirements and procedures, please consult the current Master in Teaching catalog or visit [www.evergreen.edu/mit](http://www.evergreen.edu/mit).

# Faculty

The following is a list of Evergreen's faculty as of summer 2007. A more extensive description of their areas of expertise can be found on the Academic Advising Web site: [www.evergreen.edu/advising](http://www.evergreen.edu/advising).

**Kristina Ackley, Native American Studies, 2000;** B.A., History and Political Science, University of Wisconsin-Madison, 1993; M.A., American Indian Law and Policy, University of Arizona, 1995; Ph.D., American Studies, State University of New York at Buffalo, 2001.

**Michelle Aguilar-Wells, Reservation-Based/Community-Determined, 2001;** B.A., Human Services, Western Washington University, 1977; M.P.A., University of Arkansas.

**Nancy Allen, Emerita, Literature and Languages, 1971;** B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

**Sharon Anthony, Environmental Chemistry, 1998;** A.B., Mathematics and Chemistry, Bowdoin College, 1989; Ph.D., Physical Chemistry, University of Colorado, 1995.

**Jeff Antonelis-Lapp, Reservation-Based/Community-Determined, 2001;** B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.

**Theresa A. Aragon, Management, 1999;** Academic Dean 2006-present, B.A., Political Science/Philosophy, Seattle University, 1965; M.A., Political Science/Sociology, University of New Mexico, 1968; Ph.D., Political Science/Public Administration, University of Washington, 1977.

**William Ray Arney.**

**Susan M. Aurand, Art, 1974;** B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

**Marianne Bailey, Languages and Literature, 1989;** B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, Germany.

**Don Bantz, Public Administration, 1988;** Academic Dean, 2000–03; Provost and Academic Vice President, 2004–present; B.A., Management/Marketing, 1970; M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.

**Clyde Barlow, Chemistry, 1981;** B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

**Maria Bastaki, Environmental Health, 2005;** B.S., Science, University of Patras, 1988; Ph.D., Pharmacology of Angiogenesis, University of Patras, 1994.

**Marcella Benson-Quazierna, Psychology, 2000;** B.S., Health and Physical Education, University of Iowa, 1977; M.A., Athletic Administration, University of Iowa, 1980; M.S.W., Social Work, University of Washington, 1988; M.A., Organizational Development, The Fielding Institute, 1993; Ph.D., Human and Organizational Systems, The Fielding Institute, 1996.

**Peter G. Bohmer, Economics, 1987;** B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

**Dharshi Boppegedera, Physical Chemistry, 1991;** B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

**Frederica Bowcutt, Ecology, 1996;** B.A., Botany, University of California, Berkeley, 1981; M.S., Botany, University of California, Davis, 1989; Ph.D., Ecology, University of California, Davis, 1996.

**Andrew Brabban, Molecular Biology, 2001;** B.S., Microbial Biotechnology, University of Liverpool, U.K., 1989; Ph.D., Genetics and Microbiology, University of Liverpool, U.K., 1992.

**Eddy Brown, Writing, 2001;** Academic Dean, 2004–present; B.A., English and Humanities, Fort Lewis College, 1979; M.A., English, The University of Arizona, 1987; M.F.A., Creative Writing, Goddard College, 1996.

**Bill Bruner, Economics, 1981;** Dean of Library Services, 1992–2001; B.A., Economics and Mathematics, Western Washington University, 1967.

**Andrew Buchman, Music, 1986;** Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

**Paul R. Butler, Geology and Hydrology, 1986;** A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.

**Arun Chandra, Music Performance, 1998;** B.A., Composition and English Literature, Franconia College, 1978; M.M., Guitar Performance, University of Illinois, Urbana/Champaign, 1983; D.M.A., Composition, University of Illinois, Urbana/Champaign, 1989.

**Gerardo Chin-Leo, Marine Biology, 1991;** B.A., Reed College, 1982; M.S., Marine Studies (Oceanography), University of Delaware, Lewes, 1985; Ph.D., Oceanography, University of Delaware, Lewes, 1988.

**Sally J. Cloninger, Film and Television, 1978;** B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

**Krishna Chowdary, Physics, 2007;** B.A., Physics, Johns Hopkins University, 1995; M.S., Physics, Carnegie Mellon University, 1997; Doctoral Studies (ABD), Physics, Carnegie Mellon University.

**Robert Cole, Physics, 1981;** B.A., Physics, University of California, Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

**Scott Coleman, Education, 2001;** Master in Teaching Director, 2001–2006; B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; Ph.D., Instructional Systems Technology, Indiana University, 1989.

**Amy Cook, Fish Biology, 2001;** B.S., The Evergreen State College, 1990; Ph.D., Biological Sciences, University of California, Irvine, 1998.

**Stephanie Coontz, History and Women's Studies, 1974;** B.A., History, University of California, Berkeley, 1966; M.A., European History, University of Washington, 1970.

**Thad B. Curtz, Emeritus, Literature, 1972;** B.A., Philosophy, Yale University, 1965; M.A., Literature, University of California Santa Cruz, 1969; Ph.D., Literature, University of California, Santa Cruz, 1977.

**Judith Bayard Cushing, Computer Science, 1982;** B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969; Ph.D., Computer Science, Oregon Graduate Institute, 1995.

**Bruce Davies, Public Administration Tribal Governance, 2006;** B.A., College of Letters, Wesleyan University, 1974; J.D., University of Denver, 1979.

**Stacey Davis, European History, 1998;** B.A., History, Princeton University, 1992; M.A., History, Yale University, 1993; M. Philosophy, History, 1996; Ph.D., History, Yale University, 1998.

**Elizabeth Diffendal, Emerita, Applied Anthropology, 1975;** Academic Dean, 1981–85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California, Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.

**Clarissa Dirks, Biology, 2006;** B.S., Microbiology, Arizona State University, 1994; Ph.D., Molecular and Cellular Biology, University of Washington, 2001.

**Carolyn E. Dobbs, Emerita, Urban Planning, 1971;** Academic Dean, 1987–91; Interim Vice President for Student Affairs, 1991–92; Academic Dean, 1992–94; Director of Graduate Program in Public Administration, 1994–98; B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.

- Peter Dorman, *Political Economy*, 1998;** B.A., Economics, University of Wisconsin, 1977; Ph.D., Economics, University of Massachusetts, 1987.
- Kathleen Eamon, *Philosophy*, 2006;** B.A., Liberal Arts, St. John's College, 1997; M.A., Philosophy, Vanderbilt University, 2004; Doctoral Studies (ABD), Philosophy, Vanderbilt University.
- Lara Evans, *Art History*, 2005;** B.A., Studio Art, Scripps College, 1994; M.A.I.S., Studio Art (Painting) and Art History, Oregon State University, 1998; Ph.D., Art History, specializing in Native American Art, University of New Mexico, 2005.
- Joe Feddersen, *Printmaking*, 1989;** B.F.A., Printmaking, University of Washington, 1983; M.F.A., University of Wisconsin, 1989.
- Susan R. Fiksdal, *Linguistics and Languages*, 1973;** Academic Dean, 1996–2001; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1983; Ph.D., Linguistics, University of Michigan, 1986.
- John Robert Filmer, *Management and International Business*, 1972;** B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.
- Anne Fischel, *Film/Video*, 1989;** B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts, Amherst, 1986; Ph.D., Communication, University of Massachusetts, Amherst, 1992.
- Dylan Fischer, *Forest Ecology*, 2005;** B.S., Environmental Science, Oregon State University, 1998; M.S., Forest Science, Northern Arizona University, 2001; Ph.D., Forest Science, Northern Arizona University, 2005.
- Teresa L. Ford, *Master in Teaching*, 1997;** B.A., English, Whitman College, 1983; Ed.M., Secondary Education, Washington State University, 1988; Ph.D., Literacy Education, Washington State University, 1993.
- Russell R. Fox, *Community Planning*, 1972;** Academic Dean, 2001–2007; Director of Center for Community Development, 1983–86; B.A., Mathematics, University of California, Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- Kevin J. Francis, *Philosophy of Science*, 2004;** B.A., Biology, Reed College, 1993; Ph.D., History of Science and Technology, University of Minnesota, 2002.
- George Freeman, Jr., *Clinical Psychology*, 1991;** B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.
- Karen Gaul, *Sustainability Studies*, 2006;** B.A. Theology and Philosophy, Carroll College, 1984; M.T.S., Harvard Divinity School, 1987; M.A., Anthropology, University of Massachusetts, 1989; Ph.D., Anthropology, University of Massachusetts, 1994.
- Laurance R. Geri, *Master of Public Administration*, 1997;** B.A., Economics, University of Washington, 1980; M.P.A., Policy Analysis and Evaluation, George Washington University, 1982; D.P.A., University of Southern California, 1996.
- Jorge Gilbert, *Sociology*, 1988;** Licenciado en Sociología, Universidad de Chile; M.A., Sociology in Education, University of Toronto, 1975; Ph.D., Sociology in Education, University of Toronto, 1980.
- Ariel Goldberger, *Theatrical Design*, 1996;** B.Arch., Temple University, 1987; M.F.A., Brandeis University, 1993.
- José Gómez, *Social Sciences and Law*, 1988;** Assistant Academic Dean, 1988–90; Associate Academic Dean, 1990–96; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autónoma de Nicaragua, 1967; J.D., Harvard Law School, 1981.
- Amy Gould, *Public Administration*, 2005;** B.A., Public Policy and Management, University of Oregon, 1997; M.S., Public Affairs, University of Oregon, 2000; Ph.D., Political Science, Northern Arizona University, 2005.
- Thomas Grissom, *Emeritus, Physics*, 1985;** B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.
- Walter Eugene Grodzik, *Theater*, 2002;** B.A., Research and Theater Studies, Hiram College, 1977; M.A., Speech/Theater, Kent State University, 1983; M.F.A., Directing, Wayne State University, 1984; Fulbright Scholar, 1984–86; Ph.D., Drama, University of Washington, 2006.
- Zoltán Grossman, *Native American Studies*, 2005;** B.A. and B.S., History and Geography, University of Wisconsin, 1984; M.S., Geography, University of Wisconsin, 1998; Ph.D., Geography, University of Wisconsin, 2002.
- Bob Haft, *Expressive Arts*, 1982;** B.S., Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.
- Jeanne E. Hahn, *Political Science*, 1972;** Assistant Academic Dean, 1978–80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; Ph.D. (ABD), Political Science, Chicago, 1968.
- Matthew Hamon, *Photography*, 2006;** B.A., Studio Art, Humboldt State University, 1999; Secondary Art Education, Humboldt State University, 2000; M.F.A., Photography, University of Washington, 2002.
- W. J. (Joye) Hardiman, *Literature and Humanities*, 1975;** Director, Tacoma Campus, 1990–2007; B.A., Literature, State University of New York, Buffalo, 1968; Graduate studies, Literature, State University of New York, Buffalo, 1968–70; Ph.D., Applied Literary Studies and Urban Education, The Union Institute, 1986.
- Lucia Harrison, *Public Administration*, 1981;** Director, Graduate Program in Public Administration, 1990–93; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin, Madison, 1976; Ph.D., Educational Administration, University of Wisconsin, Madison, 1979.
- Mark Harrison, *Theater*, 2004;** B.A., English, University of California, Santa Barbara; M.A., Dramatic Art, University of California, Santa Barbara, 1975; Ph.D., Performance Studies, New York University, 1989.
- Rachel Hastings, *Mathematics*, 2005;** B.A., Physics and Mathematics, Harvard University, 1991; Ph.D., Applied Mathematics, Cornell University, 1998; Ph.D., Linguistics, Cornell University, 2004.
- Ruth Hayes, *Animation*, 1997;** B.A., Animation, Harvard and Radcliffe Colleges, 1978; M.F.A., Experimental Animation, California Institute of the Arts, 1992.
- Martha Henderson, *Geography*, 1995;** B.S., Social Sciences, Western Oregon State College, 1974; M.S., Geography, Indiana State University, 1978; Ph.D., Geography, Louisiana State University, 1988.
- Chauncey Herbison, *African American Studies*, 2007;** B.A., American Studies, East Asian Languages and Cultures, English, University of Kansas, 1972; M.A., American Studies, University of Kansas, 1980; Ph.D., American Studies, University of Kansas, 2006.
- Heather E. Heying, *Vertebrate Natural History*, 2002;** B.A., Anthropology, University of California, Santa Cruz, 1992; Ph.D., Biology, University of Michigan, Ann Arbor, 2001.
- Patrick J. Hill, *Philosophy*, 1983;** Provost and Academic Vice President, 1983–90; A.B., Philosophy, Queens College, 1963; A.M., Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.
- David Hitchens, *History*, 1970;** Campus Adjudicator, 1987–89; B.A., History, University of Wyoming, 1961; M.A. History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.
- Karen Hogan, *Environmental Science*, 2001;** B.S., Biology, Michigan State University, 1979; M.S., Botany, University of Illinois, 1982; Ph.D., Plant Biology, University of Illinois, 1986.
- Sara Huntington, *Librarianship*, 1987;** B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.
- Ryo Imamura, *Psychology*, 1988;** B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1981; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.
- Ren-Hui (Rose) Jang, *Theater*, 1988;** B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.
- Heesoon Jun, *Clinical/Counseling Psychology*, 1997;** B.S., Psychology, Washington State University, 1971; M.A., Clinical Psychology, Radford University, 1972; Ph.D., Educational Psychology, University of Washington, 1982.
- Jeffrey J. Kelly, *Chemistry and Biochemistry*, 1972;** Director of Laboratory Computing, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California, Berkeley, 1968.

- Cynthia C. Kennedy, Management, 1999;** B.S., Business and French, The Pennsylvania State University, 1985; M.B.A., The Pennsylvania State University, 1988.
- Mukti Khanna, Developmental Psychology, 2000;** B.A., Human Biology, Stanford University, 1983; Ph.D., Clinical Psychology, University of Tennessee-Knoxville, 1989.
- Janice Kido, Emerita, Communication, 1991;** Director, Master in Teaching Program, 1991–95; B.Ed., Secondary Speech Education, University of Hawaii, Manoa, 1965; M.A., Speech/Communication, University of Hawaii, Manoa, 1970; Ph.D., Communication: Cross-cultural Communication, The Union Institute, 1995.
- Ernestine Kimbro, Librarianship, 1987;** B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.
- Cheryl Simrell King, Master in Public Administration, 2000;** Director of Graduate Program in Public Administration 2006–present, B.A., Psychology/Sociology, University of Texas, 1981; M.A., Experimental/Testing Psychology, University of Colorado, 1987; Ph.D., Public Administration, University of Colorado, 1992.
- Robert H. Knapp, Jr., Physics, 1972;** Academic Dean, 1996–99; Assistant Academic Dean, 1976–79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, U.K., 1968.
- Stephanie Kozick, Education, 1991;** B.S., Education, Northern Illinois University, 1971; M.S., Curriculum/Instruction, University of Oregon, 1980; Ph.D., Human Development/Family Studies, Oregon State University, 1986.
- Patricia Krafcik, Russian Language and Literature, 1989;** B.A., Russian, Indiana University, Bloomington, 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.
- Lowell (Duke) Kuehn, Emeritus, Sociology and Public Administration, 1975;** Acting Director, Washington State Institute for Public Policy, 1984–85; Director of Graduate Program in Public Administration, 1983–84; B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.
- Elizabeth M. Kutter, Biophysics, 1972;** B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.
- Glenn G. Landram, Business Management, 2004;** B.S., Mathematics, University of Puget Sound, 1978; M.S., Statistics, Oregon State University, 1983; Ph.D., Management Science, University of Washington, 1990.
- Gerald Lassen, Public Administration, 1980;** B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.
- Daniel B. Leahy, Public Administration, 1985;** Director of Labor Center, 1987–95; B.A., Economics, Seattle University, 1965; M.P.A., New York University Graduate School, 1970.
- Anita Lenges, Teacher Education, 2005;** B.A., Mathematics and Anthropology, University of Washington, 1986; Teaching Certification, University of Washington, 1990; M.A., Curriculum and Instruction, University of Washington, 1994; Ph.D., Curriculum and Instruction, University of Washington, 2004.
- Robert T. Leverich, 3-D Art, 1999;** B.A., University of Minnesota, Minneapolis, 1978; Master of Architecture, University of Minnesota, Minneapolis, 1979; M.F.A., Rochester Institute of Technology, 1990.
- Mingxia Li, Biomedical Health, 2007;** M.D., Capital Medical College, Beijing, 1982; M.S., Pharmacology, Chinese Academy of Medical Sciences, 1986; Ph.D., Molecular Pharmacology, Cornell University, 1992.
- John T. Longino, Zoology, 1991;** B.S., Zoology, Duke University, 1978; Ph.D., Zoology, University of Texas, Austin, 1984.
- Cheri Lucas-Jennings, Public Policy, 1999;** B.A., Political Economy/Graphic Design, San Francisco State University, 1974; M.A., Political Science, Women's Studies and Public Law, University of Hawaii, Manoa, 1978; Ph.D., Public Legislation and Public Health, University of Hawaii, Manoa, 1984.
- Lee Lyttle, Library Sciences, 1992;** Dean of Library Services, 2001–present; Academic Dean, 1998–2001; B.F.A., Architecture, University of New Mexico, 1974; M., Urban Planning, University of Washington, 1985; M., Library Sciences, University of Hawaii, 1991.
- Jean Mandeberg, Fine Arts, 1978;** B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.
- Carrie Margolin, Psychology, 1988;** B.A., Social Science, Hofstra University, 1976; Ph.D., Experimental Psychology, Dartmouth College, 1981.
- David Marr, American Studies and English, 1971;** Academic Dean, 1984–87; B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.
- Allen Mauney, Mathematics, 2001;** B.S., The Evergreen State College, 1988; M.S., Mathematics, Western Washington University, 1990.
- David McAvity, Mathematics, 2000;** B.S., Mathematical Physics, Simon Fraser University, 1988; Distinction in Part III of the Mathematical Trypos, Cambridge University, 1989; Ph.D., Mathematics, Cambridge University, 1993.
- Paul McCreary, Mathematics, 2006;** B.S., Political Science, Massachusetts Institute of Technology, 1970; M.A.T., Education, Harvard, 1971; M.S. Computational Mathematics, University of Illinois at Urbana-Champaign, 1984; Ph.D., Mathematics, University of Illinois at Urbana-Champaign, 1998.
- Lydia McKinstry, Organic Chemistry, 2004;** B.S., Cellular and Molecular Biology, Fort Lewis College, 1989; Ph.D., Organic Chemistry, Montana State University, 1994.
- Paul McMillin, Reference Librarian, 2005;** B.A., Philosophy, Cornell University, 1987; M.A., Sociology, Binghamton University, 1994; M.L.I.S., Library and Information Science, University of Texas, 2001.
- Laurie Meeker, Film and Video, 1989;** B.A., Film Production/Still Photography, Southern Illinois University, 1980; M.F.A., Film Production, University of British Columbia, 1985.
- Helena Meyer-Knapp, Politics and Government, 1998;** B.A., History, Oxford University, 1969; M.A., Communications, University of Pennsylvania, 1971; Ph.D., Interdisciplinary Political Studies, The Union Institute, 1990.
- Donald V. Middendorf, Physics and Biophysics, 1987;** B.A., Biology, University of Missouri, 1977; M.S., Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, Cornell University, 1984.
- Kabby Mitchell III, Dance, 2000;** A.A., Contra Costa College, 1979; M.F.A., Dance, University of Iowa, 1998.
- Janet Mobus, Business, 2006;** B.A., Economics, University of California, Davis, 1974; M.B.A., Accounting, San Diego State University, 1984; Ph.D., Business Administration, University of North Texas, 1997.
- Donald Morisato, Genetics/Molecular Biology, 2002;** B.A., Biology, The Johns Hopkins University, 1979; Ph.D., Biochemistry and Molecular Biology, Harvard University, 1986.
- Harumi Moruzzi, Intercultural Communication, 1990;** B.A., English, Nanzan University, Nagoya, Japan, 1970; Ph.D., English, Indiana University, 1987.
- Lawrence J. Mosqueda, Political Science, 1989;** B.S., Political Science, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1979.
- Greg A. Mullins, American Studies, 1998;** A.B., English, Stanford University, 1985; Ph.D., English, University of California, Berkeley, 1997.
- Ralph W. Murphy, Environmental Science, 1984;** Director, Graduate Program in Environmental Studies, 1988–95; B.A., Political Science and Economics, University of Washington, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.
- Nancy Murray, Developmental Biology, 2001;** B.S., State University of New York at Oswego, 1986; Ph.D., Neurobiology, State University of New York at Stony Brook, 1997.
- Nalini Nadkarni, Ecology, 1991;** B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.
- Raul Nakasone (Suarez), Education, 1991;** Credentials for Secondary Education in Mathematics, Physics and Chemistry, Enrique Guzman y Valle National University of Education, 1968; M.A., Teaching (Physics), Lewis and Clark College, 1973.
- Alan Nasser, Emeritus, Philosophy, 1975;** A.B., Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.
- James Neitzel, Chemistry, 1989;** B.A., Chemistry, Biology, Macalester College, 1977; Ph.D., Chemistry, California Institute of Technology, 1987.
- Alice A. Nelson, Spanish Language and Culture, 1992;** A.B., cum laude, Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification, Latin American Studies, Duke University, 1992; Ph.D., Spanish, Duke University, 1994.

- Lin Nelson**, *Environmental Health*, 1992; B.A., Sociology, Elmira College, 1970; M.A., Sociology, Pennsylvania State University, 1975; Ph.D., Sociology, Pennsylvania State University, 1981.
- Neal N. Nelson**, *Computing and Mathematics*, 1998; B.A., Mathematics, Washington State University, 1974; M.S., Computer Science, Washington State University, 1976; Ph.D., Computer Science, Oregon Graduate Institute, 1995.
- Steven M. Niva**, *Middle Eastern Studies*, 1999; B.A., Foreign Affairs, Middle East Politics and Political Philosophy, University of Virginia, 1988; Ph.D., Political Science, Columbia University, 1999.
- Allen Olson**, *Computer Studies*, 2003; Academic Dean 2007-present, B.A., Physics, University of Chicago, 1990; M.S., Mechanical Engineering, University of Washington, 1992.
- Toska Olson**, *Sociology and Social Problems*, 1998; B.A., Anthropology, University of Washington, 1989; M.A., Sociology, University of Washington, 1991; Ph.D., Sociology, University of Washington, 1997.
- Janet Ott**, *Biology*, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.
- Charles N. Pailthorp**, *Philosophy*, 1971; Academic Dean, 1988–92; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.
- Alan R. Parker**, *Native American Policy*, 1997; B.A., Philosophy, St. Thomas Seminary, 1964; J. D., University of California, Los Angeles, 1964.
- Nancy Parkes**, *Literature and Writing*, 1998; B.A., The Evergreen State College, 1978; M.F.A., Creative Writing, Goddard College, 1996.
- Michael Paros**, *Health Science*, 2006; B.A., Molecular Biology, University of California, San Diego, 1989; Ph.D., Veterinary Medicine, Washington State University, 1993.
- David Paulsen**, *Emeritus, Philosophy and Computing*, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.
- Sarah Pedersen**, *English Literature and Library Science*; Dean of Library, 1986–92; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, University of Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.
- John H. Perkins**, *Biology, History of Technology and Environment*, 1980; Director of Graduate Program in Environmental Studies, 1999–present; Academic Dean, 1980–86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.
- Gary W. Peterson**, *Northwest Native American Studies*, 1999; B.A., Human Services, Western Washington University, 1992; M.S.W., University of Washington, 1995.
- Yvonne Peterson**, *Education*, 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.
- Nelson Pizarro**, *Business*, 2006; B.A., Business, Washington State University, 2003; M.S., Business Administration, University of Florida, 2005.
- Rita Pougiales**, *Anthropology and Education*, 1979; Academic Dean, 1985–88 and 2002–2008; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Anthropology and Education, University of Oregon, 1981.
- Susan Preciso**, *Literature and Writing*, 1998; B.A., English, Portland State University, 1986; M.A., English, Portland State University, 1988.
- Paul Przybylowicz**, *Environmental Studies Generalist*, 1998; Academic Dean 2007-present, B.S., Forest Entomology, State University of New York College of Environmental Science and Forestry, 1978; Ph.D., Plant Pathology, Oregon State University, 1985.
- Frances V. Rains**, *Native American Studies/Reservation-Based Program*, 2002; B.S., Elementary Education/American Indian Education, Indiana University, Bloomington, 1978; M.S., Elementary Education/Mathematics, 1987; Ph.D., Curriculum and Instruction/Curriculum Theory/ Multicultural Education-Elementary Education, Indiana University, Bloomington, 1995.
- Bill Ransom**, *Creative Writing, English, Sociology, Education*, 1997; Academic Dean 2007-present, B.A., Education/Sociology, University of Washington, 1970; M.A., English, Utah State University.
- Andrew Reece**, *Classical Studies*, 2003; A.B., Classical Studies, Earlham College, 1991; M.A., Classical Studies, Indiana University, 1993; Ph.D., Classical Studies, Indiana University, 1998.
- Liza R. Rognas**, *Library Faculty/Reference Librarian*, 1999; B.A., History, Washington State University, 1991; M.A., American/ Public History, Washington State University, 1995; M.A., Information Resources and Library Science, University of Arizona, 1998.
- Martha Rosemeyer**, *Ecological Agriculture*, 2001; B.S., Plant Pathology, University of Wisconsin, Madison, 1978; M.S., Plant Sciences-Horticulture, University of Arizona, 1982; Ph.D., Biology-Agroecology, University of California, Santa Cruz, 1990.
- Ratna Roy**, *Dance and English*, 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.
- David Rutledge**, *Psychology*, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California, Berkeley, 1986.
- Sarah F. Ryan**, *Labor Studies*, 1999; B.A., The Evergreen State College, 1992; M.A., Labor and Industrial Relations, Rutgers-The State University of New Jersey, 1999.
- Therese Saliba**, *English*, 1995; B.A., English, University of California, Berkeley, 1983; M.F.A., Fiction Writing, University of Washington, 1989; Ph.D., English, University of Washington, 1993; Fulbright Scholar, 1995.
- Steven Scheuerell**, *Ecological Agriculture*, 2005; B.S., Ecology, Behavior and Evolution, University of California, San Diego, 1992; Ph.D., Botany and Plant Pathology, Oregon State University, 2002.
- Paula Schofield**, *Organic Chemistry*, 1998; B.S., Chemistry, Manchester Metropolitan University, 1990; Ph.D., Polymer Chemistry, University of Liverpool, 1995.
- Samuel A. Schragar**, *Folklore*, 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.
- Douglas Schuler**, *Computer Science*, 1998; B.A., The Evergreen State College, 1976; B.A., Mathematics, Western Washington University, 1978; M.S., Software Engineering, Seattle University, 1985; M.S., Computer Science, University of Washington, 1996.
- Leonard Schwartz**, *Creative Writing*, 2003; B.A., Creative Writing and Literature, Bard College, 1984; M.A., Philosophy, Columbia University, 1986.
- Terry A. Setter**, *Music and Audio*, 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.
- Zahid Shariff**, *Public Administration*, 1991; Director of Graduate Program in Public Administration, 2001–02; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.
- Gilda Sheppard**, *Cultural Studies/Media Literacy*, 1998; B.A., Sociology, Mercy College of Detroit, 1972; M.S.W., University of Washington, 1983; Ph.D., Sociology/ Cultural and Media Studies, The Union Graduate School, 1995.
- Sheryl Shulman**, *Computer Science*, 1997; B.A., Natural Science, Shimer College, 1973; M.S., Computer Science, Illinois Institute of Technology, 1977; Ph.D., Computer Science, Oregon Graduate Institute, 1994.
- Benjamin Simon**, *Health Science*, 2006; B.S., Biological Sciences and Fisheries Biology, Colorado State University, 1993; Ph.D., Microbiology, Oregon State University, 2001.
- Matthew E. Smith**, *Political Science*, 1973; Academic Dean, 1987–90; B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.
- Tyrus L. Smith**, *Urban Environmental Science*, 2002; B.S., Environmental Policy and Impact Assessment, Western Washington University, 1994; M.S., Environmental Studies, The Evergreen State College, 1997; Ph.D. (ABD), Environmental Science and Public Policy, George Mason University.
- Rob Smurr**, *Russian History*, 2007; B.A., Political Science, University of California, Davis, 1984; Russian Language and Regional Studies, Defense Language Institute, 1986; M.A., International Studies, University of Washington, 1992; Ph.D., History, University of Washington, 2002.
- Eric Stein**, *Cultural Anthropology*, 2007; B.A., Anthropology and Philosophy, University of Wisconsin, Madison, 1995; M.A., Anthropology and History, University of Michigan, Ann Arbor, 2001; Ph.D., Anthropology and History, University of Michigan, Ann Arbor, 2005.

**Ann Storey**, *Art History*, 1998; B.A., Art History, The Pennsylvania State University, 1973; M.A., Art History, University of Washington, 1993; Ph.D., Art History, University of Washington, 1997.

**Linda Moon Stumpff**, *Natural Resource Policy*, 1997; Director of Graduate Program in Public Administration, 1999–2001; B.A., Political Science, University of California, Berkeley; M.A., Public Administration and Regional Planning, University of Southern California, 1991; Ph.D., Public Administration and Regional Planning, Land Management and Public Policy, University of Southern California, 1996.

**Alison Styring**, *Mammalogy and Ornithology*, 2005; B.A., Biology, Indiana University, 1994; Ph.D., Biological Sciences, Louisiana State University, 2002.

**Masao Sugiyama**, *Mathematics*, 1988; Academic Dean, 1994–98; B.A., Eastern Washington University, 1963; M.S., Western Washington University, 1967; Ph.D., Washington State University, 1975.

**Rebecca Sunderman**, *Physical Inorganic Chemistry*, 2003; B.S., Chemistry, Eastern Oregon State College, 1996; Ph.D., Inorganic/Physical Chemistry, Oregon State University, 2001.

**Lisa Sweet**, *2-D Art*, 1999; B.F.A., Ceramics and Drawing, Grand Valley State University, 1989; M.F.A., Printmaking, University of Wisconsin, Madison, 1997.

**Kenneth D. Tabbutt**, *Environmental Geology*, 1997; Academic Dean 2005–present, B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, Dartmouth College, 1987; Ph.D., Geology, Dartmouth College, 1990.

**Nancy Taylor**, *Emerita, History and Education*, 1971; Academic Dean, 1999–2002; B.A., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.

**Erik V. Thuesen**, *Zoology*, 1993; B.S., Biology, Antioch College, Yellow Springs, 1983; M.A., Fisheries, Ocean Research Institute, University of Tokyo, 1988; Ph.D., Biological Sciences, University of California, Santa Barbara, 1992.

**Gail Tremblay**, *Creative Writing*, 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (Poetry), University of Oregon, 1969.

**Setsuko Tsutsumi**, *Japanese Language and Culture*, 1985; B.A., Psychology; Teaching license, certified in English and Guidance and Counseling, Waseda University, Tokyo, Japan, 1965; M.A., English, Michigan State University, 1978; Ph.D., Comparative Literature, University of Washington, 1997.

**Jules Unsel**, *Librarian*, 2006; B.A., U.S. History, University of Kentucky, 1991; M.A., U.S. History, University of Kentucky, 1993; Ph.D., U.S. History, University of Wisconsin-Madison, 2005.

**Michael Vavrus**, *Instructional Development and Technology*, 1995; Director, Graduate Program in Teaching, 1996–2001; B.A., Political Science, Drake University, 1970; M.A., Comparative and International Education, Michigan State University, 1975; Ph.D., Instructional Development and Technology, Michigan State University, 1978.

**Brian L. Walter**, *Mathematics*, 2002; B.S., Symbolic Systems, Stanford University, 1995; M.A., Mathematics, University of California, Los Angeles, 1998; C. Phil., Mathematics, University of California, Los Angeles, 2001; Ph.D., Mathematics, University of California, Los Angeles, 2002.

**Sherry L. Walton**, *Education*, 1987; Director, Master in Teaching Program 2006–present, B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980.

**Edward A. Whitesell**, *Geography*, 1998; Director, Graduate Program in Environmental Studies 2005–2008, B.A., Environmental Biology, University of Colorado, Boulder, 1973; M.A., Geography, University of California, Berkeley, 1988; Ph.D., Geography, University of California, Berkeley, 1993.

**Sonja Wiedenhaupt**, *Social Psychology*, 1999; B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D., Social/Personality Psychology, University of California, Berkeley, 2002.

**Sarah Williams**, *Feminist Theory*, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York, Binghamton, 1985; Ph.D., History of Consciousness, University of California, Santa Cruz, 1991.

**Sean Williams**, *World Music*, 1991; B.A., Music, University of California, Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.

**Elizabeth Williamson**, *Renaissance Literature*, 2005; B.A., English Literature, Princeton University, 1999; M.A., English Literature, University of Pennsylvania, 2001; Ph.D., English Literature, University of Pennsylvania, 2005.

**Thomas Womeldorff**, *Economics*, 1989; Academic Dean, 2002–2007; B.A., The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.

**Artee F. Young**, *Law and Literature*, 1996; Director, Tacoma Program 2007–present, B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.

**Tony Zaragoza**, *Political Economy of Racism*, 2004; B.A., English and Philosophy, Indiana University, 1996; M.A., American Studies, Washington State University, 2000; Doctoral Studies (ABD), American Studies, Washington State University.

**Julia Zay**, *Digital Mixed Media*, 2005; A.B., Art and Media Theory and Practice, Vassar College, 1993; M.A., Media Studies, Northwestern University, 1995; M.F.A., Video, The School of the Art Institute of Chicago, 2000.

**E. J. Zita**, *Physics*, 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D., Physics, University of Wisconsin-Madison, 1993.

## BOARD OF TRUSTEES SEPTEMBER 2007

**Karen E. Lane**  
Seattle (Chair)

**Stanley L. K. Flemming**  
University Place (Vice Chair)

**Anne Proffitt '76**  
Whidbey Island (Secretary)

**David E. Lamb**  
Hoquiam

**Robert Segura**  
Olympia

**Paul Winters**  
Vancouver

## ADMINISTRATION

**Thomas L. Purce**  
Ed.D., Idaho State University  
*President*

**Don Bantz**  
D.P.A., University of Southern California  
*Provost and Academic Vice President*

**Arthur A. Costantino**  
Ph.D., Pennsylvania State University  
*Vice President for Student Affairs*

**D. Lee Hoemann**  
B.A., Montana State University  
*Vice President for Advancement*

*Executive Director,*  
*The Evergreen State College Foundation*

**John A. Hurley, Jr.**  
Ed.D., Seattle University  
*Vice President for*  
*Finance and Administration*

# Evergreen's Mission Statement

The Evergreen State College is a public, liberal arts college serving Washington state. Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, humanities, social sciences and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems. This mission is based on a set of principles that underlies the development of all college programs and services.

## **PRINCIPLES THAT GUIDE EVERGREEN'S EDUCATIONAL PROGRAMS:**

- Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen—faculty and staff.
- Academic offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.
- Students are taught to be aware of what they know, how they learn, and how to apply what they know; this allows them to be responsible for their own education, both at college and throughout their lives.
- College offerings require active participation in learning, rather than passive reception of information, and integrate theory with practical applications.
- Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle, as well as the desire to serve diverse placebound populations, guides Evergreen's community-based programs at Tacoma and Tribal Reservations.
- Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, gender and sexual orientation.
- Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.

As evidenced by these principles, an important part of Evergreen's educational mission is engagement with the community, the state and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community.

# Expectations of an Evergreen Graduate

## **THE CURRICULUM IS DESIGNED TO SUPPORT STUDENTS' CONTINUING GROWTH IN THE FOLLOWING AREAS:**

- Articulate and assume responsibility for your own work. Examples: Know how to work well with others, be an active participant, assume responsibility for your actions as an individual, and exercise power responsibly and affectively.
- Participate collaboratively and responsibly in our diverse society. Examples: Give of yourself to make the success of others possible, know that a thriving community is crucial to your own well-being, study diverse worldviews and experiences to help you develop the skills to act effectively as a local citizen within a complex global framework.
- Communicate creatively and effectively. Examples: Listen objectively to others in order to understand a wide variety of viewpoints, learn to ask thoughtful questions to better understand others' experiences, communicate persuasively, and express yourself creatively.
- Demonstrate integrative, independent, critical thinking. Example: Study across a broad range of academic disciplines and critically evaluate a range of topics to enhance your skills as an independent, critical thinker.
- Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines. Examples: Understand the importance of the relationship between analysis and synthesis, become exposed to the arts, sciences, and humanities to understand their interconnectedness, and learn to apply creative ways of thinking to the major questions that confront you in your life.
- As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning. Examples: Apply your Evergreen education in order to better make sense of the world, and act in ways that are both easily understood by and compassionate toward other individuals across personal differences.

# Public Service At Evergreen

Evergreen's public service centers, funded by the Washington legislature, address the desire to build relationships and form networks that promote and enhance the college's integrative and collaborative approach to learning, in a variety of settings among a variety of groups. The centers serve as a conduit between Evergreen and a wider community, enriching and broadening the exchange of knowledge in an ever-widening circle.

*The Center for Community-Based Learning and Action*, Evergreen's newest center, established in 2003, provides opportunities for students to gain skills and experience in civic engagement. It is a primary contact among students, faculty, academic programs and community organizations. The center provides workshops, one-on-one support, publications and online resources to enable students to engage effectively in community building work in local communities. It serves as a clearinghouse for opportunities for involvement with the community and an archive of past college/community projects. Additionally, the center supports scholarship in service learning, participatory research and civic leadership and faculty development around integration of community-based learning in their pedagogy.

[www.evergreen.edu/communitybasedlearning](http://www.evergreen.edu/communitybasedlearning)

*The Evergreen Center for Educational Improvement* focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The center welcomes inquiries and ideas for innovative projects to improve teaching and learning in K-12 education. [www.evergreen.edu/ecei](http://www.evergreen.edu/ecei)

*The Evergreen State College Labor Education & Research Center*, established in 1987, organizes workshops, programs and classes for workers, community members and Evergreen students and engages in research with and for unions. The center designs and implements union-initiated and center-sponsored programs throughout the year and maintains a resource library on labor topics. The center helps students find labor movement internships and sponsors labor studies classes in the Evening and Weekend Studies program. [www.evergreen.edu/laborcenter](http://www.evergreen.edu/laborcenter)

*The "House of Welcome" Longhouse Education and Cultural Center's* primary work as a public service center is the administration of the Native Economic Development Arts Program (NEDAP). The mission of NEDAP is to promote education, cultural preservation and economic development for Native American artists residing in the Northwest. The Longhouse, designed to incorporate the Northwest indigenous nations' philosophy of hospitality, provides classroom space as well as a place for cultural ceremonies, conferences, performances, art exhibits and community events. [www.evergreen.edu/longhouse](http://www.evergreen.edu/longhouse)

*The Northwest Indian Applied Research Institute* was established in 1999 by The Evergreen State College following authorization from the state legislature and in response to the interest of tribal communities. The institute sponsors and undertakes applied research, (i.e., putting theory into practice) that focuses on natural resource management, governance, cultural revitalization and economic sustainability as these issues impact tribal communities in the Northwest. Evergreen students and faculty are encouraged to submit research proposals and to assist in research projects. The institute's research programs are administered in collaboration with a network of Indian community leaders, educators, professionals assisting tribal governments, service providers and public agencies. [www.evergreen.edu/nwindian](http://www.evergreen.edu/nwindian)

*The Washington Center for Improving the Quality of Undergraduate Education* was established in 1985 and includes 52 participating institutions—all of the state's public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center helps higher-education institutions use existing resources more effectively by supporting the development of interdisciplinary "learning community" programs and by holding workshops and conferences on effective approaches to teaching and learning. [www.evergreen.edu/washcenter](http://www.evergreen.edu/washcenter)

*The Washington State Institute for Public Policy*, established in 1983, has a mission to carry out practical, non-partisan research—at legislative direction—on issues of importance to Washington state. The institute conducts research using its own policy analysts and economists, specialists from universities, and consultants. Institute staff work closely with legislators, legislative and state agency staff, and experts in the field to ensure that studies answer relevant policy questions. Current areas of staff expertise include: education, criminal justice, welfare, children and adult services, health, utilities, and general government. The institute also collaborates with faculty in public and private universities and contracts with other experts to extend our capacity for studies on diverse topics. [www.wsipp.wa.gov](http://www.wsipp.wa.gov)

# Diversity and Community

## COMMUNITY-BASED LEARNING—CLASSROOM TO COMMUNITY

Evergreen’s educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students.

Our emphases—interdisciplinary understanding and analysis, collaborative learning, communication, problem-solving skills, multicultural richness and seeing the connections between global issues and personal or community action—provide our students with community-building tools that are needed and appreciated outside our walls.

Over the past three decades, Evergreen students and faculty have worked on a remarkable number of significant community-based research, organizational development, education and advocacy projects. More than 800 students each year earn some of their academic credit through internships with community organizations of all sizes and types.

A few of the hundreds of examples of community-based projects embedded in coordinated studies programs have been: helping the city of North Bonneville plan and design its new town when forced to relocate; working with concerned citizens to plan for a shelter for abused women and children; helping oyster growers research the impact of upland development on tidelands; creating community gardens; helping small farmers research and implement direct marketing strategies for their produce; helping neighborhood organizations and community groups learn how to effectively participate in growth management and other policy discussions; and assisting public school teachers to develop innovative curricula in environmental education and the arts.

## SEEKING DIVERSITY, SUSTAINING COMMUNITY

Evergreen is committed to diversity because we believe strongly that our students’ experiences are enhanced and their lives enriched in a multicultural environment. Within academic programs and outside them, Evergreen faculty and staff work with students to create a welcoming environment—one that embraces differences, fosters tolerance and understanding, and celebrates a commitment to cultural, ethnic and racial awareness.

We believe that the attitudes, behaviors and skills needed to overcome intolerance and to create healthy individuals, communities and nations begin when people engage in dialogues that cut across ethnic, cultural, class and lifestyle differences. Seminars, collaborative projects, individualized evaluation of students’ progress and opportunities to work with people who have different worldviews, ethnic or class backgrounds are the foundations of teaching and learning at Evergreen—and all promote what we call “teaching and learning across differences.”

We put our ideas about diversity into practice in many ways. There is a wide variety of student organizations working on issues of justice and cultural expression and a diverse faculty and staff. Primary texts and guest lectures by scholars and activists from different ethnic and cultural communities are employed, and field trips and community projects are designed to engage students and faculty in dialogue with diverse segments of our communities. Internships with social change organizations, support services for students of color, and study-abroad opportunities that include immersion in local culture and reciprocity of learning and service, further our commitment.

# Services And Resources

*Evergreen's commitment to you means sound advice, genuine support, good information and easily accessible resources are available to you. We encourage you to take advantage of these services.*

## Student Affairs

Art Costantino, Vice President

SEM I 4172, (360) 867-6296

The Office of the Vice President for Student Affairs can assist you in determining how to proceed with problems that involve other persons or institutional issues. The vice president oversees the grievance and appeals process outlined in the Student Conduct Code, and establishes a hearings board in the event of an appeal regarding alleged infractions of the code. The vice president also oversees Student and Academic Support Services, Enrollment Services, Housing, Recreation and Athletics, and Police Services.

[www.evergreen.edu/studentaffairs](http://www.evergreen.edu/studentaffairs)

## Academic Advising

SEM I Annex F-100 (Geoduck Village), (360) 867-6312

Academic Advising provides advising and information on the curriculum, internship possibilities, study abroad and other educational opportunities. Check our bulletin boards, Web page and workshop schedule for help with internships, advising tips and study abroad. Meet with an advisor on a drop-in basis or by appointment—whichever best suits your schedule. We also have evening and Saturday advising and workshops. We can help you set up an internship, plan your academic pathway and answer all kinds of questions.

[www.evergreen.edu/advising](http://www.evergreen.edu/advising)

## Access Services for Students with Disabilities

SEM I Annex F-100 (Geoduck Village), (360) 867-6348,

TTY: 867-6834

Welcome to Evergreen! Access Services for Students with Disabilities provides support and services to students with documented disabilities to ensure equal access to Evergreen's programs, services and activities. Appropriate academic adjustments, auxiliary aids and specific classroom accommodations are individually based. We invite you to stop by and see us, or contact us any time if you have questions or would like more information about how our office can assist you.

[www.evergreen.edu/access](http://www.evergreen.edu/access)

## Athletics and Recreation

CRC 210, (360) 867-6770

Evergreen offers a three-court gymnasium, five playing fields, weight rooms and aerobic workout rooms, an 11-lane pool with separate diving well, four tennis courts, indoor and outdoor rock-climbing practice walls, movement rooms and a covered outdoor sports pavilion. Evergreen offers intercollegiate teams in soccer, basketball, cross country, track & field and women's volleyball. There are club sports in crew, martial arts, men's lacrosse, baseball and softball. A wide array of leisure and fitness education courses, a Challenge course, mountaineering, skiing, rafting, kayaking and mountain biking are also available.

[www.evergreen.edu/athletics](http://www.evergreen.edu/athletics)

## Career Development Center

SEM I Annex F-100 (Geoduck Village), (360) 867-6193

We provide career and life/work planning services, resources, referral and support to students and alumni, including career counseling, graduate school advising, career exploration and planning, résumé writing, interview and job coaching. We sponsor annual Graduate School and Career Fairs; facilitate workshops and job search groups; maintain a 300-file Web site, a 6,000-volume library of graduate school catalogs and work resources, and a Job Board posting more than 63,000 job announcements per year. Additionally, we track employment information and graduate school acceptance of alumni and maintain the Alumni Career Educator program connecting current students with alumni mentors. We hold evening hours during the academic year and offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

[www.evergreen.edu/career](http://www.evergreen.edu/career)

## Center for Mediation Services

LIB 3612, (360) 867-6732 or (360) 867-6656

Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences. Trained volunteers help students, faculty and staff in conflict examine individual needs, identify common interests and begin to craft an agreement that is mutually beneficial. In addition, center staff offer conciliation and referral services. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential.

## Centers for Active Student Learning (CASL)

### Quantitative and Symbolic Reasoning Center

LIB 2304, (360) 867-5547

### Writing Center

LIB 2304, (360) 867-6420

Evergreen's innovative curriculum demands an equally innovative support structure for undergraduate and graduate students. Evergreen Tutoring Center includes the Quantitative and Symbolic Reasoning (QuASR) Center and the Writing Center. The QuASR Center assists students in all programs with regard to quantitative and symbolic reasoning, math and science; the Writing Center supports students in all genres of writing for academic and personal enrichment. Both centers provide peer tutoring and workshops in a comfortable and welcoming environment. The Writing Center also sponsors additional activities such as Scrabble-icious and the Writers' Guild. Please check our Web sites for more detailed information.

[www.evergreen.edu/mathcenter](http://www.evergreen.edu/mathcenter)

[www.evergreen.edu/writingcenter](http://www.evergreen.edu/writingcenter)

### Counseling and Health Centers

*Counseling: SEM I, 4126, (360) 867-6800*

*Health: SEM I, 2110, (360) 867-6200*

The Counseling and Health centers provide safe, confidential environments for enrolled students to discuss concerns. Counseling typically covers anxiety, depression, interpersonal relationship issues and stress management. The Health Center, a small general practice clinic, provides a range of medical services, including acute care, chronic disease management, women's health services, birth control and STD testing. Visits are covered by the quarterly Health and Counseling fee; there may be small charges for lab work or prescriptions. Both centers make referrals to community providers as needed.

[www.evergreen.edu/health](http://www.evergreen.edu/health)

### Financial Aid

*SEM I 3123, (360) 867-6205*

*Email: [finaid@evergreen.edu](mailto:finaid@evergreen.edu)*

The goal of the Financial Aid Office is to provide financial guidance to all students, and financial aid to those who could not otherwise attend Evergreen. Evergreen participates in most federal and state financial aid programs. Students must apply for financial aid every year by completing the Free Application for Federal Student Aid (FAFSA). While the paper version of the FAFSA can be obtained at the Financial Aid Office, it is recommended that you file your FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Because funds are limited, you should submit your 2006-2007 FAFSA to the federal processor as soon after January 1, 2006 as you can. Evergreen must receive your processed FAFSA information on or before March 15, 2006 in order for you to receive full consideration for all available campus-based financial aid. Please stop by and see us, or contact us anytime with questions regarding your financial aid options.

[www.evergreen.edu/financialaid](http://www.evergreen.edu/financialaid)

### First Peoples' Advising Services

*SEM I Annex F-100 (Geoduck Village), (360) 867-6467*

First Peoples' Advising Services assists students of color in achieving their academic and personal goals through comprehensive academic, social and personal advising, referral services to campus and community resources and ongoing advocacy within the institution. Our services are designed to meet the needs of students of color, and are open to all students. We look forward to working with you.

[www.evergreen.edu/multicultural](http://www.evergreen.edu/multicultural)

### Residential and Dining Services

*Housing Bldg. A, Room 301, (360) 867-6132*

Campus Housing offers a variety of accommodations, including single and double studios, two-person apartments, four- and six-bedroom apartments and two-bedroom, four-person duplexes. Most units are equipped with cable TV and Internet access. We also offer recreational activities and educational workshops throughout the year. Staff members are available 24 hours a day to serve residents.

[www.evergreen.edu/housing](http://www.evergreen.edu/housing)

### KEY Student Support Services

*SEM I Annex F-100 (Geoduck Village), (360) 867-6464*

KEY (Keep Enhancing Yourself) Student Support Services is a federally funded TRIO program. You are eligible for KEY if: (1) neither parent has a four-year college degree; or (2) you meet federal guidelines for low-income status; or (3) you have a physical or documented learning disability. KEY will work with you to provide academic and personal advising, free tutoring, academic and study skills development, financial aid advising, career guidance, cultural enrichment, advocacy and referral.

[www.evergreen.edu/key](http://www.evergreen.edu/key)

### Police Services

*SEM I, 2150, (360) 867-6140*

Evergreen's officers, who are state-certified and hold the same authority as county and municipal officers, see themselves as part of the college educational process and are committed to positive interactions with students. Police Services offers community-based, service-oriented law enforcement. Officers also assist students with everyday needs by providing escorts, transportation, personal property identification and bicycle registration, vehicle jump-starts and help with lockouts. Information on campus safety and security, including statistics on campus crime for the past three years, is available from the Vice President for Student Affairs or [www.evergreen.edu/policeservices/crimestatistics.htm](http://www.evergreen.edu/policeservices/crimestatistics.htm).

[www.evergreen.edu/policeservices](http://www.evergreen.edu/policeservices)

### Student Activities

*CAB 320, (360) 867-6220*

At Evergreen, learning doesn't end when you leave the classroom. Students are involved in a wide range of activities and services that bring the campus to life. By becoming involved, you can gain experience, knowledge and invaluable practical skills such as event planning, budget management, computer graphics, coalition building, volunteer management and community organizing. Our staff of professionals can provide orientation and training, guide you in developing and implementing services and activities, and help interpret relevant policies, procedures and laws. Visit our Web site to see the list of student organizations and other opportunities to get involved.

[www.evergreen.edu/activities](http://www.evergreen.edu/activities)

### Student and Academic Support Services

*SEM I Annex F-100 (Geoduck Village), (360) 867-6034*

The dean has oversight and is responsible for Academic Advising, Access Services for Students with Disabilities, the Career Development Center, First Peoples' Advising Services, GEAR UP, Health/Counseling Centers, KEY Student Services, Student Activities and Upward Bound. This office coordinates new-student programs, such as orientation sessions. The dean provides referrals to campus and community resources and conducts an ongoing assessment of students' needs, satisfaction and educational outcomes.

[www.evergreen.edu/studentervices](http://www.evergreen.edu/studentervices)

#### USEFUL URLs

FAFSA — [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Sexual Harassment Policy — [www.evergreen.edu/policies](http://www.evergreen.edu/policies)

Student Accounts — [www.evergreen.edu/studentaccounts](http://www.evergreen.edu/studentaccounts)

Student Conduct Code — [www.evergreen.edu/policies](http://www.evergreen.edu/policies)

Tuition Rates — [www.evergreen.edu/tuition](http://www.evergreen.edu/tuition)

# Evergreen's Social Contract

When you make the decision to come to Evergreen, you are also making the decision to become closely associated with its values. A central focus of those values is freedom—freedom to explore ideas and to discuss those ideas in both speech and print; freedom from reprisal for voicing concerns and beliefs, no matter how unpopular. It's this freedom that is so necessary in a vibrant, dynamic learning community.

As members of the Evergreen community, we acknowledge our mutual responsibility for maintaining conditions under which learning can flourish—conditions characterized by openness, honesty, civility and fairness. These conditions carry with them certain rights and responsibilities that apply to us both as groups and as individuals. Our rights—and our responsibilities—are expressed in Evergreen's Social Contract, a document that has defined and guided the college's values since its very beginning.

The Social Contract is an agreement; a guide for civility and tolerance toward others; a reminder that respecting others and remaining open to others and their ideas provides a powerful framework for teaching and learning.

## THE SOCIAL CONTRACT— A GUIDE FOR CIVILITY AND INDIVIDUAL FREEDOM

Evergreen is an institution and a community that continues to organize itself so that it can clear away obstacles to learning. In order that both creative and routine work can be focused on education, and so that the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision making consonant with those goals and purposes is required.

### PURPOSE

Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals; specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.

## STUDENT CONDUCT CODE — GRIEVANCE AND APPEALS PROCESS

Complementing Evergreen's Social Contract is the Student Conduct Code—Grievance and Appeals Process. This document defines specific examples of Social Contract violations and delineates appropriate corrective action. The code also defines the role of the grievance officer and describes the processes for informal conflict resolution, grievances and appeals procedures.

The Student Conduct Code is available at [www.evergreen.edu/policies/governance.htm](http://www.evergreen.edu/policies/governance.htm). More information is available from the campus grievance office at ext. 5052.

The policy on sexual harassment is available from the Equal Opportunity Office, LIB 3103, or at [www.evergreen.edu/policies/g-sexhar.htm](http://www.evergreen.edu/policies/g-sexhar.htm).

## FREEDOM AND CIVILITY:

The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

## INDIVIDUAL AND INSTITUTIONAL RIGHTS:

Each member of the community must protect: the fundamental rights of others in the community as citizens; the rights of each member of the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

**SOCIETY AND THE COLLEGE:**

Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.

All members of the Evergreen community should strive to prevent the financial, political or other exploitation of the campus by an individual or group.

Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

**PROHIBITION AGAINST DISCRIMINATION:**

There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board. Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC).

**RIGHT TO PRIVACY:**

All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution.

Evergreen does not stand in loco parentis for its members.

**INTELLECTUAL FREEDOM AND HONESTY:**

Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.

An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

Honesty is an essential condition of learning, teaching or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.

**OPEN FORUM AND ACCESS TO INFORMATION:**

All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities.

As an institution, Evergreen has the obligation to provide open forums for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.

The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

Decision-making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status or role in the community. However, college policies and rules shall not conflict with state law or statutory, regulatory and/or contractual commitments to college employees.

**POLITICAL ACTIVITIES:**

The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

# Campus Regulations

*Because Evergreen is a state institution, we must meet state and county responsibilities.*

## **ALCOHOLIC BEVERAGES**

No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. Nevertheless, rooms in the residence halls and modular units are considered private homes and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol- and drug-free residences.

## **USE OF COLLEGE PREMISES**

Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 211, (360) 867-6192.

Reservations for space and/or facilities are made through Space Scheduling, (360) 867-6314. Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

All private and student vendors must schedule tables in the College Activities Building through the Student Activities Office. Student vendors pay a fee of \$5 for used goods only. All other student vendors, alumni and nonprofits pay \$30. Corporations pay \$50. Non-student vendors are limited to one table per day and three days per quarter.

Vendor space in other buildings or outdoors may be scheduled with Conference Services. Similar fees apply.

## **FIREARMS**

The college discourages anyone from bringing any firearm or weapon onto campus. Weapons and firearms as defined by state law are prohibited on campus except where authorized by state law. Campus residents with housing contracts are required to check their firearms with Police Services for secure storage. Violations of the Campus Housing Contract relating to firearm possession are grounds for immediate expulsion from Evergreen or criminal charges or both.

## **PETS**

Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

## **BICYCLES**

Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Campus Police Services for a small fee.

## **SMOKING**

No smoking is allowed inside main campus buildings or near building entrances.

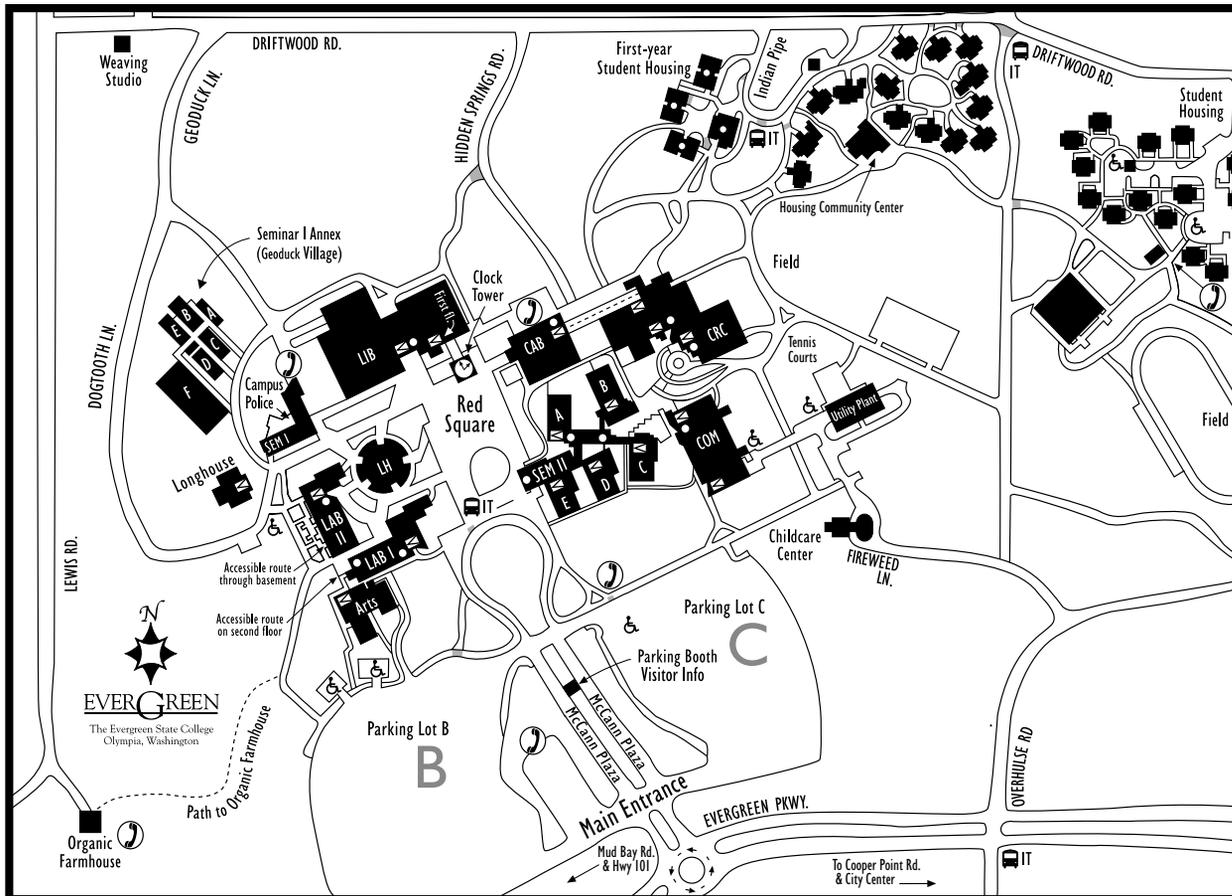
In campus housing, smoking is allowed within apartments, with roommates' permission, and outside the buildings only. Smoking is not permitted in all public areas, including lobbies, balconies, the Housing Community Center, laundry rooms, elevators, enclosed entryways and hallways. Residents and guests must abstain from smoking in Smoke Free Housing. Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.

# Index

- A**
- Academic Advising 136
  - Academic Standing Policy 13
  - Access Services for Students with Disabilities 136
  - Accreditation 5
  - Ackley, Kristina 26, 50, 120
  - Acting & Directing: Queer Theory and Practice 26, 76
  - Administration 132
  - Advanced Audio Production Workshop 76
  - Advanced Biology: Cell Signaling 90
  - Advanced Business Foundations 104
  - Advanced Research in Environmental Studies 64
  - Advising Offices 14
  - After Nietzsche: Arts, Literature,  
Philosophy in the Wanderer's Shadow 60
  - Aguilar-Wells, Michelle 123
  - Algebra to Algorithms 43, 100
  - The American Eye 44, 87
  - American Places 26, 50, 120
  - Animal Behavior & Zoology 65, 90
  - Anthony, Sharon 44, 63, 66, 72, 92, 100
  - Antonelis-Lapp, Jeff 68
  - Arney, William Ray 27, 51
  - Art of Conversation 50
  - Athletics and Recreation 136
  - Aurand, Susan 75, 86
  - Awareness: Independent Studies 27, 51
- B**
- Bailey, Marianne 59, 60
  - Barlow, Clyde 66, 92, 98
  - Bastaki, Maria 63, 64, 66
  - Behavioral Medicine 104
  - Beyond the News: Media, Theory and Global History 105
  - Board of Trustees 132
  - Bohmer, Peter 85, 113
  - Bopegedera, Dharshi 37, 89, 97, 98
  - Brabban, Andrew 96, 98
  - Bruner, Bill 109, 121
  - Buchman, Andrew 75
  - Butler, Paul 39, 70, 73
- C**
- Campus Regulations 140
  - Career Development Center 136
  - Center for Mediation Services 136
  - Chandra, Arun 35, 84, 96
  - Changing China 27
  - Character Studies: Images, Ethics & Culture 28
  - Chin-Leo, Gerardo 63, 64, 68
  - Chowdary, Krishna 95
  - Climate Change 44, 72, 100
  - Cloninger, Sally 81
  - Cole, Rob 40
  - Coleman, Scott 47, 93, 107, 117
  - Community-Based Learning 135
  - Community College Degrees 8
  - Computability and Language Theory 91
  - Computer Science Foundations 41, 99
  - Conceptualizing Native Place 28, 77, 121
- Cook, Amy** 29, 45, 65, 72, 77
- Counseling and Health Centers 137
- Credit Limit 12
- Culture, Text and Language 49
- Cushing, Judy 29, 91, 98
- D**
- Dance: Body, Culture and Behavior 29, 65, 77
  - Data and Information: Computational Linguistics 29, 91
  - Davies, Bruce 28
  - Davis, Stacey 33
  - Death Considered 51
  - Decolonizing the Mind 30, 105
  - Dirks, Clarissa 37, 97, 98
  - Diversity and Community 135
  - Dobbs, Carolyn 74
  - Drop or Change a Program 11
- E**
- Eamon, Kathleen 53, 80
  - Educating On the Wild Side 44, 72
  - The End of Prosperity 115
  - Enrollment Process 11
  - Environmental Analysis 66, 92
  - Environmental Health: Science, Policy and Social Justice 66
  - Environmental Studies 63
  - Equal Opportunity 5
  - Evans, Lara 28, 77, 121
  - Evening and Weekend Studies 14
  - Evergreen Center for Educational Improvement 134
  - Evergreen State College Labor  
Education & Research Center 134
  - Evergreen Tutoring Center 136
  - Expectations of an Evergreen Graduate 133
  - Experimental Theatre and Puppet Theatre 87
  - Expressive Arts 75
- F**
- Faculty 128
  - Faculty Support 14
  - Fedderson, Joe 75, 119
  - Fiksdal, Susan 50, 58
  - Filmer, John 111
  - Financial Aid 137
  - First Peoples' Advising Services 137
  - Fischel, Anne 85, 113
  - Fischer, Dylan 39, 45, 64, 70, 72
  - Food, Health and Sustainability 30, 67, 92
  - Food, Place and Culture 45, 73, 101, 124
  - Foster-Grahler, Vauhn 40
  - Foundations of Health Science:  
Global and Local Perspectives 31, 93
  - Francis, Kevin 31, 93
- G**
- Gateways: Popular Education & Political Economy 106
  - Gaul, Karen 39, 70
  - Gender and Culture: Studies in Japanese  
and American Literature and Popular Culture 46, 61
  - Gender and Sexuality: History, Culture and Politics 51
  - Gilbert, Jorge 39, 111
  - Goldberger, Ariel 85, 87
  - Gould, Amy 40
  - Graduate Studies 127

- Graduation Requirements 13  
 Green Studio 31, 78  
 Greg Mullins 62  
 Grodzik, Walter Eugene 26, 76, 88  
 Grossman, Zoltán 28, 45, 73, 77, 101, 121, 124
- H**
- Haft, Robert 44, 87  
 Hahn, Jeanne 105, 116  
 Hamon, Matthew 53, 80  
 Hardiman, Joye 126  
 Harrison, Lucia 32, 78  
 Harumi Moruzzi 46  
 Hastings, Rachel 29, 41, 47, 58, 89, 91, 101  
 Hayes, Ruth 32, 78  
 Health and Human Development 93, 107  
 Henderson, Martha 33, 64  
 Herbison, Chauncey 32  
 Heying, Heather 65, 90  
 Hitchens, David 34, 54, 108  
 Hop on Pop: Investigating and Intervening  
   in American Popular Culture 32
- I**
- Image and Sequence 32, 78  
 Imagining the Body 33  
 Imamura, Ryo 112, 116  
 The Incisive Line 45, 87  
 India: Tradition & Beyond 52, 79  
 Individual Study: Cultural Studies 61  
 Individual Study: Fiber Arts, Installation, Non-Western  
   Art History, Native American Studies, Creative Writing:  
   Poetry, and Multicultural American Literature 52, 79  
 Individual Study: Management, Business, Maritime Studies,  
   Non-profit Development and International Trade 107  
 Individual Study: Psychology 114  
 Individual Study: Society and Behavior 116  
 Individual Study: Topics in Environmental Education, Science  
   Education, Environmental Studies, and Education 68  
 Individual Study: Topics in Political Economy, Globalization,  
   Contemporary India and U.S. History 116  
 Inescapable Beauty, Elusive Sublime 53, 80  
 Integral Psychology 47, 117  
 Internships 14  
 Introduction to Geology 73  
 Introduction to Natural Science 94
- J**
- Jang, Rose 27  
 Japanese Film: Characteristics and Aesthetic Tradition 54  
 John Filmer 107  
 Jun, Heesoon 108
- K**
- Kennedy, Cynthia 33  
 KEY Student Support Services 137  
 Khanna, Mukti 47, 104, 114, 117  
 Kozick, Stephanie 40  
 Krafcik, Patricia 37, 57  
 Kutter, Elizabeth 35, 69, 95, 98
- L**
- Landram, Glenn 103, 104, 117  
 Language and Mind 47, 101
- Language Matters: Persuasive Language  
   in Popular Culture 41, 58  
 Lassen, Gerald 34, 54, 108  
 Learning Resource Center 136  
 Legacy of the American Dream: People, Power, & Nature 33  
 Leverich, Bob 31, 78  
 Li, Mingxia 126  
 Longhouse Education and Cultural Center 134  
 Longino, Jack 39, 64, 70  
 Looking Backward: America in the 20th Century 34, 54, 108  
 Lucas-Jennings, Cheri 66
- M**
- Mandeberg, Jean 53, 80  
 Margolin, Carrie 48, 93, 107, 118  
 Marine Life: Biological Oceanography 68  
 Marine Life: Marine Ecology 70  
 Marine Life: Marine Science Research 74  
 Marr, David 51  
 Master in Teaching (MIT) 127  
 Master of Environmental Studies (MES) 127  
 Master of Public Administration (MPA) 127  
 McAvity, David 94, 98  
 McCreary, Paul 126  
 McKinstry, Lydia 96, 98  
 McMillin, Paul 105  
 Media Artists Studio 81  
 Media Services Internships 81  
 Mediaworks in Context: Sustainability and Justice 82  
 Medieval and Renaissance Studies:  
   Materiality and the Religious Impulse 34, 55, 83  
 Meeker, Laurie 82  
 Methods of Mathematical Physics 94  
 Microbial Ecology 35, 69, 95  
 Middendorf, Don 37, 97, 102  
 Mission Statement 133  
 Mitchell, Kabby 29, 65, 77  
 Mobus, Janet Luft 104  
 Models of Motion 95  
 Molecule to Organism 96  
 Morisato, Donald 30, 45, 67, 73, 89, 92, 98, 101, 124  
 Moruzzi, Harumi 43, 56, 59, 61  
 Mosqueda, Lawrence 42, 114  
 Mullins, Greg 51  
 Multicultural Counseling: An Innovative Model 108  
 Murphy, Ralph 33, 63, 74  
 Murray, Nancy 89, 90, 98  
 Music Composition Intensive 83  
 Music, Math, and Motion 35, 84, 96
- N**
- Nadkarni, Nalini 42, 60, 63, 64, 71  
 Nakasone, Raul 36, 109, 119, 122  
 Nasser, Alan 115  
 Native American and World Indigenous Peoples Studies 119  
 Native Studies: Indigenous Americans  
   Before and After Columbus 109, 121  
 Natural History Expedition Leadership 71  
 Neitzel, James 31, 93, 98  
 Nelson, Lin 64, 66  
 Nelson, Neal 94, 98  
 Nietzsche: Life Times Work 59  
 Northwest Indian Applied Research Institute 134  
 Notification and Deposit 6

- O**
- Olson, Toska 33
- The Olympic Peninsula 39, 70
- The Opening Of The Field:  
Ecopoetics, Ecology and Ideas 42, 60, 71
- P**
- The Pacific Northwest: History, Culture and Environment 48
- Paros, Michael 89
- Paros, Mike 31, 93
- Paulsen, David 47, 101
- PerformanceWorks: Telling Stories 36, 84
- Persistence: A Study of Inspired Work 36, 109, 122
- Peterson, Gary 38, 123
- Peterson, Yvonne 36, 109, 122
- Police Services 137
- Political Ecology of Land 74
- Political Economy of the Media:  
U.S. Historical & Contemporary Realities 42, 114
- Postmodernity and Postmodernism: Barth, Pynchon, DeLillo,  
Murakami & World Cinema 56
- Pougiales, Rita 28
- Power Play(ers): Actions and Consequences 126
- Practice of Sustainable Agriculture 69
- Principles That Guide Evergreen's Educational Programs 133
- Prior Learning from Experience 14
- Programs for Freshmen 25
- Publications 14
- Public Service At Evergreen 134
- Q**
- Quantitative and Symbolic Reasoning Center 136
- Quantum Theory: Physics and Philosophy 102
- R**
- Rains, Frances 109, 121
- Randlette, Peter 81
- Ransom, Bill 49
- Record Keeping 12
- Reece, Andrew 28
- Rehearsal & Performance: Theatre 88
- (Re)Imagining the Middle East 56, 110
- Reservation-Based/Community-Determined:  
Integrating Change in a Communal Society 123
- Residency Status 9
- Residential and Dining Services 137
- Retention of Records 6
- Rognas, Liza 48
- Rosemeyer, Martha 30, 45, 67, 69, 73, 92, 101, 124
- Roy, Ratna 52, 75, 79
- Russia and Eurasia: Empires and Enduring Legacies 37, 57
- Rutledge, David 36, 109, 122
- S**
- Saliba, Therese 56, 110
- Scheuerell, Steve 35, 69, 71, 95
- Schofield, Paula 89, 94, 98
- Schrager, Sam 26, 50, 120
- Schwartz, Leonard 42, 60, 71
- Science, Creativity and Exploration 37, 97
- The Science of Business Decisions 117
- Scientific Inquiry 89
- Self and Culture: Studies in Japanese and  
American Literature and Cinema 43, 59
- Services and Resources 136
- Setter, Terry 76, 83
- Shariff, Zahid 30, 105
- Sheppard, Gilda 126
- Shulman, Sheryl 91, 98
- Simon, Benjamin 89, 96
- Smith, Matthew 26, 50, 120
- Smith, Tyrus 126
- Smurr, Robert 37, 57
- Social Contract 138
- Social Work/Human Services Skill Sets 38, 123
- Society, Politics, Behavior and Change 103
- So You Want to be a Psychologist 48, 117
- Spain and the Americas: Cultural Crossings 38, 58, 110
- Student Activities 137
- Student Affairs 136
- Student and Academic Support Services 137
- Student Conduct Code 138
- Student Originated Studies: Performing Arts 85
- Student Originated Studies: Visual Art 86
- Study Abroad 15
- Summer Quarter 8
- Sunderman, Rebecca 89, 98
- Survey of the Wine Industry Across the Americas 39, 111
- Susan Fiksdal 41
- Sweet, Lisa 34, 46, 55, 83, 88
- T**
- Tacoma Program 125
- Thuesen, Erik V. 63, 64, 70, 74
- To Apply for Admission 6
- Toward a Sustainable Puget Sound: Place, People & Policy 40
- Transcript Information 6
- Transfer Applicants 8
- Transfer of Credit 8
- Tremblay, Gail 52, 79
- Tsutsumi, Setsuko 54
- Turning Eastward: Explorations in East/West Psychology 112
- U**
- Undergraduate Research in Scientific Inquiry 98
- Undergraduate Research in the Humanities 62
- V**
- Vavrus, Michael 42, 103, 114
- Venezuela: Building Economic and Social Justice 85, 113
- W**
- Walter, Brian 29, 43, 91, 100
- Washington Center for Improving  
the Quality of Undergraduate Education 134
- Washington State Institute for Public Policy 134
- Williams, Sarah 49, 61
- Williams, Sean 36, 84
- Williamson, Elizabeth 34, 55, 83
- The Wisdom of a Sailor 111
- Womeldorff, Tom 38, 58, 110
- Wonderful Ideas 40
- Writing Center 136
- Z**
- Zaragoza, Tony 106
- Zay, Julia 32, 75
- Zita, EJ 35, 44, 72, 84, 96, 98, 100



The Evergreen State College  
 Catalog Production Team

Editing:  
 Ann Mary Quarandillo, Nancy Smith,  
 Tom Womeldorff

Database Creator & Coordinator:  
 Luke Bowerman

Design:  
 Judy Nuñez-Piñedo and Alyssa Parker

Photography:  
 Carlos Sanchez and Evergreen Photo Services

This Catalog could not have been produced without  
 the ideas and contributions of dozens of staff and  
 faculty members across campus.



**EVERGREEN**

THE EVERGREEN STATE COLLEGE  
OLYMPIA, WASHINGTON

[www.evergreen.edu](http://www.evergreen.edu)