

# the evergreen state college

1971-2011

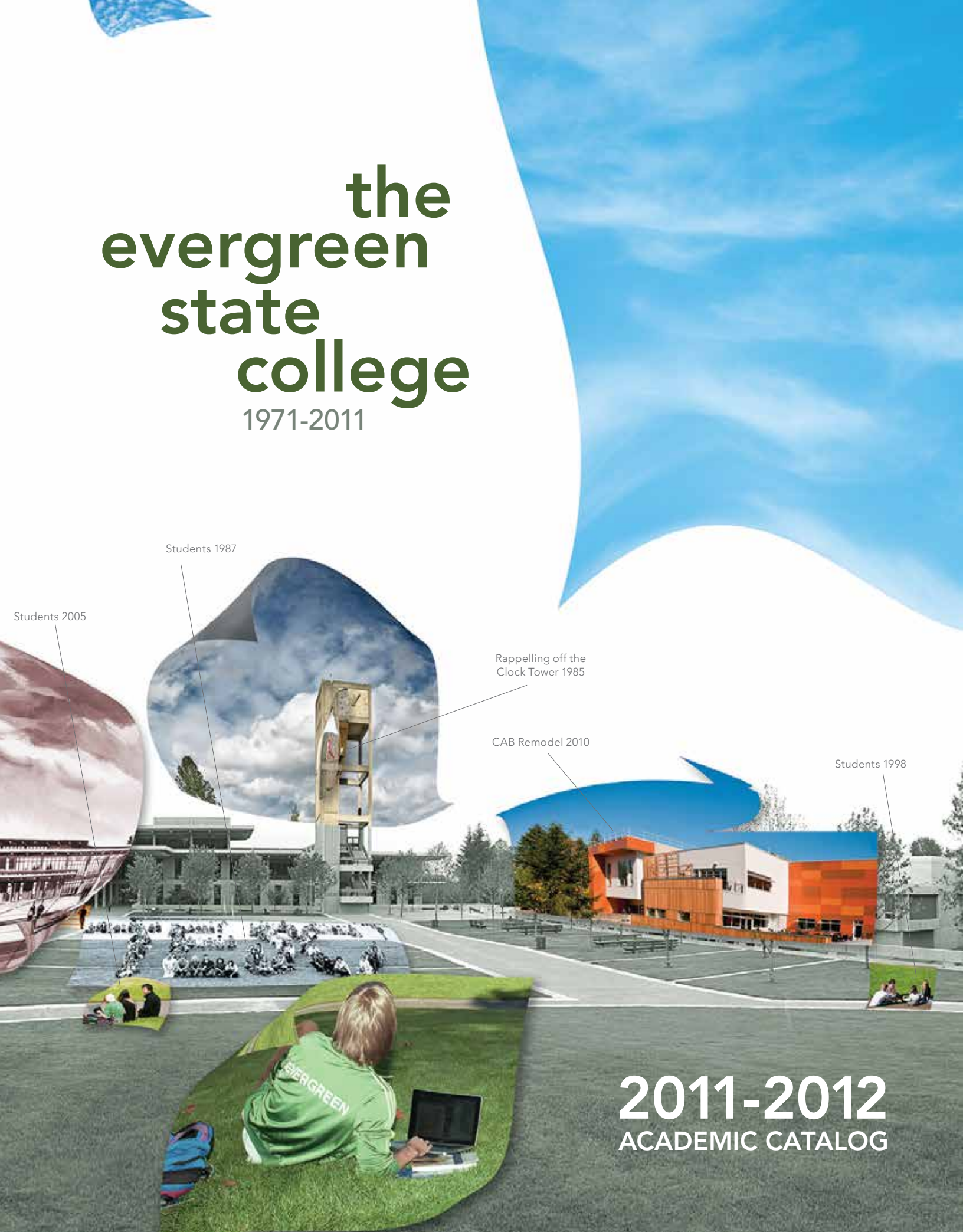
Students 1987

Students 2005

Rappelling off the  
Clock Tower 1985

CAB Remodel 2010

Students 1998



**2011-2012**  
ACADEMIC CATALOG





# Our Mission Statement

As the nation's leading public interdisciplinary liberal arts college, Evergreen's mission is to sustain a vibrant academic community and to offer students an education that will help them excel in their intellectual, creative, professional and community service goals.

## 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 effectively.
- **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.

Adopted by the Evergreen faculty 1/17/01



# Table of Contents

## ACADEMIC PLANNING

---

- 001 Mission Statement
- 001 Expectations of an Evergreen Graduate
- 003 Academic Calendar
- 004 Planning and Curricular Options
- 006 Condensed Curriculum
- 024 Matching Evergreen's Programs to Your Field of Interest

## ACADEMIC PROGRAMS

---

- 032 How to Read a Program Description
- 033 Program Descriptions
- 088 Graduate Study at Evergreen
- 097 Faculty, Trustees and Administration

## ENROLLMENT SERVICES

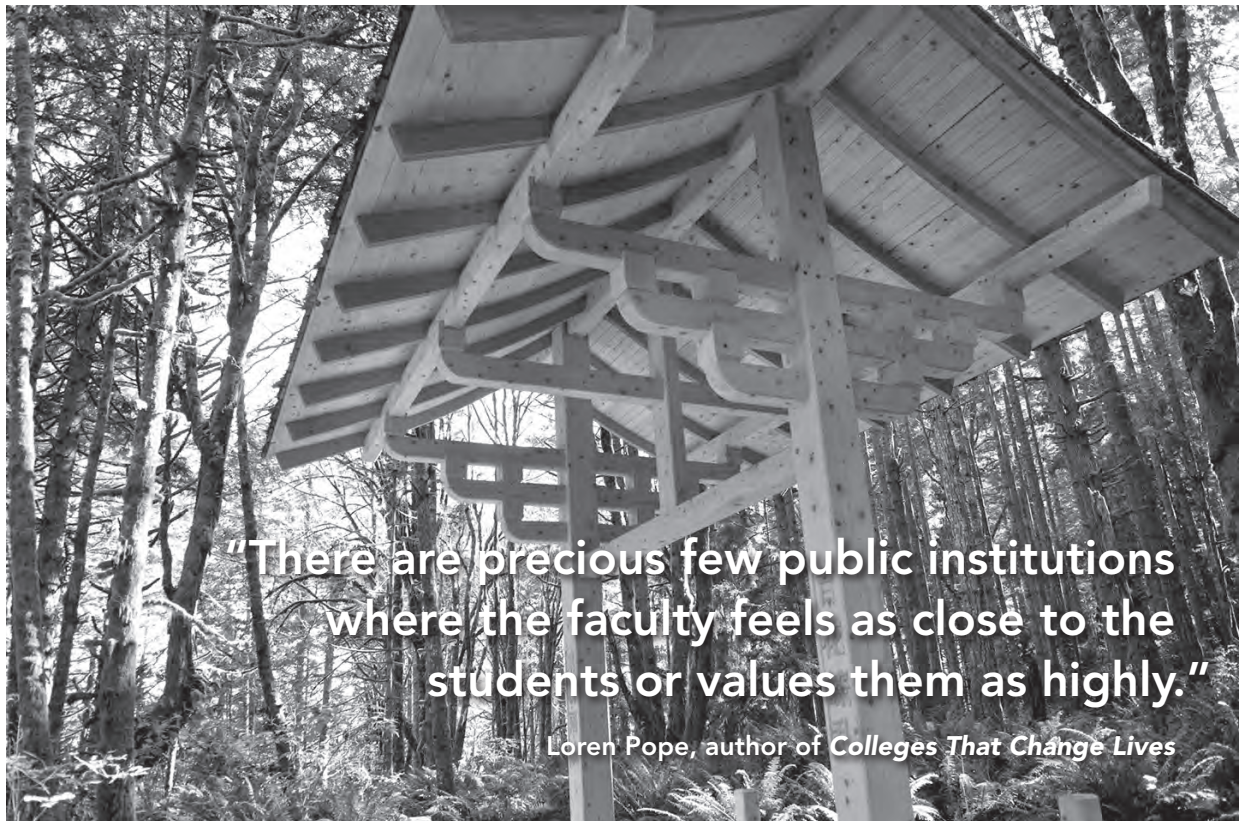
---

- 089 Admissions
- 092 Tuition and Fees
- 094 Registration and Academic Regulations

## INFORMATION

---

- 102 Public Service at Evergreen
- 103 Diversity and Community
- 104 Services and Resources
- 106 Evergreen's Social Contract
- 108 Campus Regulations
- 109 Index
- 112 Campus Map



Walking down the trail to Evergreen's Organic Farm, you will find a beautiful new Japanese-style gate, built courtesy of the students enrolled in the 2010 woodworking program, Machiya, taught by faculty member Daryl Morgan. Photo by Hannah Pietrick '10.

# Academic Calendar 2011-2012

	Fall 2011	Winter 2012	Spring 2012	Summer 2012	
				First Session	Second Session
<b>Orientation</b>	September 18–26*				
<b>Tuition Deadline</b>	October 1	January 7	April 1	June 24	June 24
<b>Quarter Begins</b>	September 26	January 9	April 2	June 20	July 25
<b>Evaluations</b>	December 12–16	March 19–23	June 11–16	July 25–29	August 29– September 2
<b>Quarter Ends</b>	December 16	March 23	June 16	July 22	August 26
<b>Vacations</b>	<b>Thanksgiving Break</b> November 21–25	<b>Winter Break</b> December 19 – January 6	<b>Spring Break</b> March 26–30		

\* Subject to change

**Commencement** June 15, 2012

**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.

#### **RELIGIOUS OBSERVANCE**

The college values religious diversity and, consistent with our Non-Discrimination policy, makes good faith efforts to reasonably accommodate the religious beliefs of students, faculty and staff. To request a reasonable accommodation for a religious belief or practice, **it is a student's responsibility to inform his or her faculty in advance of any conflict** so that the faculty may explore options.

This Catalog is published by  
The Evergreen State College  
Office of Enrollment Management.  
©2010 by The Evergreen State College

Printed on recycled paper.

The information contained in this Catalog is available in other media with 24 hours' notice. To request materials in alternative format, contact Access Services.  
(360) 867-6348, TTY: 867-6834,  
Email: [Access1@evergreen.edu](mailto:Access1@evergreen.edu).

This catalog is updated regularly; for the most current information please visit our Web site:  
[www.evergreen.edu/catalog/2011-12](http://www.evergreen.edu/catalog/2011-12).



# Planning and Curricular Options

## WHAT IS A PROGRAM?

A program presents a unique opportunity to work with a team of faculty and to study a range of topics organized around a central theme or question. In this way, students can delve into the relationships between subjects over the course of one, two or three quarters. While immersed in a program, students will study areas of particular interest to them, while also exploring new and challenging subjects and ideas.

Most full-time students take one 16 credit program per quarter, while part-time students often take one 8-12 credit program or one or more courses. Most programs are offered in our daytime curriculum, with some also offered in the evenings and on weekends. Our curriculum is supplemented with discrete courses, usually 4-6 credits, focused on a single topic.

## HOW TO SELECT A PROGRAM

- Scan this catalog. It contains the full-time interdisciplinary program offerings for the 2011-12 academic year.
- Consult Web listings at [www.evergreen.edu/catalog/2011-12](http://www.evergreen.edu/catalog/2011-12). The Web catalogs contain the most current updates to curriculum offerings.
- Ask faculty! Faculty members are a valuable resource for students and play an important advising role here at Evergreen. You can schedule an appointment to talk to faculty throughout the academic year, or you may consult with them at the quarterly academic fairs, during your program and at your evaluation conference.
- See an advisor! 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. Academic advisors know the curricular ins and outs at Evergreen and are trained to help students find the best program to meet their academic goals.
- Since planning your education is your responsibility, the more information you have, the better. Students new to Evergreen are required to attend an Academic Planning Workshop in order to gather comprehensive information on the academic planning process and the resources and tools available to them.

To help freshmen tackle the challenge of college life and Evergreen's unique culture, a two credit course called Community Connections: Living and Learning at Evergreen is available. This course is designed to link incoming students to the broader Evergreen community and to facilitate the transition to college by helping them identify academic pathways for self-directed learning. In addition to orientation week activities, during the first three weeks of fall quarter, students will work in small groups on topics that matter most to them, including community-based learning, career development, and college study skills.

### REMEMBER...

- ➔ Read the "Program is Preparatory for" section of a program description to find out the subjects covered in a program and what future studies or careers a program may lead to. Since Evergreen students do not have majors, this section will be especially helpful in your decisions about which programs to take.
- ➔ Many programs are offered over two or three quarters. To maximize your learning experience, you should plan to stay with a program for its entire duration.
- ➔ Plan for an entire academic year. If your fall program doesn't last all year, you should plan ahead of time for a follow-on program.
- ➔ Have a back-up plan, just in case a program doesn't work well for you, or if it is already full when you try to register.
- ➔ Some programs require a faculty signature for entry, have prerequisites or extra expenses involved. See "How to Read a Program Description" on page 32.

## I ONLY CHOOSE ONE?

Many students ask, "Do I really only take one class at Evergreen?"

The answer is "yes." We call them programs. Instead of taking several classes at once, at Evergreen you select an academic program where you will learn how to explore a central idea or theme that's interesting to you.

Faculty members from different subject areas teach in teams, each drawing on several disciplines to help you develop critical tools to navigate the real-world issues that we face today—issues like health care in the United States, the search for oil worldwide, or artistic expression across cultures. Programs include lectures, labs, readings, seminars, field study, or research projects, and may last one, two or even three quarters, building on themes developed in previous quarters.

### WHY NO MAJORS?

We have neither majors nor departments at Evergreen. A liberal arts college, particularly one that emphasizes interdisciplinary work, prepares you to make connections between diverse ideas, concepts and philosophies. You may choose to emphasize one disciplinary study over others, but you have the opportunity here to broaden your learning horizons. To better understand our organization, please see the Condensed Curriculum (page 6).



### SPECIAL FEATURES OF THE CURRICULUM

**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 for it, 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** International studies may include study abroad in a full-time academic program, a consortium program, or an individual contract or internship. Academic programs offer students the opportunity to study culture, language, architecture, art, political science, the environment, science and more in countries around the globe. These programs typically include preparation time on the Evergreen campus, with several weeks or a quarter abroad as a culmination to program studies.

Advanced-level students who choose to study abroad through individual contracts or internships should prepare well in advance. Contact the International Programs and Services coordinator in Academic Advising or visit [www.evergreen.edu/studyabroad](http://www.evergreen.edu/studyabroad).

**Individual Learning Contracts and Internships** are typically reserved for junior- and senior-level students. These are 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/individualstudy/home](http://www.evergreen.edu/individualstudy/home).

**Additional undergraduate research opportunities** also exist for students. Individual faculty members have research interests and projects that students can help with, thus gaining valuable research experience. Contact members of the faculty, especially in Environmental Studies and Scientific Inquiry. Find more information at [www.evergreen.edu/individualstudy/home](http://www.evergreen.edu/individualstudy/home).

**Graduate Programs** Evergreen offers Master's degrees in Environmental Studies, Teaching, Education and Public Administration. For contact and general information, please turn to page 88.

### PROGRAMS WITH A STRONG TRAVEL COMPONENT

Arts in New York	p35
Field and Laboratory Biology in Southwestern Ecosystems	p46
Forbidden Metaphors: Rewriting the Real (France)	p47
Roots of China: Culture, Art and Poetics	p71
The Shape of Things:	
Geology and Landforms (Grand Canyon)	p73
SOS: Travel-Based Projects	p77
Tropical Rainforests (Costa Rica)	p81
Venezuela: Building Economic and Social Justice	p85

### INDIVIDUAL STUDY OPPORTUNITIES

Individual Studies: Interdisciplinary and Consciousness Studies	p50
Individual Studies: Japanese Culture, Literature, Film, Society and Study Abroad	p50
SOS: Botany	p76
SOS: Travel-Based Projects	p77
Undergraduate Research in Environmental Studies	p82
Undergraduate Research in Scientific Inquiry	p83

SOS = Student Originated Studies

# Condensed Curriculum

Evergreen's faculty organize themselves into Planning Units and thematic planning groups to develop our interdisciplinary curriculum. Programs designed to accommodate freshman students are designated Programs for Freshmen. The Planning Units are Consciousness Studies; Culture, Text and Language; Environmental Studies; Expressive Arts; Scientific Inquiry; and Society, Politics, Behavior and Change. Thematic planning groups include Native American and World Indigenous People Studies (NAWIPS), and Sustainability and Justice.

These pages feature the programs planned for the 2011–12 academic year. Each planning unit offers Core programs that are entry-level studies designed for freshmen. Lower-Division programs include half freshmen and half sophomores. All-level programs include a mix of freshmen, sophomores, juniors and seniors. Intermediate programs are geared for sophomores and above. Advanced programs are geared toward juniors and seniors. Programs designated as "no restriction" are similar to All-level but have no reserved seats.

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**



Photo by Katherine B. Turner '09.

## Programs for Freshmen

**Freshmen** may enroll in Core, Lower-division, All-level 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.
- **Lower-division programs** are designed as entry-level offerings that include a mix of half freshmen and half sophomores.
- **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.
- **Programs for sophomores and above** may admit a particularly well-qualified freshman. These 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.





## PROGRAMS FOR FRESHMEN

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>		<b>pg</b>	<b>quarter</b>
A History of "Race": Colonial Era to the Obama Presidency	33	S		Forbidden Metaphors: Rewriting the Real in 20th Century France	47 F W S
Drawn from Life: Art for the Uninitiated	42	S		Foundations of Health Science	48 F W S
Ecological Niche: The Interface of Human and Animal Behavior	43	F W S		Global Agricultural Crisis: Agroecology & Political Economy	48 F W
Equatorial Studies: Sound, Science and the Western Imagination	45	F W		In Our Image	51 F W S
Light Step: Sustainable World	55	F W S		In the Presence of Beauty	52 S
Me and the Mirror: Dance and Scenic Design	59	F W S		Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad	50 S
Nature's Prose	65	S		Japan Today: Japanese History, Literature, Cinema, Culture, Society and Language	52 F W
The Science Behind the Headlines: What's the Truth?	72	F W		Justice: A Relationship of Reciprocal Respect	53 F W S
Stages of Discovery: Revolutions in Science and Literature	75	F W		Language and the Evolution of Mind	54 S
				Laws/Policies of Indian Education and Indian Child Welfare	54 F W S
<b>Lower-division:</b> <i>50% freshmen/50% sophomores</i>				Looking at Animals	56 S
Defending Mother Earth: Science, Energy and Native Peoples	41	S		Looking Backward: America in the 20th Century	56 F W S
Field Studies in Northwest Environments: Rocks, Plants and Forests	46	F		Marketing Authenticity: Craft, Commodity & Culture	57 S
Myth and Idea	64	F W		Matter and Motion	58 F W S
				Museum or Mausoleum? The Framing of Art, Culture and Neuroplasticity	63 F W S
<b>All-level:</b> <i>A mix of freshmen, sophomores, juniors and seniors</i>				Native City: Histories, Policies and Images	64 F W S
American Families: Historical Perspectives on Close Relationships	33	F		Nature Writing, Environmental History, and Place	65 S
Animal Morphology, Motion, and Mind	34	F W		Political Economy and Technology: Robots, Racism and Revolution	66 S
Arrested Development	35	S		Politics and The Nature of Leadership	67 F W
Arts In New York	35	S		Power In American Society	67 F
Blood and Borders: Tradition and Transformation in Central Europe	38	F W		The Practice of Sustainable Agriculture	68 F W S
Business, Personal Finance and Statistics	38	S		Roots of China: Culture, Art and Poetics	71 F W S
Citizen Science: Ecoliteracy	39	F W		Slavic & Celtic Folklore: Heroic, Spiritual, Practical	74 S
Computer Science Foundations	40	F W S		So You Want to be a Psychologist?	74 S
Ecological Agriculture: Crop Botany & Plant Genetics	43	S		Studio Projects: Painting	77 W
The Empty Space: Movement, Dance, & Theatre	44	F W		Taking Things Apart	78 F W
Field & Laboratory Biology in Southwestern Ecosystems	46	S		Theater of Business/Business of Theater	79 S
				Water, Microbes & Energy: Sustainable Solutions	86 F W
				Wisdom of the Body	86 S
				Writing American Cultures	87 F W S



## Consciousness Studies

*You will learn concrete things, facts, ideas, relationships. You will learn how to work with groups of people, which is how most of your work in life will be done, adjusting to new groups, helping each solve the problem it has tackled. You will, if we have done all our work well, learn how to learn: how to get data, how to deal with it, having gained confidence in your ability to handle situations where you either learn or remain helpless.*

—Charles McCann, Evergreen's First President, 1968-1977

Consciousness is that out of which what we can know arises.  
And, what else?

In the spirit of Evergreen's foundation, we approach the study of consciousness and experience in open inquiry. We admit that current bodies of knowledge don't have all the answers. We're interested in questions, especially those that we need each other in order to explore.

Questions that we ask include: How does experience shape consciousness—and vice-versa? In what ways does the inclusion of the body effect cognitive development? How is sentience defined and recognized? How might it matter if the self is proven to be a by-product of a biofeedback loop? In what ways are science and spirituality complementary? What constitutes collective forms of consciousness? How can analytical attention to consciousness and the recognition of subjectivity effect positive change?

The answers to these questions (and the matrix for more) arise from this field that brings together interdisciplinary, multidisciplinary, and even non-disciplinary approaches to our studies.

Emotion, cognition, attention, understanding, interpretation, creativity, sensation, listening, dreaming, expression, reflection, motivation, resonance, prayer, proprioception. These and more are the elements of consciousness, our subjects of study, and our data in response to which we can either learn or remain helpless.



Evergreen's first president Charles McCann. Photo by Steve Davis.  
Inset photo by Paul Reynolds '09. Opposite page: photo by Carlos Javier Sánchez '97.



## CS PROGRAMS

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>
Light Step: Sustainable World	55	F W S
Nature's Prose	65	S

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

<b>American Families:</b>		
Historical Perspectives on Close Relationships	33	F
Animal Morphology, Motion, and Mind	34	F W
Arts In New York	35	S
The Empty Space: Movement, Dance, & Theatre	44	F W
Language and the Evolution of Mind	54	S
<b>Museum or Mausoleum?</b>		
The Framing of Art, Culture and Neuroplasticity	63	F W S
Theater of Business/Business of Theater	79	S
Wisdom of the Body	86	S

### **Sophomores or above:** *(intermediate level)*

<b>Individual Study:</b>		
Interdisciplinary and Consciousness Studies	50	W
Student Originated Studies: Travel-Based Projects	77	F
<b>Turning Eastward:</b>		
Explorations in East/West Psychology	82	F W

### **Juniors or seniors: (advanced level)**

Consciousness: Pathways to the Self	40	F W S
Self and Community	72	F W S

## AFFILIATED FACULTY

<b>William Ray Arney</b>
<b>Eddy Brown</b> <i>Writing and Humanities</i>
<b>William Bruner</b> <i>Economics, Management</i>
<b>Stephanie Coontz</b> <i>European and American History, Family Studies</i>
<b>Rob Esposito</b> <i>Modern Dance</i>
<b>Lara Evans</b> <i>Art History</i>
<b>Ariel Goldberger</b> <i>Scenic Design</i>
<b>Matthew Hamon</b> <i>Visual Art, Photography</i>
<b>Sara Huntington</b> <i>Writing, Research and Information Systems</i>
<b>Ryo Imamura</b> <i>East/West Psychology</i>
<b>Heesoon Jun</b> <i>Psychology</i>
<b>Cynthia Kennedy</b> <i>Leadership</i>
<b>Donald V. Middendorf</b> <i>Physics</i>
<b>Raul Nakasone</b> <i>Education</i>
<b>Charles N. Pailthorp</b> <i>Philosophy</i>
<b>Sarah Pederson</b> <i>Literature, Maritime Studies</i>
<b>David Rutledge</b> <i>Psychology</i>
<b>Terry Setter</b> <i>Music</i>
<b>Jules Unsel</b> <i>United States History</i>
<b>Bret Weinstein</b> <i>Evolution, Biology</i>
<b>Sarah Williams</b> <i>Feminist Theory, Somatic Studies</i>





## Culture, Text and Language

**Culture, Text and Language** (CTL) programs invite students to engage in rigorous critical inquiry about the human experience. Our curriculum covers many disciplinary perspectives and geographical areas, with a strong focus on reflective inquiry and integrative understanding. Through the study of cultures, students explore the webs of meaning that individuals and groups use to make sense of the world. Through the study of texts, they learn to interpret the products of culture in forms ranging from enduring works to popular media and the artful practices of everyday life. Through the study of languages, they become proficient in the means of communication used by different societies and nation states.

The Culture, Text and Language planning unit coordinates some social science (sociology, psychology and politics) and virtually all the humanities programs at Evergreen. Our disciplines include literature, history, women's studies, philosophy and critical theory, religious studies, classical studies, art history, post-colonial studies, linguistics, cultural anthropology, cultural studies, gender studies, race and ethnic studies, communications, folklore, and creative and critical writing.

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 provide a curriculum that is rich in the study of diverse cultures and languages so that students can learn about shared legacies and across significant differences, including differences of race, class, gender and sexuality. Our geographic areas of inquiry include America, the ancient Mediterranean, East Asia, the Middle East, Latin America and Spain, Russia, and Western Europe and the Francophone/Anglophone regions, including Africa and the Caribbean. We regularly offer programs involving the integrated study of Japanese, French, Russian and Spanish, and are working to expand our curricular offerings in classical languages and Arabic.

Many Culture, Text and Language programs bring together two or more disciplines to pose crucial questions about the human condition; 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 members act as advisors and mentors in their subjects of expertise, supporting students in advanced work, internships, studies abroad and senior theses.

Students with a special focus on the humanities and interpretive social sciences are strongly encouraged 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 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 Evergreen's first president Charles McCann, "...undogmatic citizens and uncomplacently confident individuals in a changing world."



Photo by Hannah Pietrick '10. Inset photo by Paul Reynolds '09.

## CTL PROGRAMS

	pg	quarter
<b>Core:</b> <i>Designed for freshmen</i>		
A History of "Race": Colonial Era to the Obama Presidency	33	S
Drawn from Life: Art for the Uninitiated	42	S
Equatorial Studies: Sound, Science and the Western Imagination	45	F W
Light Step: Sustainable World	55	F W S
Nature's Prose	65	S
Stages of Discovery: Revolutions in Science and Literature	75	F W
<b>All-level:</b> <i>A mix of freshmen, sophomores, juniors and seniors</i>		
Arts In New York	35	S
Blood and Borders: Tradition and Transformation in Central Europe	38	F W
The Empty Space: Movement, Dance, & Theatre	44	F W
Forbidden Metaphors: Rewriting the Real in 20th Century France	47	F W S
In Our Image	51	F W S
In the Presence of Beauty	52	S
Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad	50	S
Japan Today: Japanese History, Literature, Cinema, Culture, Society and Language	52	F W
Language and the Evolution of Mind	54	S
Marketing Authenticity: Craft, Commodity and Culture	57	S
Museum or Mausoleum? The Framing of Art, Culture and Neuroplasticity	63	F W S
Nature Writing, Environmental History, and Place	65	S
Roots of China: Culture, Art and Poetics	71	F W S
Slavic & Celtic Folklore: Heroic, Spiritual, Practical	74	S
Writing American Cultures	87	F W S
<b>Sophomores or above:</b> <i>(intermediate level)</i>		
Individual Study: Interdisciplinary and Consciousness Studies	50	W
Memory Sites, Human Rights: A Digital Archive Production	61	S
Memory Sites, Human Rights: A Digital Archive Project	61	F W
Re-Interpreting Liberation: Third World Movements and Migration	69	F W S
Student Originated Studies: Travel-Based Projects	77	F
Turning Eastward: Explorations in East/West Psychology	82	F W
The U.S. and Puerto Rico at the Dawn of the 20th Century	85	F
<b>Juniors or seniors:</b> <i>(advanced level)</i>		
Self and Community	72	F W S
Shakespeare's America	73	F

## AFFILIATED FACULTY

<b>Kristina Ackley</b> <i>Native American Studies</i>
<b>Marianne Bailey</b> <i>French Literature</i>
<b>Stacey Davis</b> <i>European History</i>
<b>Diego de Acosta</b> <i>Spanish Literature and Language</i>
<b>Kathleen Eamon</b> <i>Philosophy</i>
<b>Susan Fiksdal</b> <i>Linguistics and French</i>
<b>Karen Gaul</b> <i>Anthropology</i>
<b>Chauncey Herbison</b> <i>African American Studies</i>
<b>David Hitchens</b> <i>American History</i>
<b>Nancy Koppelman</b> <i>American Studies</i>
<b>Stephanie Kozick</b> <i>Human Development</i>
<b>Patricia Krafcik</b> <i>Russian Language, Literature and Culture</i>
<b>Ulrike Krotscheck</b> <i>Classical Studies, Archeology</i>
<b>David Marr</b> <i>American Studies</i>
<b>Harumi Moruzzi</b> <i>Cultural Studies, Literature, Film Studies</i>
<b>Greg Mullins</b> <i>Literature and Queer Studies</i>
<b>Alice A. Nelson</b> <i>Latin American Literature, Spanish</i>
<b>Steven Niva</b> <i>International Politics, Political Philosophy</i>
<b>Toska Olson</b> <i>Sociology</i>
<b>Rita Pougiales</b> <i>Anthropology</i>
<b>Frances Rains</b> <i>Multicultural Education</i>
<b>Bill Ransom</b> <i>Writing</i>
<b>Andrew Reece</b> <i>Classical Studies</i>
<b>Therese Saliba</b> <i>International Feminism, Middle East Studies, Literature</i>
<b>Samuel A. Schragger</b> <i>Ethnography, American Studies</i>
<b>Leonard Schwartz</b> <i>Poetics</i>
<b>Matthew E. Smith</b> <i>Political Science, Community Studies</i>
<b>Robert W. Smurr</b> <i>Russian History</i>
<b>Trevor Speller</b> <i>British Literature</i>
<b>Eric Stein</b> <i>Cultural Anthropology</i>
<b>Joseph Tougas</b> <i>Philosophy</i>
<b>Setsuko Tsutsumi</b> <i>Japanese Literature, History and Language</i>
<b>Elizabeth Williamson</b> <i>English Literature</i>
<b>Tom Womeldorff</b> <i>Economics</i>



# 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 North and South America. 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 support sustainability and justice 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.

Environmental studies students 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 catalog and talk to faculty to ensure that you are prepared for the program.

Specific topics recur in the curriculum 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 programs that have widely differing accompanying topics. 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 Studies (MES) degree. This graduate program integrates the study of the biological, physical, and social sciences. The MES program shares faculty with the undergraduate curriculum and MES electives, which are taught in the evenings, and frequently allow advanced undergraduates to enroll. For information on admissions requirements and procedures, please consult the current catalog of the Graduate Program on the Environment or visit [www.evergreen.edu/mes](http://www.evergreen.edu/mes).



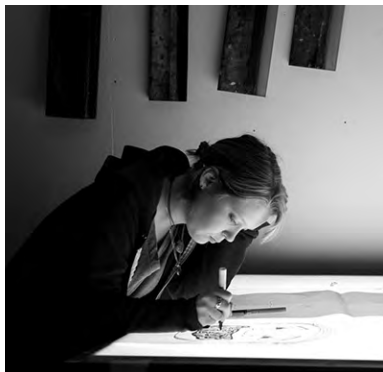


## ES PROGRAMS

	pg	quarter
<b>Core:</b> <i>Designed for freshmen</i>		
Ecological Niche:		
The Interface of Human and Animal Behavior	43	F W S
Equatorial Studies:		
Sound, Science and the Western Imagination	45	F W
Light Step: Sustainable World	55	F W S
Nature's Prose	65	S
The Science Behind the Headlines: What's the Truth?	72	F W
<b>All-level:</b> <i>A mix of freshmen, sophomores, juniors and seniors</i>		
Animal Morphology, Motion, and Mind	34	F W
Arrested Development	35	S
Citizen Science: Ecoliteracy	39	F W
Ecological Agriculture: Crop Botany & Plant Genetics	43	S
Field and Laboratory Biology in Southwestern Ecosystems	46	S
Global Agricultural Crisis:		
Agroecology and Political Economy	48	F W
Native City: Histories, Policies and Images	64	F W S
Nature Writing, Environmental History, and Place	65	S
The Practice of Sustainable Agriculture	68	F W S
<b>Lower-division:</b> <i>50% freshmen/50% sophomores</i>		
Field Studies in Northwest Environments:		
Rocks, Plants and Forests	46	F
<b>Sophomores or above:</b> <i>(intermediate level)</i>		
Energy Systems and Climate Change	45	F W
The Shape of Things: Geology and Landforms	73	S
Technical Writing in the 21st Century	78	F
<b>Juniors or seniors:</b> <i>(advanced level)</i>		
Marine Life: Marine Organisms & Their Environments	57	W S
Student Originated Studies: Botany	76	S
Temperate Rainforests: Ecology & Biogeochemistry	79	F
Tropical Rainforests	81	W
Undergraduate Research in Environmental Studies	82	F W S
Undergraduate Research in Scientific Inquiry	83	F W S

## AFFILIATED FACULTY

<b>Jeff Antonelis-Lapp</b> Environmental Education
<b>Frederica Bowcutt</b> Botany, Environmental History
<b>Paul Butler</b> Geology, Hydrology, Statistics
<b>Gerardo Chin-Leo</b> Marine Science, Plankton Ecology
<b>Robert Cole</b> Systems Science, Sustainability
<b>Amy Cook</b> Ecology, Vertebrate Biology
<b>Carolyn Dobbs</b> Land Use, Environmental Planning
<b>Dylan Fischer</b> Forest and Plant Ecology
<b>Russell Fox</b> Community Development, Urban Planning
<b>Karen Gaul</b> Anthropology
<b>Jennifer Gerend</b> Land Use Planning, Geographic Information Systems
<b>Martha Henderson</b> Geography, Environmental History
<b>Heather Heying</b> Zoology, Behavioral Ecology, Evolution
<b>Ryo Imamura</b> East/West Psychology
<b>John Longino</b> Entomology, Ecology, Evolutionary Biology
<b>Cheri Lucas-Jennings</b> Environmental Health, Law and Policy
<b>Lee Lyttle</b> Environmental Policy, Research Methods
<b>Dave Muehleisen</b> Sustainable Agriculture
<b>Ralph Murphy</b> Environmental Economics, Environmental Policy
<b>Nalini Nadkarni</b> Forest Ecology
<b>Lin Nelson</b> Environmental Health and Policy
<b>Paul Przybylowicz</b> Ecology, Biology, Agriculture, Sustainability
<b>Liza Rognas</b> American History, Research Methods
<b>Martha Rosemeyer</b> Ecological Agriculture, Food Systems
<b>Steve Scheuerell</b> Ecological Agriculture, Sustainability
<b>Linda Moon Stumpff</b> Natural Resource Policy, Forestry
<b>Alison Styring</b> Ornithology, Tropical Ecology
<b>Ken Tabbutt</b> Geology, Hydrogeology, Geochemistry
<b>Erik V. Thuesen</b> Marine Science, Zoology, Ecophysiology
<b>Anthony Tindill</b> Sustainable Design
<b>Ted Whitesell</b> Geography, Political Ecology, Conservation



## Expressive Arts

**Expressive Arts (EA)** 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. Our students develop strong collaboration skills, as well as aesthetic literacy and cultural competencies that equip them well for their work beyond the college.

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 selected students are given the opportunity to pursue advanced work at the Senior Thesis level.

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 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, photography, digital media, environmental arts, sustainable design, woodworking, metal working, mixed media, installation, time-based arts, and art history. Students can regularly find programs that build strong skills and understanding in these media in interdisciplinary contexts. 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. Programs prioritize collaboration as well as a critical engagement with media in its various social, cultural, and political contexts. 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.



## EA PROGRAMS

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>
Drawn from Life: Art for the Uninitiated	42	S
Equatorial Studies:		
Sound, Science and the Western Imagination	45	F W
Light Step: Sustainable World	55	F W S
Me and the Mirror: Dance and Scenic Design	59	F W S
Stages of Discovery:		
Revolutions in Science and Literature	75	F W

<b>All-level:</b> <i>A mix of freshmen, sophomores, juniors and seniors</i>		
Arts In New York	35	S
The Empty Space: Movement, Dance, & Theatre	44	F W
In Our Image	51	F W S
Looking at Animals	56	S
Marketing Authenticity: Craft, Commodity & Culture	57	S
Museum or Mausoleum?		
The Framing of Art, Culture and Neuroplasticity	63	F W S
Roots of China: Culture, Art and Poetics	71	F W S
Slavic & Celtic Folklore: Heroic, Spiritual, Practical	74	S
Studio Projects: Painting	77	W
Taking Things Apart	78	F W
Theater of Business/Business of Theater	79	S

### **Sophomores or above:** *(intermediate level)*

Individual Study:		
Interdisciplinary and Consciousness Studies	50	W
Ready Camera One: We're Live	68	S
Student Originated Studies: Travel-Based Projects	77	F
Thinking Through Craft: Metal	80	F W
Thinking Through Craft: Wood	80	F W
Venezuela: Building Economic and Social Justice	85	F W S

### **Juniors or seniors:** *(advanced level)*

Media Artists Studio	60	F W S
Media Internships	60	F W S
Plein Air	65	S

## AFFILIATED FACULTY

<b>Susan Aurand</b> <i>Visual Art</i>
<b>Andrew Buchman</b> <i>Music</i>
<b>Arun Chandra</b> <i>Music Performance, Composition, Computer Music</i>
<b>Sally Cloninger</b> <i>Film/Video</i>
<b>Joe Feddersen</b> <i>Visual Art</i>
<b>Anne Fischel</b> <i>Film/Video</i>
<b>Walter Eugene Grodzik</b> <i>Theater</i>
<b>Bob Haft</b> <i>Photography, Art History</i>
<b>Lucia Harrison</b> <i>Visual Art</i>
<b>Ruth Hayes</b> <i>Animation, Media Studies</i>
<b>Rose Jang</b> <i>Theater</i>
<b>Robert Leverich</b> <i>Visual Art, Architecture</i>
<b>Mingxia Li (Zhang Er)</b> <i>Biology, Poetry, Chinese Studies</i>
<b>Naima Lowe</b> <i>Experimental Media</i>
<b>Jean Mandeberg</b> <i>Visual Art</i>
<b>Laurie Meeker</b> <i>Film/Video</i>
<b>Kabby Mitchell III</b> <i>Dance, African American Studies, Theater</i>
<b>Ratna Roy</b> <i>Dance, African American Studies, South Asian Studies</i>
<b>Lisa Sweet</b> <i>Visual Art</i>
<b>Gail Tremblay</b> <i>Visual Art, Creative Writing</i>
<b>Sean Williams</b> <i>Ethnomusicology</i>
<b>Julia Zay</b> <i>Video/Media Studies</i>





## Native American and World Indigenous People Studies

These programs study the Indigenous peoples of the Pacific Northwest, the Americas and the world. Evergreen 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 and World Indigenous People Studies (NAWIPS) programs can be viewed online at [www.evergreen.edu/nativeprograms](http://www.evergreen.edu/nativeprograms).

On-campus, students explore a continuum from pre-Columbian times to the contemporary era, with particular attention 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 Community-Determined Program is designed to serve place-bound students. For more information on the RBCD Program, visit [www.evergreen.edu/tribal](http://www.evergreen.edu/tribal).

The Longhouse Education and Cultural Center represents a living link to the tribal communities of the Pacific Northwest. Its purpose and philosophy are centered on service and hospitality to students, the college, Indigenous communities and the community at large. It provides classroom space, houses the NAWIPS programs, serves as a center for multicultural interaction, and hosts conferences, ceremonies, performances, exhibits and community gatherings. The primary public service work of the Longhouse is to administer the Native Economic Development Arts Program (NEDAP) that 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 resource management. The results of student-generated research are realized through workshops, community interaction and online, [www.evergreen.edu/nwindian](http://www.evergreen.edu/nwindian). NIARI works with the tribes—if they choose—to implement those results.

For information on the MPA track in Tribal Governance, visit [www.evergreen.edu/mpa/tribal](http://www.evergreen.edu/mpa/tribal) or the Graduate Studies page 83.



### NAWIPS PROGRAMS

	pg	quarter
<b>All-level:</b> <i>A mix of freshmen, sophomores, juniors and seniors</i>		
Justice: A Relationship of Reciprocal Respect	53	F W S
Laws/Policies of Indian Education and Indian Child Welfare	54	F W S
Native City: Histories, Policies and Images	64	F W S

#### **Lower-division:** *50% freshmen/50% sophomores*

Defending Mother Earth: Science, Energy and Native Peoples	41	S
--	----	---

	pg	quarter
<b>Juniors or seniors:</b> <i>(advanced level)</i>		
RBCD Program-Rebuilding Native Nations: Strategies for Governance and Development	70	F W S



# Reservation-Based Community-Determined Program

The Reservation-Based Community-Determined program is “reservation-based” with classes held within the community and “community-determined” by placing value on existing community knowledge, utilizing community members as guest instructors, and instituting participatory research methods.

We believe students are best served by a well-defined, consistent program that balances personal authority, indigenous knowledge and academics.

- **Personal authority** challenges students to be personally accountable for their attendance, engagement and learning, and to declare the nature of their own work.
- **Indigenous knowledge** honors the founding principles of the program and its commitment to involving our community’s keepers of cultural and traditional knowledge as teachers and valuable human resources.
- **Academics** give breadth within the liberal arts through reading, writing, research and other scholarly pursuits that complement personal authority and community knowledge.

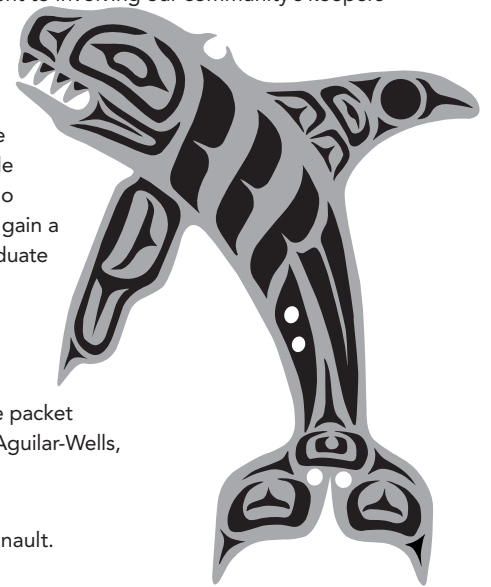
Our interdisciplinary curriculum is developed in collaboration with Native leaders to include the areas of community and economic development, leadership, tribal administration, sustainable environments, intergovernmental relations, indigenous knowledge, and tribal law. Students who want to develop a more specialized course of study may do so with faculty approval. Students gain a solid foundation needed to enter most areas of public service and tribal government as well graduate school and other professions.

## Who Should Apply

This upper-division program serves students with 90 or more college credits with strong connections to their tribal communities. In addition to Evergreen’s application, an intake packet must be completed by all prospective RBCD students. To obtain the packet, contact Michelle Aguilar-Wells, Director ([aguilarm@evergreen.edu](mailto:aguilarm@evergreen.edu)) or Gina Corpuz, Associate Director ([corpuzr@evergreen.edu](mailto:corpuzr@evergreen.edu)).

- Students attend class two nights per week at Muckleshoot, Nisqually, Tulalip, or Quinault. (Makah, Lower Elwha, Port Gamble, and Skokomish are approved sites and can be reactivated contingent upon enrollment.)
- Students attend class four Saturdays per quarter at the Longhouse on the Evergreen campus.
- Students work toward a Bachelor of Arts degree.

For students with fewer than 90 college credits, Evergreen collaborates on The Grays Harbor College Reservation Based AA Degree Bridge program. Interested students should contact Mark Ramon at Grays Harbor College ([mramon@ghc.edu](mailto:mramon@ghc.edu)) or (360) 538-4090 or visit [www.evergreen.edu/tribal/graysharbor](http://www.evergreen.edu/tribal/graysharbor).



## RBCD PROGRAM

**Juniors or seniors:** (*advanced level*)  
 RBCD Program-Rebuilding Native Nations:  
 Strategies for Governance and Development      **pg** **quarter**  
 70    F W S

## AFFILIATED FACULTY

**Michelle Aguilar-Wells, Soboba/Luiseno, Director**



# Scientific Inquiry

The faculty of the **Scientific Inquiry (SI)** 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 study of science itself is combined with the study 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 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 a Nuclear Magnetic Resonance 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. The following programs with significant content in each of the main scientific disciplines are usually offered either every year or in alternate years:

Biology	Chemistry	Computer Science
Foundations of Health Science	Atoms, Molecules and Reactions	Algebra to Algorithms
Introduction to Natural Science	Environmental Analysis	Computability and Language Theory
Molecule to Organism	Foundations of Health Science	Computer Science Foundations
	Introduction to Natural Science	Data and Information
	Matter and Motion	Student Originated Software
	Molecule to Organism	

Mathematics	Physics
Algebra to Algorithms	Atoms, Molecules and Reactions
Computer Science Foundations	Energy Systems
Data and Information	Introduction to Natural Science
Mathematical Systems	Matter and Motion
Matter and Motion	Meaning, Math and Motion
Meaning, Math and Motion	Methods of Mathematical Physics
Methods of Mathematical Physics	

We also create new offerings on a regular basis. Refer to the individual program descriptions for more details about these programs and others not listed above.

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.





## SI PROGRAMS

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>
Nature's Prose	65	S
The Science Behind the Headlines: What's the Truth?	72	F W
Stages of Discovery: Revolutions in Science and Literature	75	F W

<b>All-level:</b> <i>A mix of freshmen, sophomores, juniors and seniors</i>		
Animal Morphology, Motion, and Mind	34	F W
Computer Science Foundations	40	F W S
Ecological Agriculture: Crop Botany & Plant Genetics	43	S
Field and Laboratory Biology in Southwestern Ecosystems	46	S
Foundations of Health Science	48	F W S
Language and the Evolution of Mind	54	S
Matter and Motion	58	F W S
Taking Things Apart	78	F W
Water, Microbes & Energy: Sustainable Solutions	86	F W

<b>Lower-division:</b> <i>50% freshmen/50% sophomores</i>		
Defending Mother Earth: Science, Energy and Native Peoples	41	S

<b>Sophomores or above:</b> <i>(intermediate level)</i>		
Applied Biology and Chemistry	34	S
Energy Systems and Climate Change	45	F W
Molecule to Organism	62	F W S
Student Originated Software	76	F W S
Technical Writing in the 21st Century	78	F

<b>Juniors or seniors:</b> <i>(advanced level)</i>		
Atoms, Molecules, & Reactions	36	F W S
Atoms, Molecules, & Reactions: Inorganic Chemistry	36	F W
Atoms, Molecules, & Reactions: Quantum Chemistry	37	F W S
Atoms, Molecules, & Reactions: Thermodynamics	37	W S

## AFFILIATED FACULTY

<b>Clyde Barlow</b> Chemistry
<b>Maria Bastaki</b> Environmental Toxicology, Risk Assessment
<b>Abir Biswas</b> Geology
<b>Dharshi Bopagedera</b> Chemistry
<b>Andrew Brabban</b> Biology
<b>Krishna Chowdary</b> Physics
<b>Judy Bayard Cushing</b> Computer Science
<b>Clarissa Dirks</b> Molecular and Cellular Biology
<b>Kevin Francis</b> History of Science and Technology
<b>Rachel Hastings</b> Mathematics and Linguistics
<b>Robert H. Knapp, Jr.</b> Physics
<b>Elizabeth M. Kutter</b> Biology
<b>David McAvity</b> Mathematics and Physics
<b>Lydia McKinstry</b> Organic Chemistry
<b>Donald Morisato</b> Biology
<b>Nancy Murray</b> Biology
<b>James Neitzel</b> Biochemistry
<b>Neal Nelson</b> Computer Science
<b>Michael Paros</b> Veterinary Medicine
<b>Paula Schofield</b> Chemistry
<b>Sheryl Shulman</b> Computer Science
<b>Benjamin Simon</b> Microbiology
<b>Rebecca Sunderman</b> Chemistry
<b>Brian Walter</b> Mathematics
<b>E. J. Zita</b> Physics

	<b>pg</b>	<b>quarter</b>
Marine Life: Marine Organisms & Their Environments	57	W S
Mathematical Systems	58	F W S
Tropical Rainforests	81	W

# Society, Politics, Behavior and Change

The **Society, Politics, Behavior and Change (SPBC)** 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, political 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's level teacher education programs 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.



## SPBC PROGRAMS

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>
A History of "Race": Colonial Era to the Obama Presidency	33	S
Ecological Niche: The Interface of Human and Animal Behavior	43	F W S
Multicultural Counseling	63	F W S

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

American Families: Historical Perspectives on Close Relationships	33	F
Arrested Development	35	S
Arts In New York	35	S
Business, Personal Finance and Statistics	38	S
Foundations of Health Science	48	F W S
Global Agricultural Crisis: Agroecology and Political Economy	48	F W
In the Presence of Beauty	52	S
Justice: A Relationship of Reciprocal Respect	53	F W S
Laws/Policies of Indian Education and Indian Child Welfare	54	F W S
Looking Backward: America in the Twentieth Century	56	F W S
Political Economy and Technology: Robots, Racism and Revolution	66	S
Politics and The Nature of Leadership	67	F W
Power In American Society	67	F
So You Want to be a Psychologist?	74	S
Theater of Business/Business of Theater	79	S

**Sophomores or above:** *(intermediate level)*

Individual Study: Interdisciplinary and Consciousness Studies	50	W
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Re-Interpreting Liberation: Third World Movements and Migration	69	F W S
Student Originated Studies: Travel-Based Projects	77	F
Turning Eastward: Explorations in East/West Psychology	82	F W
The U.S. and Puerto Rico at the Dawn of the 20th Century	85	F
Venezuela: Building Economic and Social Justice	85	F W S
Zinn and the Art of Protest	87	F W

**Juniors or seniors:** *(advanced level)*

Democracy and Free Speech	42	S
Global Business Tools for Sustainable Ventures	49	F W S
Marxist Theory	58	S
Removing Barriers, Bridging Gaps	70	F W S

## AFFILIATED FACULTY

<b>Peter G. Bohmer</b> <i>Political Economy</i>
<b>Sara Sunshine Campbell</b> <i>Mathematics Teacher Education</i>
<b>Savvina Chowdhury</b> <i>Feminist Economics</i>
<b>Scott Coleman</b> <i>Teacher Education, Psychology</i>
<b>Jon Davies</b> <i>Education</i>
<b>Peter Dorman</b> <i>Economics, Political Economy</i>
<b>John Robert Filmer</b> <i>Maritime Studies, Business Management</i>
<b>Terry Ford</b> <i>Education, Multicultural Studies</i>
<b>George Freeman, Jr.</b> <i>Clinical Psychology</i>
<b>Laurance R. Geri</b> <i>Public Non-profit Management, International Affairs</i>
<b>Andrew Gilbert</b> <i>Science Teacher Education</i>
<b>José Gómez</b> <i>Law and Politics</i>
<b>Amy Gould</b> <i>Public Administration, Political Science, Women's Studies, Queer Studies</i>
<b>Jeanne E. Hahn</b> <i>Political Economy, Contemporary India</i>
<b>Grace Huerta</b> <i>Teacher Education, Language Acquisition Theory, Cultural Studies</i>
<b>Mukti Khanna</b> <i>Psychology, Expressive Arts Therapy, Integrative Health</i>
<b>Cheryl Simrell King</b> <i>Public and Non Profit Administration, Community/Urban Studies</i>
<b>Glenn Landram</b> <i>Business, Management Science, Statistics</i>
<b>Gerald Lassen</b> <i>Economics</i>
<b>Daniel B. Leahy</b> <i>Social Movement Theory and Practice, Political Economy</i>
<b>Anita Lenges</b> <i>Mathematics Education, Teacher Education, Equity Pedagogies</i>
<b>Carrie M. Margolin</b> <i>Cognitive Psychology</i>
<b>Paul McMillin</b> <i>Information Studies, Historical Sociology</i>
<b>Lawrence J. Mosqueda</b> <i>Political Economy</i>
<b>Alan Parker</b> <i>Law, Native America Policy</i>
<b>Gary Peterson</b> <i>Social Work</i>
<b>Yvonne Peterson</b> <i>Education, Native American Studies</i>
<b>Nelson Pizarro</b> <i>Business Administration, Entrepreneurship</i>
<b>Zahid Shariff</b> <i>Public Administration, Post-Colonial Studies</i>
<b>David Shaw</b> <i>Entrepreneurship, Asian and Global Business, Enology</i>
<b>Doreen Swetkis</b> <i>Public Administration</i>
<b>Michael Vavrus</b> <i>Social Foundations of Education, Political Economy</i>
<b>Sherry L. Walton</b> <i>Education, Literacy</i>
<b>Sonja Wiedenhaupt</b> <i>Psychology, Education</i>
<b>Zoë Van Schyndel</b> <i>Finance</i>
<b>Tony Zaragoza</b> <i>American Studies, Political Economy</i>





## Sustainability and Justice

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 social justice, environmental studies, 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, Onondaga, 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.

### SUSTAINABILITY STUDIES PROGRAMS

**Core:** *Designed for freshmen*  
Light Step: Sustainable World

**pg** **quarter**  
55 F W S

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

Arrested Development	35	S
Business, Personal Finance and Statistics	38	S
Ecological Agriculture: Crop Botany & Plant Genetics	43	S
Global Agricultural Crisis: Agroecology and Political Economy	48	F W
In the Presence of Beauty	52	S
Native City: Histories, Policies and Images	64	F W S
Water, Microbes & Energy: Sustainable Solutions	86	F W

**Sophomores or above:** *(intermediate level)*

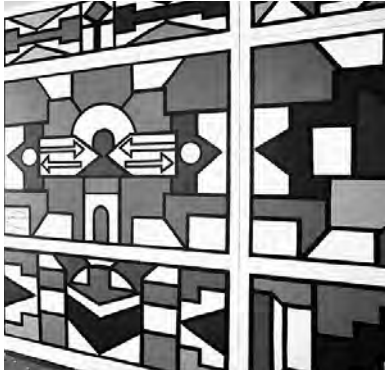
**pg** **quarter**  
45 F W

Energy Systems and Climate Change	45	F W
Re-Interpreting Liberation: Third World Movements and Migration	69	F W S
Venezuela: Building Economic and Social Justice	85	F W S

**Juniors or seniors: (advanced level)**

Global Business Tools for Sustainable Ventures	49	F W S
Removing Barriers, Bridging Gaps	70	F W S

Photos by Evergreen Photo Services.



# 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
- High graduate school placement rate
- 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

## 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.

## TACOMA CAMPUS PROGRAMS

**Juniors or seniors:** (*advanced level*)  
Removing Barriers, Bridging Gaps

**pg** **quarter**  
70 F W S

## AFFILIATED FACULTY

**Mingxia Li (Zhang Er)** *Biology, Poetry, Chinese Studies*

**Paul McCreary** *Mathematics*

**Gilda Sheppard** *Sociology, Media*

**Tyrus Smith** *Environmental Studies, Education*

**Artee Young** *Law*

**Tony Zaragoza** *American Studies, Political Economy*

**Executive Director:**

**Dr. Artee F. Young**



# Matching Evergreen's Programs to Your Field of Interest

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. Another option for matching your interests to Evergreen's programs is to use the search feature in the online version of the catalog at [www.evergreen.edu/catalog/2010-11](http://www.evergreen.edu/catalog/2010-11).

<b>AESTHETICS</b>	<b>pg</b>	<b>quarter</b>
The Empty Space: Movement, Dance, and Theatre	44	F W
Forbidden Metaphors: Rewriting the Real in 20th Century France	47	F W S
Individual Study: Interdisciplinary & Consciousness Studies	50	W
Studio Projects: Painting	77	W

## **AFRICAN AMERICAN STUDIES**

A History of "Race": Colonial Era to the Obama Presidency	33	S
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Political Economy and Technology: Robots, Racism and Revolution	66	S

## **AGRICULTURE**

Arrested Development	35	S
Ecological Agriculture: Crop Botany & Plant Genetics	43	S
Energy Systems and Climate Change	45	F W
Global Agricultural Crisis: Agroecology & Political Economy	48	F W
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Political Economy and Technology: Robots, Racism and Revolution	66	S
The Practice of Sustainable Agriculture	68	F W S
Undergraduate Research in Environmental Studies	82	F W S



Photos by Hannah Pietrick '10

<b>AMERICAN STUDIES</b>	<b>pg</b>	<b>quarter</b>
A History of "Race": Colonial Era to the Obama Presidency	33	S
American Families: Historical Perspectives on Close Relationships	33	F
Looking Backward: America in the Twentieth Century	56	F W S
Memory Sites, Human Rights: A Digital Archive Production	61	S
Memory Sites, Human Rights: A Digital Archive Project	61	F W
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Political Economy and Technology: Robots, Racism and Revolution	66	S
Politics and The Nature of Leadership	67	F W
Power In American Society	67	F
Writing American Cultures	87	F W S

## **ANTHROPOLOGY**

Equatorial Studies: Sound, Science & the Western Imagination	45	F W
In Our Image	51	F W S
Language and the Evolution of Mind	54	S
Light Step: Sustainable World	55	F W S
Museum or Mausoleum? The Framing of Art, Culture and Neuroplasticity	63	F W S
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	74	S
Writing American Cultures	87	F W S

## **ARCHITECTURE**

Arts In New York	35	S
In the Presence of Beauty	52	S
Light Step: Sustainable World	55	F W S

## **ART HISTORY**

Drawn from Life: Art for the Uninitiated	42	S
Forbidden Metaphors: Rewriting the Real in 20th Century France	47	F W S
In Our Image	51	F W S
Individual Study: Interdisciplinary & Consciousness Studies	50	W
Museum or Mausoleum? The Framing of Art, Culture and Neuroplasticity	63	F W S
Stages of Discovery: Revolutions in Science & Literature	75	F W
Studio Projects: Painting	77	W

## **ASTRONOMY**

Stages of Discovery: Revolutions in Science & Literature	75	F W
--	----	-----

## **BIOCHEMISTRY**

Foundations of Health Science	48	F W S
Molecule to Organism	62	F W S
Undergraduate Research in Scientific Inquiry	83	F W S




**BIOLOGY**

	pg	quarter
Animal Morphology, Motion, and Mind	34	F W
Applied Biology and Chemistry	34	S
Citizen Science: Ecoliteracy	39	F W
Ecological Agriculture: Crop Botany and Plant Genetics	43	S
Ecological Niche: The Interface of Human and Animal Behavior	43	F W S
Field & Laboratory Biology in Southwestern Ecosystems	46	S
Foundations of Health Science	48	F W S
Language and the Evolution of Mind	54	S
Molecule to Organism	62	F W S
Nature's Prose	65	S
The Practice of Sustainable Agriculture	68	F W S
The Science Behind the Headlines: What's the Truth?	72	F W
Taking Things Apart	78	F W
Temperate Rainforests: Ecology and Biogeochemistry	79	F
Undergraduate Research in Scientific Inquiry	83	F W S
Water, Microbes and Energy: Sustainable Solutions	86	F W

**BOTANY**

Citizen Science: Ecoliteracy	39	F W
Ecological Agriculture: Crop Botany and Plant Genetics	43	S
Field & Laboratory Biology in Southwestern Ecosystems	46	S
Field Studies in Northwest Environments: Rocks, Plants and Forests	46	F
The Practice of Sustainable Agriculture	68	F W S
Student Originated Studies: Botany	76	S
Tropical Rainforests	81	W
Undergraduate Research in Environmental Studies	82	F W S

**BUSINESS AND MANAGEMENT**

Business, Personal Finance and Statistics	38	S
Foundations of Health Science	48	F W S
Global Business Tools for Sustainable Ventures	49	F W S
Theater of Business/Business of Theater	79	S
Wisdom of the Body	86	S

**CHEMISTRY**

	pg	quarter
Applied Biology and Chemistry	34	S
Atoms, Molecules, and Reactions	36	F W S
Atoms, Molecules, and Reactions: Inorganic Chemistry	36	F W
Atoms, Molecules, and Reactions: Quantum Chemistry	37	F W S
Atoms, Molecules, and Reactions: Thermodynamics	37	W S
Defending Mother Earth: Science, Energy & Native Peoples	41	S
Foundations of Health Science	48	F W S
Molecule to Organism	62	F W S
The Science Behind the Headlines: What's the Truth?	72	F W
Temperate Rainforests: Ecology and Biogeochemistry	79	F
Undergraduate Research in Scientific Inquiry	83	F W S

**COMMUNICATIONS**

Laws/Policies of Indian Education & Indian Child Welfare	54	F W S
Ready Camera One: We're Live	68	S
Removing Barriers, Bridging Gaps	70	F W S

**COMMUNITY STUDIES**

Arts In New York	35	S
Ecological Niche: The Interface of Human and Animal Behavior	43	F W S
In Our Image	51	F W S
Individual Study: Interdisciplinary & Consciousness Studies	50	W
Laws/Policies of Indian Education & Indian Child Welfare	54	F W S
Native City: Histories, Policies and Images	64	F W S
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Political Economy and Technology: Robots, Racism and Revolution	66	S
Removing Barriers, Bridging Gaps	70	F W S
RBCD Program—Rebuilding Native Nations: Strategies for Governance and Development	70	F W S
Undergraduate Research in Environmental Studies	82	F W S
Venezuela: Building Economic and Social Justice	85	F W S
Writing American Cultures	87	F W S

<b>COMPUTER SCIENCE</b>	<b>pg</b>	<b>quarter</b>
Computer Science Foundations	40	F W S
Justice: A Relationship of Reciprocal Respect	53	F W S
Student Originated Software	76	F W S
Undergraduate Research in Scientific Inquiry	83	F W S

### **CONSCIOUSNESS STUDIES**

Arts In New York	35	S
Consciousness: Pathways to the Self	40	F W S
The Empty Space: Movement, Dance, and Theatre	44	F W
Individual Study: Interdisciplinary & Consciousness Studies	50	W
Language and the Evolution of Mind	54	S
Light Step: Sustainable World	55	F W S
Museum or Mausoleum?		
The Framing of Art, Culture and Neuroplasticity	63	F W S
Student Originated Studies: Travel-Based Projects	77	F
Turning Eastward: Explorations in East/West Psychology	82	F W
Wisdom of the Body	86	S

### **CULTURAL STUDIES**

American Families:		
Historical Perspectives on Close Relationships	33	F
Arts In New York	35	S
Blood and Borders:		
Tradition and Transformation in Central Europe	38	F W
Citizen Science: Ecoliteracy	39	F W
Ecological Niche:		
The Interface of Human and Animal Behavior	43	F W S
The Empty Space: Movement, Dance, and Theatre	44	F W
Equatorial Studies:		
Sound, Science & the Western Imagination	45	F W
Forbidden Metaphors:		
Rewriting the Real in 20th Century France	47	F W S
In the Presence of Beauty	52	S
Individual Study: Interdisciplinary & Consciousness Studies	50	W
Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad	50	S
Japan Today: Japanese History, Literature, Cinema, Culture, Society and Language	52	F W
Justice: A Relationship of Reciprocal Respect	53	F W S
Laws/Policies of Indian Education & Indian Child Welfare	54	F W S
Light Step: Sustainable World	55	F W S
Marketing Authenticity: Craft, Commodity and Culture	57	S
Museum or Mausoleum?		
The Framing of Art, Culture and Neuroplasticity	63	F W S
Political Economy and Social Movements:		
Local, National and Global Transformations	66	F W
Political Economy and Technology:		
Robots, Racism and Revolution	66	S
Re-Interpreting Liberation:		
Third World Movements and Migration	69	F W S
Removing Barriers, Bridging Gaps	70	F W S
Roots of China: Culture, Art and Poetics	71	F W S
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	74	S
Student Originated Studies: Travel-Based Projects	77	F
Turning Eastward: Explorations in East/West Psychology	82	F W
The U.S. & Puerto Rico at the Dawn of the 20th Century	85	F
Writing American Cultures	87	F W S

<b>DANCE</b>	<b>pg</b>	<b>quarter</b>
Arts In New York	35	S
The Empty Space: Movement, Dance, and Theatre	44	F W
Me and the Mirror: Dance and Scenic Design	59	F W S
Wisdom of the Body	86	S

### **ECOLOGY**

Citizen Science: Ecoliteracy	39	F W
Ecological Niche:		
The Interface of Human and Animal Behavior	43	F W S
Field & Laboratory Biology in Southwestern Ecosystems	46	S
Field Studies in Northwest Environments:		
Rocks, Plants and Forests	46	F
The Practice of Sustainable Agriculture	68	F W S
Temperate Rainforests: Ecology and Biogeochemistry	79	F
Tropical Rainforests	81	W
Undergraduate Research in Environmental Studies	82	F W S

### **ECONOMICS**

Arrested Development	35	S
Business, Personal Finance and Statistics	38	S
Foundations of Health Science	48	F W S
Global Agricultural Crisis: Agroecology & Political Economy	48	F W
Global Business Tools for Sustainable Ventures	49	F W S
Looking Backward: America in the Twentieth Century	56	F W S
Marketing Authenticity: Craft, Commodity and Culture	57	S
Political Economy and Social Movements:		
Local, National and Global Transformations	66	F W
Political Economy and Technology:		
Robots, Racism and Revolution	66	S
Re-Interpreting Liberation:		
Third World Movements and Migration	69	F W S
The U.S. & Puerto Rico at the Dawn of the 20th Century	85	F
Venezuela: Building Economic and Social Justice	85	F W S

### **EDUCATION**

The Empty Space: Movement, Dance, and Theatre	44	F W
In the Presence of Beauty	52	S
Laws/Policies of Indian Education & Indian Child Welfare	54	F W S
Political Economy and Social Movements:		
Local, National and Global Transformations	66	F W
Removing Barriers, Bridging Gaps	70	F W S

### **ENVIRONMENTAL STUDIES**

Arrested Development	35	S
Ecological Niche:		
The Interface of Human and Animal Behavior	43	F W S
Energy Systems and Climate Change	45	F W
Equatorial Studies:		
Sound, Science & the Western Imagination	45	F W
Field Studies in Northwest Environments:		
Rocks, Plants and Forests	46	F
Light Step: Sustainable World	55	F W S
Marine Life: Marine Organisms and Their Environments	57	W S
Nature Writing, Environmental History, and Place	65	S
The Practice of Sustainable Agriculture	68	F W S
The Science Behind the Headlines: What's the Truth?	72	F W
Technical Writing in the 21st Century	78	F
Tropical Rainforests	81	W
Undergraduate Research in Environmental Studies	82	F W S
Water, Microbes and Energy: Sustainable Solutions	86	F W

<b>FIELD STUDIES</b>	<b>pg</b>	<b>quarter</b>
Arts In New York	35	S
Citizen Science: Ecoliteracy	39	F W
Ecological Niche: The Interface of Human and Animal Behavior	43	F W S
Field & Laboratory Biology in Southwestern Ecosystems	46	S
Field Studies in Northwest Environments: Rocks, Plants and Forests	46	F
Light Step: Sustainable World	55	F W S
Marine Life: Marine Organisms and Their Environments Museum or Mausoleum?	57	W S
The Framing of Art, Culture and Neuroplasticity	63	F W S
The Practice of Sustainable Agriculture	68	F W S
The Science Behind the Headlines: What's the Truth?	72	F W
The Shape of Things: Geology and Landforms	73	S
Student Originated Studies: Botany	76	S
Student Originated Studies: Travel-Based Projects	77	F
Tropical Rainforests	81	W

### **GENDER AND WOMEN'S STUDIES**

American Families: Historical Perspectives on Close Relationships Museum or Mausoleum?	33	F
The Framing of Art, Culture and Neuroplasticity	63	F W S
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Ready Camera One: We're Live	68	S
Re-Interpreting Liberation: Third World Movements and Migration	69	F W S
Student Originated Studies: Travel-Based Projects	77	F

### **GEOGRAPHY**

Blood and Borders: Tradition and Transformation in Central Europe	38	F W
Equatorial Studies: Sound, Science & the Western Imagination	45	F W
Field Studies in Northwest Environments: Rocks, Plants and Forests	46	F
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Student Originated Studies: Travel-Based Projects	77	F
Undergraduate Research in Environmental Studies	82	F W S

### **GEOLOGY**

The Shape of Things: Geology and Landforms	73	S
Temperate Rainforests: Ecology and Biogeochemistry	79	F
Undergraduate Research in Environmental Studies	82	F W S

### **GOVERNMENT**

Laws/Policies of Indian Education & Indian Child Welfare	54	F W S
Politics and The Nature of Leadership	67	F W
RBCD Program—Rebuilding Native Nations: Strategies for Governance and Development	70	F W S

### **HEALTH**

Ecological Niche: The Interface of Human and Animal Behavior	43	F W S
Foundations of Health Science	48	F W S
Molecule to Organism	62	F W S
Multicultural Counseling	63	F W S
RBCD Program—Rebuilding Native Nations: Strategies for Governance and Development	70	F W S
Undergraduate Research in Environmental Studies	82	F W S



Photo by Carlos Javier Sánchez '97.

### **HISTORY**

	<b>pg</b>	<b>quarter</b>
A History of "Race": Colonial Era to the Obama Presidency	33	S
American Families: Historical Perspectives on Close Relationships	33	F
Blood and Borders: Tradition and Transformation in Central Europe	38	F W
Citizen Science: Ecoliteracy	39	F W
Forbidden Metaphors: Rewriting the Real in 20th Century France	47	F W S
Global Business Tools for Sustainable Ventures	49	F W S
In the Presence of Beauty	52	S
Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad	50	S
Japan Today: Japanese History, Literature, Cinema, Culture, Society and Language	52	F W
Justice: A Relationship of Reciprocal Respect	53	F W S
Laws/Policies of Indian Education & Indian Child Welfare	54	F W S
Looking Backward: America in the Twentieth Century	56	F W S
Marxist Theory	58	S
Native City: Histories, Policies and Images	64	F W S
Nature Writing, Environmental History, and Place	65	S
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Political Economy and Technology: Robots, Racism and Revolution	66	S
Power In American Society	67	F
Re-Interpreting Liberation: Third World Movements and Migration	69	F W S
Roots of China: Culture, Art and Poetics	71	F W S
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	74	S
Stages of Discovery: Revolutions in Science & Literature	75	F W
The U.S. & Puerto Rico at the Dawn of the 20th Century	85	F
Writing American Cultures	87	F W S
Zinn and the Art of Protest	87	F W



<b>HYDROLOGY</b>	<b>pg</b>	<b>quarter</b>
Undergraduate Research in Environmental Studies	82	F W S

**INTERNATIONAL STUDIES**

Arrested Development	35	S
Blood and Borders: Tradition and Transformation in Central Europe	44	F W
Equatorial Studies: Sound, Science & the Western Imagination	45	F W
Global Agricultural Crisis: Agroecology & Political Economy	48	F W
Global Business Tools for Sustainable Ventures	49	F W S
Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad	50	S
Japan Today: Japanese History, Literature, Cinema, Culture, Society and Language	52	F W
Light Step: Sustainable World	55	F W S
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Political Economy and Technology: Robots, Racism and Revolution	66	S
Student Originated Studies: Travel-Based Projects	77	F
Tropical Rainforests	81	W
The U.S. & Puerto Rico at the Dawn of the 20th Century	85	F

**LANGUAGE STUDIES**

Arts In New York	35	S
Forbidden Metaphors: Rewriting the Real in 20th Century France	47	F W S
Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad	50	S
Japan Today: Japanese History, Literature, Cinema, Culture, Society and Language	52	F W
Roots of China: Culture, Art and Poetics	71	F W S
Student Originated Studies: Travel-Based Projects	77	F
Tropical Rainforests	81	W

**LAW AND GOVERNMENT POLICY**

Democracy and Free Speech	42	S
Justice: A Relationship of Reciprocal Respect	53	F W S
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Removing Barriers, Bridging Gaps	70	F W S
Undergraduate Research in Environmental Studies	82	F W S
Zinn and the Art of Protest	87	F W

**LAW AND PUBLIC POLICY**

A History of "Race": Colonial Era to the Obama Presidency	33	S
Democracy and Free Speech	42	S
Justice: A Relationship of Reciprocal Respect	53	F W S
Laws/Policies of Indian Education & Indian Child Welfare	54	F W S
Memory Sites, Human Rights: A Digital Archive Production	61	S
Memory Sites, Human Rights: A Digital Archive Project	61	F W
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Removing Barriers, Bridging Gaps	70	F W S
Zinn and the Art of Protest	87	F W

**LEADERSHIP STUDIES**

Politics and The Nature of Leadership	67	F W
Removing Barriers, Bridging Gaps	70	F W S
RBCD Program—Rebuilding Native Nations: Strategies for Governance and Development	70	F W S

**LINGUISTICS**

Language and the Evolution of Mind	54	S
------------------------------------	----	---

**LITERATURE**

<b>pg</b>	<b>quarter</b>
Arts In New York	35 S
Forbidden Metaphors: Rewriting the Real in 20th Century France	47 F W S
In Our Image	51 F W S
Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad	50 S
Japan Today: Japanese History, Literature, Cinema, Culture, Society and Language	52 F W
Looking Backward: America in the Twentieth Century	56 F W S
Marketing Authenticity: Craft, Commodity and Culture Museum or Mausoleum?	57 S
The Framing of Art, Culture and Neuroplasticity	63 F W S
Myth and Idea	64 F W
Native City: Histories, Policies and Images	64 F W S
Re-Interpreting Liberation: Third World Movements and Migration	69 F W S
Roots of China: Culture, Art and Poetics	71 F W S
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	74 S
Stages of Discovery: Revolutions in Science & Literature	75 F W
Taking Things Apart	78 F W
Writing American Cultures	87 F W S

**MARINE SCIENCE**

Marine Life: Marine Organisms and Their Environments	57 W S
Undergraduate Research in Environmental Studies	82 F W S

**MATHEMATICS**

Business, Personal Finance and Statistics	38 S
Computer Science Foundations	40 F W S
Ecological Niche: The Interface of Human and Animal Behavior	43 F W S
Foundations of Health Science	48 F W S
Mathematical Systems	58 F W S
Nature's Prose	65 S
Stages of Discovery: Revolutions in Science & Literature	75 F W
Student Originated Software	76 F W S
Tropical Rainforests	81 W
Undergraduate Research in Scientific Inquiry	83 F W S

**MEDIA ARTS**

Animal Morphology, Motion, and Mind	34 F W
The Empty Space: Movement, Dance, and Theatre	44 F W
Individual Study: Interdisciplinary & Consciousness Studies	50 W
Looking at Animals	56 S
Media Artists Studio	60 F W S
Media Internships	60 F W S
Museum or Mausoleum? The Framing of Art, Culture and Neuroplasticity	63 F W S
Ready Camera One: We're Live	68 S
Removing Barriers, Bridging Gaps	70 F W S
Venezuela: Building Economic and Social Justice	85 F W S

**MEDIA STUDIES**

	pg	quarter
Arts In New York	35	S
Looking at Animals	56	S
Media Artists Studio	60	F W S
Media Internships	60	F W S
Museum or Mausoleum? The Framing of Art, Culture and Neuroplasticity	63	F W S
Ready Camera One: We're Live	68	S

**MOVING IMAGE**

	pg	quarter
Arts In New York	35	S
Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad	50	S
Japan Today: Japanese History, Literature, Cinema, Culture, Society and Language	52	F W
Media Internships	60	F W S

**MUSIC**

	pg	quarter
Arts In New York	35	S
Equatorial Studies: Sound, Science & the Western Imagination	45	F W
In the Presence of Beauty	52	S
Me and the Mirror: Dance and Scenic Design	59	F W S
Roots of China: Culture, Art and Poetics	71	F W S
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	74	S

**NATIVE AMERICAN STUDIES**

	pg	quarter
Defending Mother Earth: Science, Energy & Native Peoples	41	S
Justice: A Relationship of Reciprocal Respect	53	F W S
Laws/Policies of Indian Education & Indian Child Welfare Museum or Mausoleum?	54	F W S
The Framing of Art, Culture and Neuroplasticity	63	F W S
Native City: Histories, Policies and Images	64	F W S

**NATURAL HISTORY**

	pg	quarter
Citizen Science: Ecoliteracy	39	F W
Ecological Niche: The Interface of Human and Animal Behavior	43	F W S
Equatorial Studies: Sound, Science & the Western Imagination	45	F W
Field Studies in Northwest Environments: Rocks, Plants and Forests	46	F
Nature Writing, Environmental History, and Place	65	S
Student Originated Studies: Botany	76	S
Tropical Rainforests	81	W

**OUTDOOR LEADERSHIP AND EDUCATION**

	pg	quarter
Citizen Science: Ecoliteracy	39	F W
Ecological Niche: The Interface of Human and Animal Behavior	43	F W S
Field Studies in Northwest Environments: Rocks, Plants and Forests	46	F



Photo by Hannah Petrick '10

PHILOSOPHY	pg	quarter
Animal Morphology, Motion, and Mind	34	F W
Forbidden Metaphors: Rewriting the Real in 20th Century France	47	F W S
In Our Image	51	F W S
Language and the Evolution of Mind	54	S
Marxist Theory	58	S
Memory Sites, Human Rights: A Digital Archive Production	61	S
Memory Sites, Human Rights: A Digital Archive Project	61	F W
Myth and Idea	64	F W
Turning Eastward: Explorations in East/West Psychology	82	F W

### PHILOSOPHY OF SCIENCE

Consciousness: Pathways to the Self	40	F W S
Mathematical Systems	58	F W S
Nature's Prose	65	S
Political Economy and Technology: Robots, Racism and Revolution	66	S
Stages of Discovery: Revolutions in Science & Literature	75	F W
Taking Things Apart	78	F W

### PHYSICS

Atoms, Molecules, and Reactions: Quantum Chemistry	37	F W S
Atoms, Molecules, and Reactions: Thermodynamics	37	W S
Defending Mother Earth: Science, Energy & Native Peoples	41	S
Energy Systems and Climate Change	45	F W
Stages of Discovery: Revolutions in Science & Literature	75	F W
Undergraduate Research in Scientific Inquiry	83	F W S
Water, Microbes and Energy: Sustainable Solutions	86	F W

### PHYSIOLOGY

Foundations of Health Science	48	F W S
Molecule to Organism	62	F W S

### POLITICAL SCIENCE

A History of "Race": Colonial Era to the Obama Presidency	33	S
Democracy and Free Speech	42	S
Global Agricultural Crisis: Agroecology & Political Economy	48	F W
Global Business Tools for Sustainable Ventures	49	F W S
Justice: A Relationship of Reciprocal Respect	53	F W S
Marxist Theory	58	S
Native City: Histories, Policies and Images	64	F W S
Nature Writing, Environmental History, and Place	65	S
Political Economy and Social Movements: Local, National and Global Transformations	66	F W
Political Economy and Technology: Robots, Racism and Revolution	66	S
Politics and The Nature of Leadership	67	F W
Power In American Society	67	F
Venezuela: Building Economic and Social Justice	85	F W S
Zinn and the Art of Protest	87	F W

### PSYCHOLOGY

Consciousness: Pathways to the Self	40	F W S
Ecological Niche: The Interface of Human and Animal Behavior	43	F W S
Justice: A Relationship of Reciprocal Respect	53	F W S
Multicultural Counseling	10	F W S
Self and Community	72	F W S
So You Want to be a Psychologist?	74	S
Turning Eastward: Explorations in East/West Psychology	82	F W
Wisdom of the Body	86	S

QUEER STUDIES	pg	quarter
Arts In New York	35	S
The Empty Space: Movement, Dance, and Theatre	44	F W
Individual Study: Interdisciplinary & Consciousness Studies	50	W
Student Originated Studies: Travel-Based Projects	77	F

### RELIGIOUS STUDIES

In Our Image	51	F W S
Turning Eastward: Explorations in East/West Psychology	82	F W

### SOCIOLOGY

American Families: Historical Perspectives on Close Relationships	33	F
Justice: A Relationship of Reciprocal Respect	53	F W S
Laws/Policies of Indian Education & Indian Child Welfare	54	F W S
Marxist Theory	58	S
Political Economy and Technology: Robots, Racism and Revolution	66	S
Power In American Society	67	F
Self and Community	72	F W S
Student Originated Studies: Travel-Based Projects	77	F
Water, Microbes and Energy: Sustainable Solutions	86	F W
Writing American Cultures	87	F W S

### SOMATIC STUDIES

Arts In New York	35	S
The Empty Space: Movement, Dance, and Theatre	44	F W
Individual Study: Interdisciplinary & Consciousness Studies	50	W
Museum or Mausoleum? The Framing of Art, Culture and Neuroplasticity	63	F W S
Wisdom of the Body	86	S

### STUDY ABROAD

Forbidden Metaphors: Rewriting the Real in 20th Century France	47	F W S
Individual Study: Interdisciplinary & Consciousness Studies	50	W
Roots of China: Culture, Art and Poetics	71	F W S
Tropical Rainforests	81	W
Venezuela: Building Economic and Social Justice	85	F W S

### SUSTAINABILITY STUDIES

Citizen Science: Ecoliteracy	39	F W
Ecological Agriculture: Crop Botany and Plant Genetics	43	S
Energy Systems and Climate Change	45	F W
Global Agricultural Crisis: Agroecology & Political Economy	22	F W
Global Business Tools for Sustainable Ventures	49	F W S
Light Step: Sustainable World	55	F W S
The Practice of Sustainable Agriculture	68	F W S
Student Originated Studies: Botany	76	S
Water, Microbes and Energy: Sustainable Solutions	86	F W





Photo by Hannah Pietrick '10

**THEATER**
**pg quarter**

Arts In New York	35	S
The Empty Space: Movement, Dance, and Theatre	44	F W
Individual Study: Interdisciplinary & Consciousness Studies	50	W
Me and the Mirror: Dance and Scenic Design	59	F W S
Roots of China: Culture, Art and Poetics	71	F W S
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	74	S
Stages of Discovery: Revolutions in Science & Literature	75	F W
Student Originated Studies: Travel-Based Projects	77	F
Theater of Business/Business of Theater	79	S

**VISUAL ARTS**

Animal Morphology, Motion, and Mind	34	F W
Arts In New York	35	S
Drawn from Life: Art for the Uninitiated	42	S
In Our Image	51	F W S
In the Presence of Beauty	52	S
Individual Study: Interdisciplinary & Consciousness Studies	50	W
Looking at Animals	56	S
Marketing Authenticity: Craft, Commodity and Culture	57	S
Me and the Mirror: Dance and Scenic Design	59	F W S
Museum or Mausoleum?		
The Framing of Art, Culture and Neuroplasticity	63	F W S
Plein Air 65		S
Studio Projects: Painting	77	W
Taking Things Apart	78	F W
Thinking Through Craft: Metal	80	F W
Thinking Through Craft: Wood	80	F W

**WRITING**
**pg quarter**

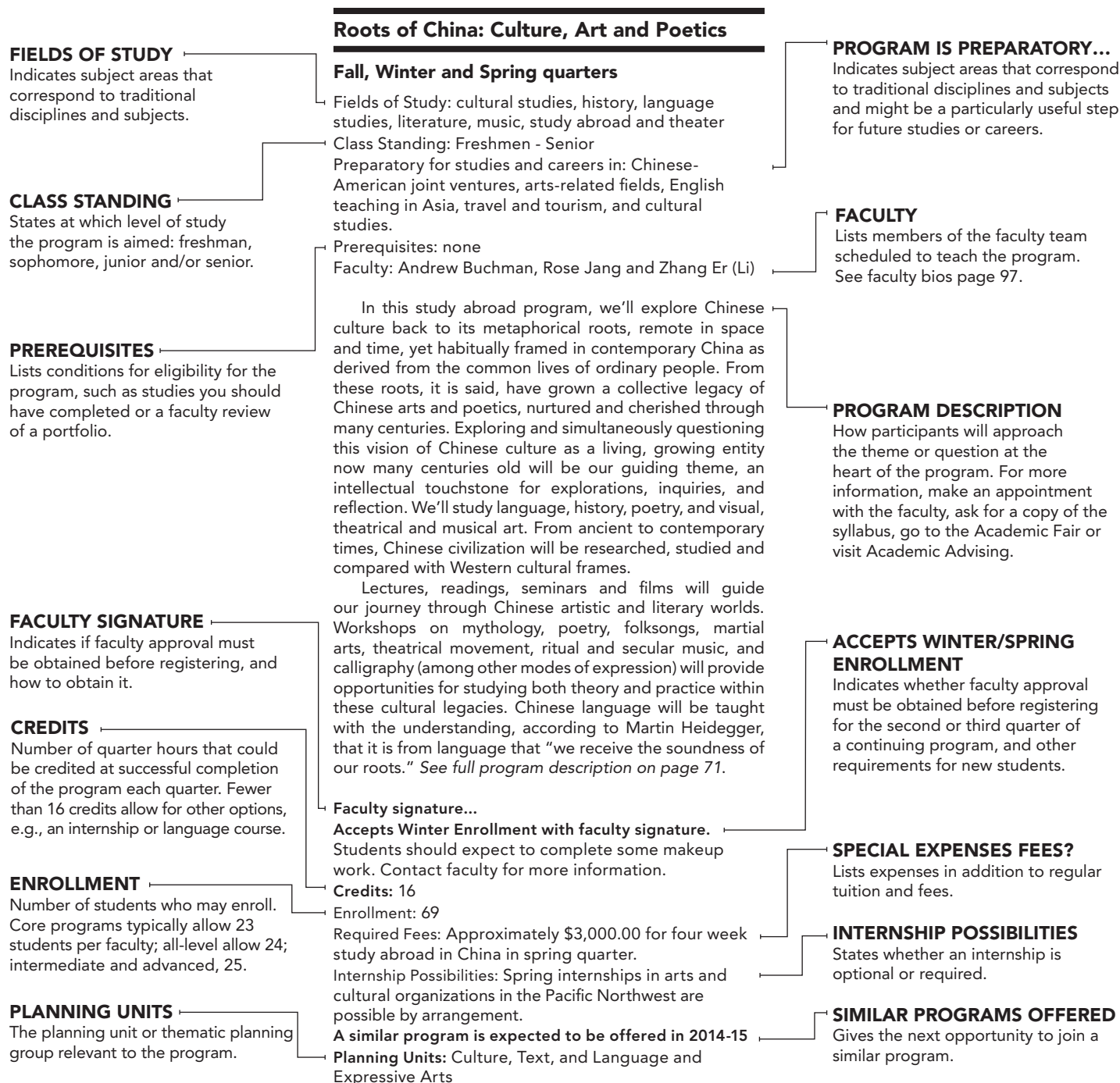
Arts In New York	35	S
Citizen Science: Ecoliteracy	39	F W
Defending Mother Earth: Science, Energy & Native Peoples	41	S
Ecological Niche:		
The Interface of Human and Animal Behavior	43	F W S
Forbidden Metaphors:		
Rewriting the Real in 20th Century France	47	F W S
Justice: A Relationship of Reciprocal Respect	53	F W S
Laws/Policies of Indian Education & Indian Child Welfare	54	F W S
Media Artists Studio	60	F W S
Myth and Idea	64	F W
Nature's Prose	65	S
Self and Community	72	F W S
Stages of Discovery: Revolutions in Science & Literature	75	F W
Student Originated Studies: Travel-Based Projects	77	F
Technical Writing in the 21st Century	78	F
Writing American Cultures	87	F W S
Zinn and the Art of Protest	87	F W

**ZOOLOGY**

Animal Morphology, Motion, and Mind	34	F W
Ecological Niche:		
The Interface of Human and Animal Behavior	43	F W S
Field & Laboratory Biology in Southwestern Ecosystems	46	S
Nature's Prose	65	S
The Practice of Sustainable Agriculture	68	F W S
Technical Writing in the 21st Century	78	F
Tropical Rainforests	81	W
Undergraduate Research in Environmental Studies	82	F W 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.



**Check the entry in the online catalog for associated fees and special expenses, amount of required online learning, and other details about these programs.**

# Program Descriptions

---

## A History of "Race": Colonial Era to the Obama Presidency

---

### Spring quarter

**Fields of Study:** African American studies, American studies, history, law and public policy and political science

Class Standing: Freshmen

Preparatory for studies and careers in: history, law, sociology, political economy, social work, education and psychology.

Faculty: Michael Vavrus

This program will explore the origins and manifestations of the contested concept "race." We will investigate the broad question as to how considerations of one's race result in differential social, economic, and political treatment. To do this, we will analyze a racialized history of the United States in relation to dominant discourses of popular culture, science, psychology, health care, law, citizenship, education, and personal/public identity.

By making historical connections between European colonialism and the expansion of U.S. political and military dominance in an era of globalization, students will have opportunities to investigate how the bodies of various populations have been racialized. Students will examine related contemporary concepts such as racism, prejudice, discrimination, gender, class, affirmative action, white privilege, and color blindness. Students will consider current research and racialized commentaries that surround debates on genetics vs. culture (i.e., nature vs. nurture).

Students will engage race through readings, dialogue in seminars, films, and academic writing that integrate program materials. A goal of the program is for students to recognize contemporary expressions of race by what we hear, see, and read as well as absences and silences that we find. These expressions include contemporary news accounts and popular culture artifacts (e.g., music, television, cinema, magazines). As part of this inquiry, we will examine the presidential candidacy of Barack Obama in relation to discourses on race. As a learning community we will work together to make sense of these expressions and link them to their historical origins.

Students will also have an opportunity to examine the social formation of their own racial identities through their own personal narratives. Current approaches from social psychology will be foundational in this aspect of the program. Related to this is consideration as to what it can mean to be an anti-racist in a 21st century racialized society.

**Credits:** 16

Enrollment: 23

Planning Units: Culture, Text, and Language; and Society, Politics, Behavior and Change

---

## American Families: Historical Perspectives on Close Relationships

---

### Fall quarter

**Fields of Study:** American studies, cultural studies, gender and women's studies, history and sociology

Class Standing: Freshmen - Senior

Preparatory for studies and careers in: sociology, history, family studies, research, social work, teaching, family law and counseling.

Faculty: Stephanie Coontz

This program will begin by examining the historical and cross-cultural variety of definitions and arrangements of family life, marriage, and sexuality. We will discuss the ideals and practice of family life in 17th and 18th century America, then investigate how new social and economic trends reshaped families and family values in the 19th century. Finally, we will trace how the form and experience of close relationships have changed over the past 125 years, with students doing individual reports on different aspects of this process. We will also explore how the meanings of love, sexuality, and family life have changed, examining the gains and losses of these changes for individuals and society.

This is a demanding program that requires strong study habits and a willingness to work hard on critical reading and writing. Students will be required to produce and revise several thesis-driven papers, as well as to prepare thoroughly for each book seminar. We will tackle hard, sometimes controversial, questions in a civil manner, respecting all points of view but also subjecting them to rigorous critical analysis.

**Credits:** 16

Enrollment: 24

Planning Units: Consciousness Studies; Society, Politics, Behavior and Change



## Animal Morphology, Motion, and Mind

### Fall and Winter quarters

**Fields of Study:** biology, media arts, philosophy, visual arts and zoology

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** art, animation, science and education.

**Faculty:** Ruth Hayes, Kevin Francis and Amy Cook

Humans have a complex, intricate, and paradoxical relationship with other species. We are animals and we define ourselves against them. We celebrate our kinship with animals and use them as laboratory specimens. We create animal characters and infuse them with human qualities. We befriend animals and we eat them. In this program, we will integrate perspectives from the arts, sciences and humanities to explore such seeming contradictions in our understanding, representation and treatment of animals.

In fall quarter, we will study animal form, function and evolution. Students will practice observational approaches to learning about animals, including drawing, laboratory dissection and field study. They will also study animal morphology, comparative anatomy, and biomechanics as a foundation for animating the locomotion of different kinds of animals. Students will explore evolutionary biology as a framework for understanding the biological parallels between humans and animals. Finally, we will examine how artists and writers have represented animals in images, stories and films.

In winter quarter, we will shift our focus to human and animal neurobiology, cognition, emotion, and behaviour. As we study these topics, we will investigate how scientists and artists anthropomorphize animals in their work and explore the implications of this practice. Consider the scientist who empathizes with a chimpanzee's elation or an elephant's sadness or a dog's pain. Does this empathy provide valuable insight into the experience of another species or simply reveal the ability to project one's own sentimental fancies onto another creature? And how do we test these intuitions? Or consider animators who create films populated with animal characters. Why do they select particular species to represent specific human qualities? And how do these fictional representations of animals affect how we treat real animals? In each of these cases, we risk putting ourselves in dialog with anthropomorphized versions of animals without recognizing the full extent of our own narcissism.

During both quarters, students will participate in lectures, seminars, labs and writing workshops. They will learn how to analyze several types of media, including books and films, and will be expected to develop and improve their writing through a variety of assignments. This program will also encourage students to reflect on their own assumptions and attitudes about other species. During fall quarter, art workshops will emphasize the development of basic skills in drawing and animation. During winter quarter, students will continue developing these skills and will also explore their own scientific and/or creative approaches to representing animals.

**Accepts Winter Enrollment with signature.** Admission will be based upon at least one quarter each of college-level biology and life drawing.

**Credits:** 16

**Enrollment:** 69

**Required Fees:** \$90 per quarter for drawing supplies and entrance fees.

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

## Applied Biology and Chemistry

### Spring quarter

**Fields of Study:** biology and chemistry

**Class Standing:** Sophomore - Senior

**Prerequisites:** One year of both general biology and general chemistry.

**Preparatory for studies and careers in:** biotechnology, biology, chemistry, polymer and material science, health science, education and medicine.

**Faculty:** Paula Schofield and Andrew Brabban

The aim of this program is to apply fundamental knowledge and theories of biology and chemistry to practical, real world situations. The application of biology and chemistry has huge impacts on our society, particularly influencing our economy and quality of life. Cutting edge techniques and processes are continually being developed by biologists and chemists to produce the medicines, chemicals and materials we use daily. Products include pharmaceuticals - from synthetic drugs to gene therapies - used to prevent disease and cure illness; biocompatible materials for use in the medical field; fossil-fuel derived synthetic polymers (plastics, fibers, rubbers etc.); and modern "green" or "sustainable" materials that include biodegradable polymers. These products are widely used by the general public, as well as in a wide array of industries and professions: agriculture, sports, health-care, law enforcement, the military, automotive, food, etc.

In this program we will focus on the practical applications of modern biology and chemistry, studying both small and large molecules, natural and synthetic. Based predominantly in the laboratory, students will learn the theoretical principles and relevant lab and instrumentation techniques needed to synthesize, isolate and analyze small molecules and macromolecules. We will examine small biological molecules as well as organic molecules, moving to important biological macromolecules (DNA, RNA, proteins) and synthetic polymers (plastics, fibers, biodegradable polymers, green materials). Theory and techniques of molecular cloning, protein biochemistry, biocatalysis, and transgenics will be emphasized, as well as synthesis and characterization of relevant organic molecules, polymers and green materials. Seminars on technical literature and student presentations will be significant components of the program. We will also discuss the professional biologist's and chemist's relationship with industry, government and universities, and examine employment opportunities for biologists and chemists. Students will be evaluated based on their laboratory techniques, laboratory reports, class presentations, and homework assignments.

**Credits:** 16

**Enrollment:** 50

**Planning Units:** Scientific Inquiry

---

## Arrested Development

---

### Spring quarter

**Fields of Study:** agriculture, economics, environmental studies and international studies

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** economics, political economy, international relations, international rights work, and development assistance.

**Faculty:** Peter Dorman

Despite decades of policies and promises, billions of people around the world still live in poverty or near-poverty. How did this situation come about? Why does it persist? In this program we will examine the problem of uneven, incomplete and even failed development –recognizing that the concept of “development” itself is contested. The origins of global inequality in European expansion and the creation of a world economy will be considered, as well as the efforts to resist these forces. We will look at the main economic theories surrounding development and the international organizations that try to put them into practice. We will also look at dissenting ideas and at new initiatives now emerging at local, national and international levels. The program will be transdisciplinary, combining economics, history, politics and post-colonial cultural analysis.

**Faculty signature:** Email the instructor during winter quarter with your name and a brief description of your previous study in economics, political economy and globalization studies or submit this information to the instructor at the spring quarter academic fair.

**Credits:** 16

**Enrollment:** 24

**Planning Units:** Environmental Studies; Sustainability and Justice; Society, Politics, Behavior and Change

---

## Arts In New York

---

### Spring quarter

**Fields of Study:** architecture, community studies, consciousness studies, cultural studies, dance, field studies, language studies, literature, media studies, moving image, music, queer studies, somatic studies, theater, visual arts and writing

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** architecture, community studies, consciousness studies, cultural studies, dance, field studies, language studies, literature, media studies, moving image, music, queer studies, somatic studies, theater, visual arts, and writing.

**Faculty:** Ariel Goldberger

This program will immerse students in studying the intense and lively cultural life of New York City, the most active arts production center in the United States, and perhaps the world. Sessions will meet weekly in different cultural institutions to participate in art events as active audience members, to develop an educated and critical appreciation of the richness, complexity and current trends of artistic production in New York.

We will spend two weeks on campus doing preparatory research in areas of each student’s interest in order to create the structure for an individual project or practicum. Students may choose to create a project by engaging in artistic work, research, or both. Students will be responsible for making all necessary arrangements for room and board, as well as budgeting for individual event tickets. All students will be expected to present a final report of their experience and project.

After the initial two weeks of research and preparation, participants in the program will fly to New York City for six or seven weeks, where they will engage in group and individual activities, depending on each student practicum or project. Students will attend some events as a group and some related to their own projects. We will attend events in a wide range of sites, from established world-renowned institutions to emergent art spaces.

Depending on the season, performance events may include events in places such as PS 122, La MAMA, The Kitchen, HERE Art Center, off-off-Broadway small theaters, the Brooklyn Academy of Music, Broadway productions and Lincoln Center. Regular dance events may include modern dance performances, experimental works, festivals at the Joyce Theater, and more traditional ballet events in venues such as the New York City Ballet. Specific visual arts events may consist of trips to the gallery “scene” in Chelsea, PS1, MOMA, DIA Arts Center, The Met, under the radar spaces and other sites. We may attend poetry readings at places such as The Bowery Poetry Club, the Nuyorican Poets Cafe, The St. Marks Poetry Project, The Academy of American Poets and The New York Public Library. The class will also endeavor to attend other culturally relevant institutions such as the Japan Society, the Asia Society, The Jewish Museum, The Schomburg Center, The Dwyer Cultural Center and El Museo del Barrio to experience a wide range of cultural diversity. Most weekly group activities will be followed by a discussion or seminar.

We will spend the final week of the quarter back on campus in Olympia, completing final report presentations for the whole class.

**Credits:** 16

**Enrollment:** 24

**Planning Units:** Consciousness Studies; Culture, Text, and Language; Expressive Arts; and Society, Politics, Behavior and Change

---

## Atoms, Molecules, & Reactions

---

### Fall, Winter and Spring quarters

**Fields of Study:** chemistry

**Class Standing:** Junior - Senior

**Prerequisites:** one year of general chemistry and proficiency in differential and integral calculus.

**Preparatory for studies and careers in:** chemistry, physics, physical science, health science, biological sciences, medicine, environmental sciences, and teaching.

**Faculty:** Dharshi Bopegedera

This upper division program offers advanced studies in chemistry to prepare students for graduate studies or a career in chemistry. Based on the theme "What do chemists do?", our classroom studies will be connected with the applications chemists encounter in their everyday work.

In fall quarter we will study topics in quantum mechanics and descriptive inorganic chemistry. We will study simple quantum mechanical systems, apply them to solve simple chemical problems, and investigate how they can be adapted for more complex systems. In inorganic chemistry, we will explore atomic structure, simple bonding models, molecular symmetry, group theory and its applications, molecular orbital theory and acid-base chemistry.

In winter quarter we will continue our studies in quantum mechanics to include more complex systems, and investigate the use of spectroscopy to validate the quantum mechanical theories. Inorganic chemistry topics will include the study

of coordination compounds and the solid state. In addition, we will begin our study of thermodynamics by exploring the laws of thermodynamics that lay the foundation in this field of study.

Spring quarter will find us doing in-depth investigations of the spectrometric methods, including a detailed analysis of the high resolution infrared spectrum of a diatomic molecule. We will continue our studies in thermodynamics with topics in chemical equilibria and kinetics.

In the laboratory, students will work with a selection of analytical instrumentation. This will include an exploration of the physical principles as well as analysis of samples. Students are strongly encouraged to work with individual chemistry faculty on research projects during the course of the year. The results of these projects will be presented at the annual Undergraduate Research Symposium of the Puget Sound Section of the American Chemical Society.

**Credits:** 16

**Enrollment:** 25

A similar program is expected to be offered in 2013-2014

**Planning Units:** Scientific Inquiry

---

## Atoms, Molecules, & Reactions: Inorganic Chemistry

---

### Fall and Winter quarters

**Fields of Study:** chemistry

**Class Standing:** Junior - Senior

**Prerequisites:** one year of general chemistry.

**Preparatory for studies and careers in:** physics, physical science, health science, biological sciences, medicine, environmental sciences, and teaching.

**Faculty:** Dharshi Bopegedera

Students are welcome to study the advanced inorganic chemistry component that is offered as part of the Atoms, Molecules, and Reactions program.

In fall quarter we will explore atomic structure, simple bonding models, molecular symmetry, group theory and its applications, molecular orbital theory, and acid-base chemistry. In winter quarter we will study the chemistry of coordination compounds and the solid state.

**Credits:** 4, 8

**Enrollment:** 8

A similar program is expected to be offered in 2012-2013

**Planning Units:** Scientific Inquiry

## Atoms, Molecules, & Reactions: Thermodynamics

### Winter and Spring quarters

**Fields of Study:** chemistry and physics

**Class Standing:** Junior - Senior

**Prerequisites:** one year of general chemistry and proficiency in differential and integral calculus.

**Preparatory for studies and careers in:** chemistry, physics, physical science, medicine, engineering, environmental science and teaching.

**Faculty:** Dharshi Bopegedera

Students are welcome to study the thermodynamics component that is offered as part of the Atoms, Molecules, and Reactions program.

In winter quarter we will begin our study by exploring the gas laws and the laws of thermodynamics. In spring quarter, we will apply these laws to chemical systems and investigate heats of chemical reactions, equilibria and kinetics.

**Credits:** 4, 8

**Enrollment:** 8

A similar program is expected to be offered in 2013-2014

**Planning Units:** Scientific Inquiry

## Atoms, Molecules, & Reactions: Quantum Chemistry

### Fall, Winter and Spring quarters

**Fields of Study:** chemistry and physics

**Class Standing:** Junior-Senior

**Prerequisites:** one year of general chemistry and proficiency in differential and integral calculus.

**Preparatory for studies or careers in:** chemistry, physics, physical science, medicine, engineering, environmental science and teaching.

**Faculty:** Dharshi Bopegedera

Students are welcome to study the quantum chemistry component that is offered in the Atoms, Molecules, and Reactions program.

In fall quarter we will study simple quantum mechanical systems, apply them to solve simple chemical problems, and investigate how they can be adapted for more complex systems. In winter quarter we will continue the study of complex systems and investigate the use of spectroscopy to validate the quantum mechanical theories. This will be followed by in-depth investigations of the spectrometric methods including a detailed analysis of the high resolution infrared spectrum of a diatomic molecule in spring quarter.

**Credits:** 4

**Enrollment:** 8

A similar program is expected to be offered in 2013-2014.

**Thematic Planning Group:** Scientific Inquiry



Photo by Katherine B. Turner '09



---

## Blood and Borders: Tradition and Transformation in Central Europe

---

### Fall and Winter quarters

**Fields of Study:** cultural studies, geography, history and international studies

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** international affairs, history, political science, geography, cultural anthropology and international business.

**Faculty:** Patricia Krafcik, Robert Smurr and Zoltan Grossman

Come with us on a virtual journey from the Baltics to the Balkans. The cobblestone streets of medieval Estonia, misty Carpathian and Transylvanian mountains, and sunny shores of the Adriatic Sea await our arrival as we traverse a magnificent territory stretching from the gates of Scandinavia through the mountains, plains and forests of Slavic, Hungarian and Romanian central Europe to the portals of the once-great empires of Macedonia and the Ottoman Turks.

Our theme of "Blood" examines the ethnic and cultural identities prevalent in the region and how ethno-religious and cultural nationalisms have shaped and been shaped by constructed identities as well as by regional conflicts and invading distant powers. Indeed, some of the world's most reviled rulers and dictators, including Dracula, Hitler and Stalin, left bloody and permanent marks on this entire region.

Our theme of "Borders" explores how international and regional boundaries have been drawn and redrawn and how central Europe has served as a "borderland" between Christianity and Islam, Western and Eastern Christianity, the German, Austrian, Russian and Ottoman empires, NATO and the Soviet Union, and present-day Russia and the European Union. The revolution of 1989 and the demise of Communism, initiating a new chapter in the region's history, will be a significant focus of our study. We will examine why the numerous ethnic, national, religious and political identities often "resolved" their differences by force and violence rather than by tolerance and acceptance.

Historical, cultural, geographical, economic and environmental modes of analysis will enable us to examine both previous and contemporary issues in each country in this region. Such analysis will also permit us to offer regional angles that transcend state boundaries, a particularly exciting aspect of investigation since so many of the current nation-state borders have been drawn recently and, in many cases, artificially. Abundant literary works and films from each of the region's relevant countries will offer additional valuable insights.

In fall quarter, we will examine the historical background chronologically, enhanced with a study of the geography and demography of this varied region. Winter quarter will focus on a variety of fascinating themes connecting the present to the past and the future. In both quarters, students will write papers and conduct research projects that link our themes over time and on a local, national and global scale. We will use lectures, images, readings, film critique, art, maps and literature as tools in our exploration.

**Accepts Winter Enrollment with faculty signature.** Admission will be based upon student interview. Please contact faculty via email for more information.

**Credits:** 16

**Enrollment:** 72

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

---

## Business, Personal Finance and Statistics

---

### Spring quarter

**Fields of Study:** business and management, economics and mathematics

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** social sciences, quantitative methods, business, management, public administration, and entrepreneurship.

**Faculty:** Glenn Landram

Quantitative reasoning, including an understanding of statistics, is an important foundation for business, economics and finance. This is a demanding program focusing on contemporary business issues, personal finance and basic undergraduate statistics. The statistics will also serve as a foundation for further work in a graduate program (e.g. an MBA or MPA program) requiring statistics. It will also provide the quantitative basics for anyone interested in improving their understanding of business, economics and personal finance.

The program will include student-led sessions, workshops, lectures, films and guest speakers. Readings (such as the *Wall Street Journal*, *The New York Times*, *How to Lie With Statistics*, *Super Freakonomics*, *The Millionaire Next Door* and *The Visual Display of Quantitative Information*) will focus on increasing student familiarity with and comprehension of business and financial topics from different perspectives. We will also cover the skills necessary to develop and present quantitative information.

Students will complete a research project that includes a quantitative component such as inference testing, correlation or a regression analysis. The program will culminate with the students presenting their research. Strategies for effectively presenting quantitative information will be emphasized.

**Credits:** 16

**Enrollment:** 24

**Planning Units:** Sustainability and Justice; and Society, Politics, Behavior and Change

## Citizen Science: Ecoliteracy

### Fall and Winter quarters

**Fields of Study:** biology, botany, cultural studies, ecology, field studies, history, natural history, outdoor leadership and education, sustainability studies and writing

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** K-12 teaching, environmental education, horticulture, natural history and ecology.

**Faculty:** Frederica Bowcutt and Jeff Antonelis-Lapp

As a learning community our central question will be: how can ordinary citizens assist in the important work of shifting society to more sustainable relations with the natural world? We will begin by examining what it means to be ecoliterate.

In the fall we will focus on the natural history of the Puget Sound region and contrast that to eastern Washington's high desert. In October the learning community will visit the sagebrush steppe of Sun Lakes State Park to gain field experience in linking plant and animal distribution patterns with environmental conditions. Through this work, students will learn how to read topographic and geologic maps, and basic mapmaking skills. Students will gain experience in conducting biodiversity assessments in the park and on campus, including vascular plants, birds, mammals and insects. The learning community will explore how ecoliterate citizens can serve as citizen scientists, for example, by helping to monitor plant and animal

responses to climate change. To support their work in the field and lab, students will learn how to maintain a detailed and illustrated nature journal.

In the winter we will examine the relationship between people and gardens through the disciplines of garden history, children's literature, and environmental and place-based education. Special attention will be given to urban horticulture that fosters socially just communities and an ecoliterate citizenry. Students will learn how to link scientific knowledge about soils, plants and animals with the pragmatic realities of installing and maintaining educational gardens in public settings. Lectures and labs in soil science, botany, ecology and environmental/place-based education will support this learning. Students will learn to develop K-12 curriculum for the teaching gardens on campus, and pursue opportunities to lead activities in them and the surrounding woods with local school groups. During both quarters, a significant amount of time will be dedicated to honing our ability to write an expository paper.

Credit may be awarded in natural history, environmental education, expository writing, children's literature, horticulture, garden history and botany (with a lab). This program is appropriate not only for students with interest in the natural sciences, but also for students who would not normally select academic programs in the sciences.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$250 for entrance fees and overnight field trip in fall.

**Planning Units:** Environmental Studies



Photo by Katherine B. Turner '09

---

## Computer Science Foundations

---

### Fall, Winter and Spring quarters

**Fields of Study:** computer science and mathematics

**Class Standing:** Freshmen - Senior

**Prerequisites:** High school algebra II.

**Preparatory for studies and careers in:** computer science, education and mathematics.

**Faculty:** Neal Nelson and Sheryl Shulman

The goal of this program is for students to learn the intellectual concepts and skills that are essential for advanced work in computer science. Students 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 material such as algorithms, data structures, computer organization and architecture, logic, discrete mathematics and programming in the context of the liberal arts and compatible with the model curriculum developed by the Liberal Arts Computer Science Consortium (LACS).

In all quarters 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 mathematical reasoning, 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.

**Accepts Winter and Spring Enrollment with signature.** Students must have completed the equivalent of at least one quarter of computer programming for winter enrollment, and completed work equivalent to the previous two quarters of the program for spring.

**Credits:** 16

**Enrollment:** 40

**Planning Units:** Scientific Inquiry

---

## Consciousness: Pathways to the Self

---

### Fall, Winter and Spring quarters

**Fields of Study:** consciousness studies, philosophy of science and psychology

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** consciousness studies, philosophy of modern physics, and psychology.

**Faculty:** Donald Middendorf and Terry Setter

What is the relationship between our understanding of consciousness and our self understanding? This year-long, interdisciplinary program will provide an opportunity for students who are interested in doing intensive work in the nature of consciousness to cultivate self awareness through challenging readings, creative work in expressive arts, and self-reflection. We will examine our beliefs about the nature of reality as manifest in the expressive arts and physical reality from a variety of disciplinary viewpoints, including physics, music, psychology and philosophy. Prospective students should have a strong interest in the experiential study of the relationships between reality and consciousness as well as college-level skills in reading, writing and pursuing research topics. Effort and self-motivation will be essential for succeeding in this program.

We will take an approach that welcomes the complexity of the many different views of consciousness that have been proposed by researchers, philosophers and spiritual leaders. We will use texts that cover many contemporary scientific models of consciousness and examine alternative areas of research, such as lucid dreaming and paranormal phenomena. Students will keep a structured journal of activities and practices that explores their developing understandings of the nature of consciousness. During winter and spring quarters, academic work and contemplative discipline will be integrated into our study as tools to help us understand our selves and the nature of consciousness through an in-depth study of dreams—including keeping a dream journal and a journal of experiences during contemplative practices. In spring, students will have the opportunity to pursue their interests in more individualized activities for a portion of their credits.

This is an experiential and rigorous full-time program in which students will be expected to participate in all program activities, and to document 48 hours of work per week that are invested in program related activities. Students are strongly encouraged to commit to the year-long community learning process, to not work more than 15 hours per week outside of the program, and to take no more than 16 credits per quarter. Students are expected to take exams and to buy and bring the appropriate seminar books to each class.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$75 for fall quarter field trips.

**Planning Units:** Consciousness Studies



Photo by Katherine B. Turner '09

---

## Defending Mother Earth: Science, Energy and Native Peoples

---

### Spring quarter

**Fields of Study:** Native American studies, chemistry, physics and writing

**Class Standing:** Freshmen - Sophomore

**Preparatory for studies and careers in:** chemistry, physics, Native American studies, environmentally-related fields and science education.

**Faculty:** Frances V. Rains and Rebecca Sunderman

This program brings together a variety of climate and energy issues occurring on Native American homelands. Students will explore the science and ethics of energy production and consumption, the environmental impacts of energy, and topics in alternative energy. For example, we will investigate the impacts of hydro-power on Native communities and cultures, while learning the science associated with this energy source. Students will also examine contemporary Native American struggles to resist cultural and environmental devastation to their communities, and their efforts to affirm tribal sovereignty and Indigenous knowledge. A solid understanding of these issues requires background in both the science of energy and knowledge of Native American Tribal sovereignty. We will approach our learning through a variety of modes, including hands-on labs, lectures, workshops, field trips, group work, research papers, and weekly seminars on a variety of related topics.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$80 for fall quarter field trips.

**Planning Units:** Native American and World Indigenous Peoples; and Scientific Inquiry



## Democracy and Free Speech

### Spring quarter

**Fields of Study:** law and government policy, law and public policy and political science

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** social sciences, constitutional law, education, journalism, public policy, political theory, history and political science.

**Faculty:** Jose Gomez

May racists burn crosses to express their supremacist views? May protesters burn flags to express their opposition to government policy? The First Amendment is most vulnerable to erosion when we fail to protect expression that some or many find unpopular, offensive, repugnant, indecent, subversive, unpatriotic, heretical, blasphemous, etc. This program will be a comprehensive and critical examination of the wide range of issues implicated by the protection and censorship of expression.

We will use the case method to study every major free speech opinion issued by the courts. This intensive study necessarily focuses on the last 90 years, since it was not until well into the 20th century that the United States Supreme Court began to protect speech from governmental suppression. Our study of controversies will include the new challenges presented by hate speech, government-subsidized art, political campaign spending, and new technologies such as the Internet. Students will be expected to examine critically the formalist free speech paradigms that have evolved and to question the continuing viability of the "free marketplace of ideas" metaphor.

Working in legal teams, students will develop appellate briefs on real free speech cases decided recently by the U.S. Court of Appeals and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, hear arguments and render decisions. Reading for the course will include court opinions, Internet resources, and various

books and journal articles on our subject. Study will be rigorous; the principal text will be a law school casebook.

**Credits:** 16

**Enrollment:** 25

**Planning Units:** Society, Politics, Behavior and Change

## Drawn from Life: Art for the Uninitiated

### Spring quarter

**Fields of Study:** art history and visual arts

**Class Standing:** Freshmen

**Preparatory for studies and careers in:** visual arts and the humanities.

**Faculty:** Bob Haft

This is an entry-level arts program for freshmen who are interested in exploring what it means to make art and to be an artist. It is designed for those to whom art is entirely foreign—but who are, nonetheless, interested in learning what it's all about—as well as for those who have already taken art courses and feel a strong affinity for it.

The program will have three components: studio art, art history and literature. The studio component of the program will cover basic drawing skills, both of still lifes and the human figure. Art history will consist of an introduction to Western art, and will have connections with the literature that we read. Our books may include *Bluebeard* by Kurt Vonnegut, *My Name is Asher Lev* by Chaim Potok, *Concerning the Spiritual in Art* by Wassily Kandinsky, *Ways of Seeing* by John Berger, *Cat's Eye* by Margaret Atwood, and *Seeing is Forgetting the Name of the Thing One Sees* by Robert Irwin.

**Credits:** 16

**Enrollment:** 23

**Required Fees:** \$10 for entrance fees.

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



Photo by Hannah Pietrick '10

## Ecological Agriculture: Crop Botany & Plant Genetics

### Spring quarter

**Fields of Study:** agriculture, biology, botany and sustainability studies

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** agriculture, biology and plant breeding.

**Faculty:** Martha Rosemeyer and Donald Morisato

How do seeds form? How do plants develop from seeds? How do plants adapt to particular environmental conditions? The modification of plant evolution by human selection has played a major role in the history of agriculture. Ecological agriculture is based on an understanding of plant biology, either through the grazing of livestock or the growing of food crops. This program focuses on the science of crop botany and genetics as a basis for propagation, seed-saving and plant breeding.

In one strand, the basic life cycle, plant physiology and reproductive botany of crop members of the plant families most important for agriculture will be explored. This systematic survey will make connections to their center of diversity and origin. In a second strand, the principles of plant breeding will be presented through an introduction to Mendelian and quantitative genetics. Some of the agricultural methods of plant reproduction, by both sexual and vegetative propagation, will be considered. Readings may include Ashworth's *Seed to Seed*, Deppe's *Breed Your Own Vegetable Varieties*, and Nabhan's *Where Our Food Comes From*.

The adaptation of crop plants to specific environments, especially in this era of climate change, becomes increasingly critical for the future of sustainable agriculture. Laboratory and field experiments, as well as field trips to local farms and plant breeding centers, will provide an applied context for our inquiry.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$180 for field trips and conference fees.

**Planning Units:** Environmental Studies; Scientific Inquiry; and Sustainability and Justice



## Ecological Niche:

### The Interface of Human and Animal Behavior

#### Fall, Winter and Spring quarters

**Fields of Study:** biology, community studies, cultural studies, ecology, environmental studies, field studies, health, mathematics, natural history, outdoor leadership and education, psychology, writing and zoology

**Class Standing:** Freshmen

**Preparatory for studies and careers in:** psychology, behavioral sciences and environmental science.

**Faculty:** Alison Styring and George Freeman

The word environment encompasses multiple meanings, from the natural to the built, from the interiors of our minds to the spiritual. In each case there is a constant interface of environments with one another and with other creatures, each defining and circumscribing our experience of the world.

Some of our essential questions revolve around how we define the environment and how we are shaped by as well as how we shape the environment, both natural and built. For example, does the concept of wilderness include humans? Is the ecological niche of a human essentially different from that of other living things? We will explore the habitats we occupy along with other creatures in those environments. We will explore dichotomies that foster dynamic tensions, such as the dichotomy between concepts of "natural" versus "human". We intend to investigate these tensions through our study of psychology, personal biography, biology, environmental studies, ornithology and cultural studies.

In fall quarter we will develop the foundational skills in environmental studies and psychology needed to understand and critique the writings and current research in community ecology, animal behavior and conservation biology, and to examine the conscious and unconscious, and the theories of perception and cognition in psychology. We will examine parallels and linkages among disciplines in terms of methods, assumptions and prevailing theories. In winter we'll continue building on this foundation and move ourselves from theory to practice through an emphasis on methodologies, analyses, and their underlying assumptions. In spring quarter we'll implement the skills and knowledge we've developed through specific student-directed projects and our optional field trip. The faculty will foster creativity, experimentation and imaginative processes as means of discovering and bringing a new awareness to our extraordinary world. The students will respond to the themes of the program through individual and collaborative projects.

To build our learning community we will use experiential collaboration activities such as Challenge and Experiential Education as a means to develop a sense of commitment and group citizenship. We will use multicultural discussion opportunities such as Critical Moments to explore the politics of identity and meaning. We will develop our observational skills via field workshops and field trips. We will have writing and quantitative reasoning workshops to further develop students' current skills and to develop advanced skills in these areas.

Students completing this program will come to a stronger understanding of their personal lives as situated in a variety of contexts. They will develop strategies for engaging in a range of settings to promote social change, in-depth personal development, increased self-awareness, critical commentary and analyses, and practices that promote stewardship of our personal lives, our immediate environment and global communities.

**This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$65 per quarter for entrance and other fees in fall/winter; \$650 for a field trip in spring.

**Planning Units:** Environmental Studies; Society, Politics, Behavior and Change

## The Empty Space: Movement, Dance, and Theatre

### Fall and Winter quarters

**Fields of Study:** aesthetics, consciousness studies, cultural studies, dance, education, media arts, queer studies, somatic studies and theater

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** teaching, theatre, expressive arts, dance and movement theory.

**Faculty:** Walter Grodzik and Cynthia Kennedy

This program will explore the interior spaces where performances begin and the exterior spaces where performances are realized. Students will begin with movement and theatre exercises that center and focus the mind and body in order to open oneself to creative possibilities and performance. Students will also study movement/dance and theatre as a means of physical and psychological focus and flexibility that enables them to more fully utilize their bodies and emotional selves in creating theatrical performance.

Through the 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 explore creative imagination as it expresses itself from their own life processes, rather than from externally imposed images, standards and expectations. How does imagination respond to the emotional self, the physiology of the body, and the psychology of the mind? How can we become more expressive and responsive to our inner selves? Students will be invited to explore and enjoy the dance already going on inside their bodies, to learn to perceive, interpret

and trust the natural intelligence of intrinsic bodily sensations. The class will use experiential techniques derived from several traditions of somatic philosophy.

In seminar, students will read a broad variety of texts about creativity, movement and dance history, and performance, performance history, and Western theatre history and dramatic literature. In particular, students will read Greek tragedy and comedy, the playwrights of the Elizabethan theater, such as Marlowe and Shakespeare, and the feminist comedies of the Restoration. The realism of the Nineteenth century will be seen through the plays of Ibsen and Chekhov and other realists, and students will study, discuss and perform the multicultural theatre of the Twentieth and Twenty-First century, including theatre, drama and performance art as found in the work of Thornton Wilder, David Mamet, Tony Kushner, Caryl Churchill, Henry David Hwang and Anna Devere Smith. The discussion of dramatic literature will be framed from many viewpoints, including structuralist, feminist, Marxist, post colonial and queer.

The program will include weekly seminars, workshops in movement/dance and theatre, and film screenings of various dance and theatre productions. This is an all-level program that welcomes students of all abilities that bring their excitement, commitment, discipline and creativity to the performing arts.

Regular on-time attendance is fundamental to students' development and continuance in the program.

**Credits:** 16

**Enrollment:** 48

**Planning Units:** Consciousness Studies; Culture, Text, and Language; and Expressive Arts





---

## Energy Systems and Climate Change

---

### Fall and Winter quarters

**Fields of Study:** agriculture, environmental studies, physics and sustainability studies

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** energy, physics, environment, climate, sustainability, teaching, farming, engineering and natural science.

**Faculty:** EJ Zita

How is energy created and harvested, stored and transformed, used or abused? This program is a two-quarter study of ways energy is produced and changed, by nature and humans. This is a good program for students interested in environmental science, physics and sustainability, both mathematical and applied. We start with skill building and background study, and finish with major research projects related to energy, climate and sustainability.

We will study issues of energy generation and use in society and in the natural world. One goal is for students to gain a deeper understanding of issues involved in achieving a sustainable energy society. A primary goal is illustrate the power and beauty of physics and mathematics. We will examine climate change and global warming; energy science, technology, and policy; farming, environmental studies, and sustainability; and related topics.

We will study alternative energy sources such as solar, wind, geothermal and biofuels, as well as conventional sources of energy such as hydro, nuclear, gas and coal. Fundamentals of energy generation will focus on the underlying physics. In seminar, we further explore social, political and/or economic aspects of energy production and use, such as environmental and food production concerns and policies, effects of the Sun on the Earth, energy needs of developing countries, etc. We will have a strong emphasis on sustainability studies.

While calculus is *not* a prerequisite, students who already know calculus can deepen their math skills by applying them to coursework or research projects. Students who do high quality calculus-based work may earn upper-division credit.

Student research projects are a major part of this program. Students choose a research question that interests them, then design and carry out their research investigations, usually in small teams. Research projects involve quantitative analysis as well as hands-on investigations. For example, research might include field work, energy analysis of an existing system (natural or constructed), and/or design of a new small-scale energy system, possibly with community applications. Past projects have included solar systems, energy generation from waste products, water purification for boats or farm composters, efficiency of campus buildings, analysis of wind and water systems, and more. Students may apply for grants for practical projects on campus.

Students in this program will participate in shared seminars with students enrolled in The Practice of Sustainable Agriculture. Students interested in continuing good research projects into spring should discuss options with the faculty.

**Credits:** 16

**Enrollment:** 25

**Internship Possibilities:** Students who do good work in fall and winter may be sponsored in spring internships, especially when related to their research projects.

**A similar program is expected to be offered in 2013**

**Planning Units:** Environmental Studies; Scientific Inquiry; and Sustainability and Justice

---

## Equatorial Studies: Sound, Science and the Western Imagination

---

### Fall and Winter quarters

**Fields of Study:** anthropology, cultural studies, environmental studies, geography, international studies, music and natural history

**Class Standing:** Freshmen

**Preparatory for studies and careers in:** anthropology, science and ethnomusicology.

**Faculty:** Sean Williams, Heather Heying and Eric Stein

In addition to the landscape of the map, there are also landscapes of the mind. How humans conceptualize where and how they (and others) live is an elemental process that has started wars, led to new forms of cross-cultural communication, and given rise to hybridization of both populations and ideas. Our focus in this two-quarter program is to take a particular area of the world—the equator—and explore how various groups of people (local and foreign) have come to understand it over time. Through our work in science, the performing arts and anthropology, we will collectively engage the ways in which people connect to the natural world, the arts, and each other.

Each quarter divides into sections in which we highlight a particular lens through which to view our work, or focus on ways in which our lenses overlap. For example, we will examine how anthropology and medicine have grappled with “The Tropics” as a space believed to be essentially different from “The West,” raising questions about the construction of race, the body, and the category of the “primitive.” We will also work with sound: playing and creating musical instruments, singing and listening to music. In an attempt to understand the relationship between humans and the world around them, we will investigate evolutionary processes that apply to plants and animals near the equator. While our studies are contextualized in regions such as Brazil and Indonesia and other equatorial locations, we will also work briefly with a few regions outside the equator by way of comparison.

Weekly activities feature lectures, films and seminars. Other planned activities include field trips, workshops, collaborative presentations and guest lectures. Students are expected to focus on enhancing their college-level writing skills throughout the program; each quarter’s major writing assignments will require students to revise their work and understand the process of revision. In fall quarter students will be introduced to important concepts about how to approach this material: issues of race, class and gender in a colonial context are important factors in deepening our understanding. As we move into winter quarter, students will have more chances to develop individual projects focusing on a particular area of interest.

**Credits:** 16

**Enrollment:** 69

**Required Fees:** \$125 for fall Sun Lakes field trip and zoo admission.

**Planning Units:** Culture, Text, and Language; Expressive Arts; and Environmental Studies



## Field and Laboratory Biology in Southwestern Ecosystems

### Spring quarter

**Fields of Study:** biology, botany, ecology, field studies and zoology

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** ecology, biology, botany, zoology, microbial ecology and environmental science.

**Faculty:** Dylan Fischer, Clarissa Dirks and John Longino

The southwestern U.S. is unique in the diversity of habitats that can occur along dramatic elevation gradients over short distances. Major advances in ecology have been made in these environments using elevation gradients, and important work in global change biology is currently being conducted in these systems. This program will use field sites along elevation gradients in the Desert Southwest as living laboratories for investigating patterns in ecology, biology, microbiology and co-evolution. Students will learn about arid environments, plant ecology, field biology, and gain specialized training in either microbiology or entomology. Students will co-design field projects exploring ecological and co-evolutionary relationships in plants, insects and microbial communities.

Early in the program, students will be divided based on a disciplinary focus on either microbiology or entomology. All students will participate in a two-week field ecology module where they will learn to identify plant species of the Southwest, keep detailed field journals, and conduct student-originated research projects related to ecological changes along elevation gradients. Students will spend another two weeks afield doing in-depth field work in entomology or environmental microbiology. Along the way, we will visit environmental and culturally significant sites in the Southwest, from cactus forests to canyons and mountain peaks. Finally, at the end of the quarter all students will reconvene for a program conference where students will present their research over the quarter.

Our reading list will include major natural history texts related to the Southwest and evolutionary relationships for the organisms we find there. We will emphasize active participation in the scientific process and communication skills. Because of the field component of this program, students should be prepared for extensive time living and working in the field, and should be committed to working through conflicts in group dynamics.

**Credits:** 16

**Enrollment:** 72

**Required Fees:** \$600 for a four-week field trip in the Southwest.

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

## Field Studies in Northwest Environments: Rocks, Plants and Forests

### Fall quarter

**Fields of Study:** botany, ecology, environmental studies, field studies, geography, natural history and outdoor leadership and education

**Class Standing:** Freshmen - Sophomore

**Preparatory for studies and careers in:** environmental studies, ecology, geology, forestry and botany.

**Faculty:** Dylan Fischer and Paul Butler

The Pacific Northwest provides a diversity of terrestrial habitats that are ideally suited for direct student-originated field studies. From deserts to prairies, forested ecosystems and beaches, each ecosystem reflects unique patterns of influences from geologic and biological factors. Field studies in these habitats can deepen understanding of landscape patterns, and this program will emphasize direct, student-originated field studies in four distinct locations. Students should expect to get their hands dirty working outdoors on geology and ecology projects uncovering landscape patterns in each unique habitat we visit.

We will travel to sagebrush steppe, lowland prairies, managed and unmanaged forests, and coastal environments. In each location we will study geography, environmental history, ecology, biodiversity and geology. We will visit culturally significant sites, learn about native plants, and the processes that shape the physical landscape. Students will then develop a series of studies examining ecological, environmental and geological patterns. Following our study of each location, students will present the results of their field investigations in a series of mini-symposia.

Students can expect to participate in seminars, lectures, field trips and research. We will learn common techniques for collecting data in forestry, plant ecology, and physical geography, plus develop methods for effective communication of the results. We will take two extended field trips (overnight to the east side of the Cascades and to the Pacific Coast) and multiple one-day field trips (to local prairies and forests). Field work will also make use of the Evergreen campus.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$300 for field trips.

**Planning Units:** Environmental Studies



## Forbidden Metaphors: Rewriting the Real in 20th Century France

### Fall, Winter and Spring quarters

**Fields of Study:** aesthetics, art history, cultural studies, history, language studies, literature, philosophy, study abroad and writing

**Class Standing:** Freshmen - Senior

**Prerequisites:** experience with French language.

**Preparatory for studies and careers in:** humanities, advanced French studies, diplomacy and international relations.

**Faculty:** Marianne Bailey, Stacey Davis and Steven Hendricks

*...man is struck dumb...or he will speak only in forbidden metaphors...*

—Friedrich Nietzsche, "On Truth and Lies in a Nonmoral Sense"

Nietzsche's critique of traditional Western values—dismantling absolutes of God, Truth, Self and Language—opened up an abyss. "Only as an aesthetic phenomenon," Nietzsche argued, would "human life and existence be eternally justified." Meaning and Self would be individually crafted, as the artist crafts a work, in the space of a human existence. Life, as Rimbaud wrote, must be remade.

Inspired by this notion of remaking life along aesthetic lines, we will study literature and creative writing, critical theory and philosophy, art history and music as well as French language. Students will participate in lectures, films and workshops, and choose between seminar groups in literature and critical theory or history. Each will develop a substantive individual (or group) project, and will be able to study French language at the Beginning, Intermediate or Advanced level.

To better understand Modernist and Postmodernist avant-garde, we will focus on outsider works of art and ideas in 20th century France and the post-colonial world. Like the Decadents and Symbolists, modernist artists go in quest of a pure artistic language "in which mute things speak to me," as Hofmannsthal wrote, beyond concepts and representation, privileging passion over reason. This quest is influenced by worldviews and works from the broader French-speaking world, which refocuses art on its ritual origins, and on its magical potential. "Art", in the words of Martinican poet and playwright Césaire, "is a miraculous weapon."

In fall and winter, we will study aesthetic theories and works from Primitivism and Surrealism to Absurdist Drama, Haitian Marvelous and Oulipo; and writers such as Mallarmé, Jabès, Artaud, Beckett, Blanchot, Derrida, Sartre, Irigaray and Foucault. We will look at historical and cultural change from WWI through the student riots of 1968 and the multi-cultural French-speaking world of today.

Key themes will include: memory and the way in which it shapes, and is shaped by, identity; concepts of time and place; and the challenges and opportunities for French identity brought by immigration. We will focus on French social, cultural and intellectual history from the 1930's to the present, exploring the myths and realities of French Resistance and the Vichy Regime during World War II; the legacy of revolutionary concepts of "universal" liberty, equality and fraternity as France re-envisioned its role in Europe and the world from the 1950s to the present, including uprisings from 1968 through today; and the impact of the Franco-Algerian war on contemporary France and the post-colonial Francophone world.

In spring, students have two options. They can travel to France, where they will participate in intensive language study, perform cultural and art historical fieldwork, and pursue personal research on a "quest" of their own. Alternatively, students may remain on campus to undertake a major personal project, springing from ideas, writers and artists in prior quarters. This is an excellent opportunity to complete a substantive body of creative or research oriented work, with guidance from faculty and peer critique.

**Credits:** 16

**Enrollment:** 72

**Required Fees:** Approximately \$7,900 for nine-week study abroad in France in the spring.

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



Photo by Hannah Pietrick '10

---

## Foundations of Health Science

---

### Fall, Winter and Spring quarters

**Fields of Study:** biochemistry, biology, business and management, chemistry, economics, health, mathematics and physiology

**Class Standing:** Freshmen - Senior

**Prerequisites:** High school algebra.

**Preparatory for studies and careers in:** medicine and allied health fields, and public health administration.

**Faculty:** Benjamin Simon, Lydia McKinstry and Glenn Landram

This year-long, laboratory-based program will offer students a conceptual and methodological introduction to biology and chemistry with a focus on health and medicine. We will use organizing themes that link the science of human health with the economic, financial, ethical and legal issues associated with the demand and cost of medical research and public health care.

Over the course of three quarters, we will study portions of general chemistry, organic chemistry, biochemistry, general biology, microbiology, anatomy and physiology, nutrition, statistics, economics and management, and human behavior. Students will use scientific processes, quantitative reasoning and hands-on experiences to develop problem-solving skills directed at understanding these subjects in the context of human health.

This program is primarily designed for students contemplating work in medicine and allied health fields, including nursing, physical therapy, midwifery, athletic training, nutrition and others. This program is also appropriate for students interested in public health or public policy who want a solid foundation in biology and chemistry or students who wish to study rigorous science as part of a liberal arts education.

Program activities will include lectures, laboratories, small-group problem-solving workshops, homework, field trips and seminars. Our readings and discussions will be concerned with the economic, ethical and scientific aspects of human health as they relate to the global community as well as individuals. Students will undertake assignments focused on interpreting and integrating the topics covered. During spring quarter, students will participate in small-group collaboration on a scientific investigation relevant to the program content. Project topics will be developed under the direction of the faculty and students will describe the results of this research through formal writing and public presentation. All program work will emphasize quantitative reasoning, critical thinking and development of proficiency in scientific writing and speaking skills.

Upon completion of this program students will have gained some of the prerequisites necessary for careers in the allied health fields and public health administration. Students will also be prepared for further studies in upper division science. Students who master the biology and chemistry work in this program will be prepared to enroll in the Molecule to Organism program. Students preparing for medical school will likely need further coursework in inorganic or general chemistry to fulfill prerequisites for medical school. Overall, we expect students to end the program in the spring with a working knowledge of scientific, social and economic principles relating to human health and public health care. We also expect that they will have gained an ability to apply these principles to solving real world problems relating to natural science, disease and human health.

**Accepts Winter and Spring Enrollment with faculty signature.**

Admission will be based upon previous experience with algebra, college-level general biology, and college-level general and organic chemistry.

**Credits:** 16

**Enrollment:** 72

**Planning Units:** Scientific Inquiry; Society, Politics, Behavior and Change

---

## Global Agricultural Crisis: Agroecology and Political Economy

---

### Fall and Winter quarters

**Fields of Study:** agriculture, economics, international studies, political science and sustainability studies

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** agriculture, political economy, and social and environmental justice.

**Faculty:** Martha Rosemeyer and Peter Dorman

We are living through the greatest change in human livelihood since hunter-gatherers became agriculturalists. Hundreds of millions of small farmers are being driven off the land around the world as the global food system is transformed according to an industrial model. In this program we will explore the meaning of this transformation as a sweeping social upheaval, an aspect of the crisis of poverty and development, a fundamental alteration of agricultural methods, and a challenge to global ecological sustainability.

We will look at the tropical agricultural systems being abandoned as well as those replacing them and the political and economic justifications given for policies that are driving these changes at national and international levels. We will examine the many alternatives emerging from sustainable agricultural and environmental movements, as well as the rediscovery of traditional methods and resurgence of food communities in both poorer and wealthier countries. Program activities will include seminars on books and papers, lectures, workshops, Excel labs, botany labs and field trips.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$160 in fall for the Washington Tilth Symposium; \$500 in winter for the Eco Farm Conference in Calif.

**Planning Units:** Environmental Studies; Sustainability and Justice; Society, Politics, Behavior and Change



## Global Business Tools for Sustainable Ventures

### Fall, Winter and Spring quarters

**Fields of Study:** business and management, economics, history, international studies, political science and sustainability studies

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** sustainability, globalization, international business and trade, entrepreneurship, economic development, competitive advantage of nations and regions, business history, political economy of natural resources, eco-tourism and sustainable agriculture.

**Faculty:** David Shaw, Zoe Van Schyndel and Nelson Pizarro

What's next? This logical question arises after realizing traditional profit-oriented approaches to business often fail socially, ethically and economically. Today's creative entrepreneurs may realize, far too late, they are doing something they really don't want with their lives

and to the world, in pursuit of profit. Throughout the program we will ask: how have these entrepreneurs innovated, challenged and transformed their cultures and their environments as well as themselves? Students will help answer this question for themselves by participating in field trips, seminars, workshops, listening to guest speakers, watching movies, lectures and conducting interviews.

This program is designed for junior and senior students who want to build a strong foundation in sustainable business. Students in this program will explore what it means to go beyond the traditional profit-centered approach to business. We will look at the concept of sustainability within an entrepreneurial process, and investigate how this concept is applicable to any discipline of business such as management, marketing and finance.

We will look at sustainable entrepreneurs around the world in both the non-profit and for-profit sectors. We will learn from their experiences about opportunities and activities connected to social and environmental topics. This year-long program includes students designing, completing and reporting on a very substantial research project that will include conducting several weeks of research, either locally off-campus or anywhere in the U.S. During fall quarter students will build a strong foundation in research methods, finance, entrepreneurship, marketing, sustainability and management. The final assignment for the fall quarter will be a research proposal for conducting off-campus research about a sustainable business during winter quarter.

For winter quarter, students will visit a sustainable business, organization or industry in the U.S. to conduct their research. Students should expect to work eight weeks of the quarter off-campus at the organization and to remain in close virtual communication with the faculty who will be providing weekly feedback. Week 1 will be used to make final preparations for the off campus research and week 10 for presenting preliminary research findings to the class.

In spring quarter, students will develop a complete report and make a presentation on their research project, supported by additional follow-up library and web research. Spring quarter will also include additional readings, seminars and workshops related to the program themes. The capstone experience of the program will be a global business simulation with competing student teams.

**Credits:** 16

**Enrollment:** 75

**Required Fees:** \$110 for fall field trip and internship costs; \$10 for winter internship costs; \$150 for a spring field trip and a business simulation.

**Planning Units:** Sustainability and Justice; Society, Politics, Behavior and Change



Photo by Carlos Javier Sánchez '97.



---

## Individual Study: Interdisciplinary and Consciousness Studies

---

### Winter quarter

**Fields of Study:** aesthetics, art history, community studies, consciousness studies, cultural studies, media arts, queer studies, somatic studies, study abroad, theater and visual arts

**Class Standing:** Sophomore-Senior

**Preparatory for studies or careers in:** humanities, arts, social sciences, interdisciplinary fields, and consciousness studies.

**Faculty:** Ariel Goldberger

Individual study offers students the opportunity to develop self-direction, to learn how to manage a personal project, to focus on unique combinations of subjects, and to pursue original interdisciplinary projects without the constraints of an external structure. Students interested in a self-directed project, research or internship in the humanities, consciousness studies, or projects that include arts, travel or interdisciplinary pursuits are invited to present a proposal to Ariel Goldberger.

Students with a lively sense of self-direction, discipline, and intellectual curiosity are strongly encouraged to apply.

**Faculty Signature:** Interested students are invited to contact Ariel via email with a proposal containing the following sections: name, contact information, educational goals, activities planned or expected, deadlines, information about organizations involved and possible destinations if traveling, and an basic itemized budget (when applicable) showing viability. These proposals will allow us to start a conversation about your plans and must be presented via email to Ariel Goldberger in order to get his approval before submitting an ILC for his signature. Student will be signed in on a rolling basis until the program is filled, so please do not hesitate to send in a proposal as room may still be available. Students who are interested and have questions are welcome to contact Ariel Goldberger via e-mail or at the Academic Fair.

**Credits:** 16

**Enrollment:** 25

**Planning Units:** Consciousness Studies; Culture, Text, and Language; Expressive Arts; Society, Politics, Behavior, and Change

---

## Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad

---

### Spring quarter

**Fields of Study:** cultural studies, history, international studies, language studies, literature and moving image

**Standing:** Freshman-Senior

**Preparatory for studies or careers in:** Japanese studies, cultural studies, international studies, literature and film studies.

**Faculty:** Harumi Moruzzi

This Individual Study offers two options for students in Japan Today to continue their Japanese studies: (1) to continue their studies of Japanese literature, culture and society, in the form of individual learning contract, and (2) to continue their Japanese language and culture studies in Japan in the form of study abroad in Japan. This Individual Study also offers opportunities for students who are interested in creating their own courses of study and research, including internship and study abroad. Possible areas of study are Japanese studies, cultural studies, literature, art and film.

**Faculty Signature:** To enroll, students must go through the following process: (1) e-mail a draft of an Individual Learning Contract at least 4 weeks before the spring Academic Fair using the online contract process to Harumi Moruzzi (moruzzih@evergreen.edu), (2) send Harumi evaluations from at least one Evergreen program, unless they are currently taking Japan Today, then (3) make an appointment to meet with Harumi to discuss the study plan at least 2 weeks prior to the Academic Fair for spring quarter. Those interested in study abroad should consult the faculty as soon as possible.

**Credits:** 16, 12

**Enrollment:** 26

**Thematic Planning Group:** Culture, Text, and Language

---

## In Our Image

---

### Fall, Winter and Spring quarters

**Fields of Study:** anthropology, art history, community studies, literature, philosophy, religious studies and visual arts

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** medieval history, religious studies, art history and community studies.

**Faculty:** Lisa Sweet, Andrew Reece and Rita Pougiales

Making meaning of our lives and the world we inhabit is the essence of being human. Through knowledge, stories and images, we manifest what it is we hold most sacred and essential in our lives. Religion, through its liturgy, music and imagery, reflects what a people hold to be essentially human. Our work will address questions like the following: What are the fundamental mysteries humans address through religious practice and expression? What are the stories being told through artistic and written material? What is the experience of the artist creating sacred images? What are the meanings that have endured over centuries? How is it that sacred images and texts provide direction for us?

Our inquiry into meaning-making will center on Christianity, one religious tradition that has been a wellspring for expressions of spiritual and moral meaning, as well as a source of insight and understanding that has inspired magnificent artistic creations and sacred texts. In fall and winter, we focus on the first thirteen centuries of the tradition, from the life of Christ to the end of the

Medieval period, during which the story of Christ's life, death and resurrection helped transform the Roman Empire into Europe and "the West." During this time, Christians, like Muslims and Jews a "people of the Book," gave the world some of its most inspired, and inspiring, books: the New Testament, the works of Anselm and Augustine, Dante's *Divine Comedy*, and others, which will form part of our curriculum.

The role of images in religious practice will form another part of our study. We'll consider the functions of icons, reliquaries, church architecture and devotional images, created solely to express and link us to the sacred. We'll consider the strategies image-makers employed to interpret scripture and early theology, as well as the anxieties and iconoclasm provoked by images that attempt to depict God. Through readings, seminars and lectures, we'll explore the history of images and objects made before the the concept of "Art" as we understand it today was established.

In spring, the focus on the history and culture of Christianity through the 14th century will be directed toward more focused topics addressing meaning-making and Christianity. Students will have the option of continuing in the program in one of the following focused, full-time disciplines or themes: recent developments in theology and philosophy (Andrew), communities of faith (Rita), or studio-practice in printmaking (Lisa). Spring components of the program will be open to both continuing and newly enrolled students.

**Credits:** 16

**Enrollment:** 72

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



Photo by Hannah Pietrick '10

---

## In the Presence of Beauty

---

### Spring quarter

**Fields of Study:** architecture, cultural studies, education, history, music and visual arts

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** design, art history, cultural studies, education, world history, architecture and visual arts.

**Faculty:** Robert Knapp, TBA and Helena Meyer-Knapp

This program will explore the idea and the experience of beauty. Our thesis is that the sense of beauty has many facets, which different cultures recognize and value differently. Individual preferences also differ, always under the influence of powerful, shared traditions of beauty. We will dramatize and investigate this by paying extensive attention to three traditions in which the faculty have professional expertise—Iran, Japan and Britain. Significant differences between these traditions and between individual student and faculty experiences in the American context will be a major occasion of collaborative and individual learning.

Most class meetings will put students in the presence of beautiful art, writing, film, architecture or music; readings and seminars in criticism and cultural history and analytical and expressive writing assignments will help students develop authentic ways to articulate their descriptions and judgments. The work will lead to a major concluding project on an individually chosen instance of beauty. Students will acquire both a fuller understanding of the variety of ways one can encounter beauty, and of ways to document, appreciate and evaluate the experiences of beauty that occur.

The program has three levels of enrollment: all students will meet one night per week and alternate Saturdays for a coordinated program of lectures, seminars, films and workshops. 8-unit students will have no further activities; 12-unit students will also prepare for and take two two-day visits to cultural resources in Northwest cities; 16-unit students will do all of this, and also complete an additional four hours of class per week to deepen understanding of the three cultures studied and their relation to American traditions and attitudes toward beauty.

**Credits:** 8, 12, 16

**Enrollment:** 24

**Required Fees:** \$160 for overnight field trips for students choosing the 12-16 credit options.

**Planning Units:** Culture, Text, and Language; Sustainability and Justice; Society, Politics, Behavior and Change

---

## Japan Today: Japanese History, Literature, Cinema, Culture, Society and Language

---

### Fall and Winter quarters

**Fields of Study:** cultural studies, history, international studies, language studies, literature and moving image

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** Japanese literature and culture, film studies, cultural studies and international relations.

**Faculty:** Harumi Moruzzi

Japan is a vital, energetic and dynamic society that is constantly reinventing itself even while struggling to maintain a semblance of cultural and social continuity from the long lost past. Meanwhile, the conception and image of Japan, both in Japan and the West, has varied widely over time mostly due to Japan's changing political and economic situation in the world. In the late 19th century when Japan re-emerged into Western consciousness, Lafcadio Hearn, the Greek-Irish-American writer who later became a Japanese citizen, thought of Japanese society and its people as quaintly charming and adorable, whereas Americans in the 1940s viewed Japan as frighteningly militaristic and irrational. While the French semiotician Roland Barthes was bewitched and liberated by Japan's charmingly mystifying otherness during his visit to Japan in 1966, when Japan began to show its first sign of recovery from the devastation of WWII, the Dutch journalist Karel Van Wolferen was disturbed by the intractable and irresponsible system of Japanese power in 1989, when Japanese economic power was viewed as threatening to existing international power relations. As is clear from these examples of how Japan was viewed by Westerners in the past, the idea and image of Japan is highly dependant on the point of view that an observer assumes.

This is a full-time interdisciplinary program devoted to understanding contemporary Japan, its culture and its people, from a balanced point of view. This program combines the study of Japanese history, literature, cinema, culture and society through lectures, books, films, seminars and workshops, with a study of Japanese language, which is embedded in the program. Three levels of language study (1st, 2nd, and 3rd-year Japanese) will be offered for 4 credits each during the fall and winter quarters. The language component is offered in the evening.

In fall quarter we will study Japan up to the end of American occupation. We will emphasize cultural legacies of the historical past. In winter quarter, we will examine Japan after 1952. Special emphasis will be placed on the examination of contemporary Japanese popular culture and its influence on globalization. Although this program ends officially at the end of winter quarter, students who are interested in experiencing Japan in person can take Japanese language classes in Tokyo through Harumi Moruzzi's Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad in spring quarter.

**Accepts Winter Enrollment with faculty signature.** Admission will be based upon demonstration of familiarity with Japanese history prior to 1952.

**Credits:** 12, 16

**Enrollment:** 22

**Required Fees:** \$15 for museum entrance fees in fall; \$35 for theater tickets in winter.

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

## Justice: A Relationship of Reciprocal Respect

### Fall, Winter and Spring quarters

**Fields of Study:** Native American studies, computer science, cultural studies, history, law and government policy, law and public policy, political science, psychology, sociology and writing

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** education, social sciences, multicultural studies, social work, public administration, human services and the humanities.

**Faculty:** Yvonne Peterson, Raul Nakasone, Bill Arney and David Rutledge

This program is for learners who have a research topic with a major focus on justice and community in mind, as well as for those who would like to learn how to do research in a learner-centered environment. Learners will be exposed to research methods, ethnographic research, interviewing techniques, writing workshops, computer literacy, library workshops, historical and cultural timelines, educational technology, and the educational philosophy that supports this program. The faculty team will offer a special series of workshops to support the particular academic needs of first and second year participants.

Individual research will pay special attention to the relationship of reciprocal respect required in justice themes. Student researchers will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. Research will be concentrated in cultural studies, human resource development, and ethnographic studies to include historical and political implications of encounters, cross-cultural communication, and to definitive themes of justice. We shall explore Native American perspectives and look at issues that are particularly relevant to indigenous people of the Americas.

In this program, learners' individual projects will examine what it means to live in a pluralistic society at the beginning of the 21st century. Through each learner's area of interest, we will look at a variety of cultural and historical perspectives and use them to help address issues connected to the program theme. The faculty are interested in providing an environment of collaboration where faculty and learners will identify topics of mutual interest and act as partners in the exploration of those topics.

Yvonne Peterson will facilitate a joint Theory to Praxis workshop for with students from Laws/Policies of Indian Education and Indian Child Welfare to allow for common conversation, presentations, speakers, community service and outreach to Indian communities, student presentation of academic projects, and to build a shared academic community.

In fall quarter, participants will state research questions. In late fall and winter, individually and in small study groups, learners and faculty will develop the historical background for their chosen questions and do the integrative review of the literature and data collection. Ongoing workshops will allow participants to learn the skills for completing their projects. Late winter and into spring quarter, students will write conclusions, wrap up print/non-print projects, and prepare for a public presentation. The last part of spring will be entirely dedicated to presentations.

In keeping with Evergreen's transfer policy, credit will not be awarded in physical education activities that are not accompanied by an academic component.

**Credits:** 16

**Enrollment:** 78

**Planning Units:** Native American and World Indigenous Peoples; Society, Politics, Behavior and Change



Photo by Katherine B. Turner '09.



---

## Language and the Evolution of Mind

---

### Spring quarter

**Fields of Study:** anthropology, biology, consciousness studies, linguistics and philosophy

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** biology, cognitive science, linguistics, philosophy and psychology.

**Faculty:** Kevin Francis, David Paulsen and Rachel Hastings

What does our ability to speak and understand language reveal about the human mind? How much of our knowledge of language can be attributed to an innate language capacity and how much is dependent on individual experience? How are children able to develop a detailed and abstract understanding of their native language at a very young age? And how did human language evolve in the first place? In this program we will study theories of cognition, brain structure, and consciousness as they relate to the complex phenomena of language evolution, acquisition and use.

We will explore diverse kinds of evidence that shed light on the evolution of language, including recent work in evolutionary biology, animal behavior, neurobiology, cognitive neuroscience, and the evolutionary genetics of language. 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 languages. 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 also examine the parallels between human language and communication in other animals. Finally, we will reflect on the strategies adopted by scientists to reconstruct events in the deep past.

Program activities will include seminar, lectures and workshops. We will devote significant time to providing background material in linguistics, evolutionary biology, and cognitive neuroscience that pertains to the evolution of language. We will read scientific and philosophical material that addresses fundamental questions about consciousness, the relationship between mind and brain, and the relation between cognition and the human capacity for language. As part of this program, students should expect to participate actively in seminar, write several essays, and complete a final research project.

**Credits:** 16

**Enrollment:** 72

**Planning Units:** Consciousness Studies; Culture, Text, and Language; and Scientific Inquiry

---

## Laws/Policies of Indian Education and Indian Child Welfare

---

### Fall, Winter and Spring quarters

**Fields of Study:** Native American studies, communications, community studies, cultural studies, education, government, history, law and public policy, sociology and writing

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** social work, K-12 education, tribal administration, social sciences, multicultural studies and human services.

**Faculty:** Yvonne Peterson and Gary Peterson

This program will prepare learners to work effectively in institutions that have historically viewed Indians and their cultures as deficient and tried to force them into the mainstream. Learners will research the laws and policies of Indian Education and Indian Child Welfare from treaty time to present and select a topic for in depth coverage. Learners will learn techniques of “River of Culture Moments” to apply to documentary and interactive timelines. The learner-centered environment will provide an opportunity for students to be exposed to research methods, ethnographic research and interviewing techniques, writing workshops, computer literacy, library workshops, educational technology, and to learn how to develop inquiry-based curriculum.

Individual research projects will pay special attention to “storymaking” by looking at Indian individuals attempting to make a difference in times of political encounters with laws meant to destroy Indian culture. Ethnographic studies will include historical and political implications of encounters, and cross-cultural communication. Learners will explore Native American perspectives and look at issues that are particularly relevant to Indigenous people of the United States.

Learners will meet and learn from Indian educators and social workers, attend thematic conferences on the topic, and may travel to several Indian reservations. They will explore personal culture and identity through writing and recording their own cultural framework. Spring quarter will include an option for an in-program internship.

Transferable cross-cultural and identity skills will be emphasized. Students will examine their own identity, values and life histories as a basis for understanding what they bring to a cross-cultural encounter and how it affects their practice as social workers and educators.

**Credits:** 16

**Enrollment:** 42

**Required Fees:** \$50 per quarter for conference registration (optional).

**Planning Units:** Native American and World Indigenous Peoples; Society, Politics, Behavior and Change



Photo by Carlos Javier Sánchez '97.

---

## Light Step: Sustainable World

---

### Fall, Winter and Spring quarters

**Fields of Study:** anthropology, architecture, consciousness studies, cultural studies, environmental studies, field studies, international studies and sustainability studies

**Class Standing:** Freshmen

**Preparatory for studies and careers in:** sustainable design, anthropology and community development.

**Faculty:** Karen Gaul and Anthony Tindill

The lessons we need for sustainable living already exist among many indigenous, rural and urban peoples around the world. In this program we will explore cultural practices of past cultures in terms of energy use, technological development and subsistence practices to understand how people have lived relatively sustainably in various environments. We will consider the impact of increased technological complexity, resource extraction, production and waste streams of the industrial revolution. We will also investigate ways contemporary cultures around the world are responding by resuming, reclaiming or reinventing low-tech lifeways of the past, or embracing high-tech solutions of the future.

We will read ethnographic accounts of various cultures to understand the sustainability implications of their practices, applying measures of sustainability to consider their "footprint." Students will have the opportunity to conduct their own ethnographic studies. An introduction to ethnographic research methods and an inquiry into critical questions in the field will help equip students to shape their own field research (in local or distant communities).

The program will also offer theoretical perspectives, as well as hands-on projects in sustainable design on different scales. Students will have an opportunity to work with local communities to help meet design needs. For example, students may have an opportunity to help develop an energy expo center or educational center for Growing Places, the teaching and learning farm in Lewis County. Other project possibilities may involve sustainable solutions on campus and in the greater South Sound community. The program may also include experiments in sustainable living on a variety of levels.

Fall quarter will include the beginning of an anthropological journey to study various cultural expressions of sustainable living. We will learn ethnographic methods and begin to set up ethnographic projects exploring examples of sustainable solutions locally and in more distant settings. Basic approaches to sustainable design will be introduced, and projects will be formulated. Winter quarter will include implementation of design projects and community projects, and launching of ethnographic research. Spring quarter will be a period of data analysis in ethnographic projects, and completion of design projects. Throughout the year, students will undertake sustainable living practices, and learn about state and federal policy that can help shape a sustainable future.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$100 per quarter for entrance fees, field trips and supplies.

**Planning Units:** Consciousness Studies; Culture, Text, and Language; Expressive Arts; Environmental Studies; and Sustainability and Justice

---

## Looking at Animals

---

### Spring quarter

**Fields of Study:** media arts, media studies and visual arts

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** visual art, animation, visual studies, media studies and education.

**Faculty:** Ruth Hayes and Susan Aurand

Animal images are the oldest known artworks. From the painted bulls in Lascaux cave to Mickey Mouse, Godzilla, the Republican elephant and the Democratic donkey, images of animals pervade our history and culture. Our relationship to animals as the Other/ Ourselves has been a major preoccupation throughout human history. What do these representations of and relationships with animals tell us about ourselves?

This program is an interdisciplinary study of how we see, understand and represent animals. Through lectures, seminars and common readings, we will examine our relationships to animals as they are portrayed in art, literature and animated film. We will attempt to deconstruct assumptions that underlay how different people and cultures represent animals. We will consider ideas about human nature and the human mind that emerge from the study of animals. We will look at the portrayal of animals throughout art and media history, and we will read texts that take different approaches to representing animals, humans and the relationships between them. Through studio work in drawing, painting and animation we will explore our individual relationships to animals, both real and imagined.

Through program workshops students will develop skills in 2D art (drawing, painting, mixed media) and 2D animation. As a major part of the program, each student will do an individual project that combines studio work with library research, exploring a particular animal or topic within our larger theme.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$200 for arts supplies and entrance fees.

**Planning Units:** Expressive Arts

---

## Looking Backward: America in the Twentieth Century

---

### Fall, Winter and Spring quarters

**Fields of Study:** American studies, economics, history and literature

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** the humanities and social sciences, law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology and teaching.

**Faculty:** David Hitchens

The United States began the 20th century as a second-rate military and naval 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 to explore the physical underpinnings of our place in the universe. Many observers have characterized the 20th century as "America's Century" because, in addition to developing as the mightiest military machine on the face of the earth, the United States also spawned the central phenomenon of "the mass": mass culture, mass media, mass action, massive destruction, massive fortunes—all are 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 the tools of statistics to help us understand the nation and its place in the century. At the same time, 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.

**Credits:** 16

**Enrollment:** 24

**Planning Units:** Society, Politics, Behavior and Change

---

## Marine Life: Marine Organisms and Their Environments

---

### Winter and Spring quarters

**Fields of Study:** environmental studies, field studies and marine science

**Class Standing:** Junior - Senior

**Prerequisites:** At least two quarters of college chemistry with labs, two quarters of college biological sciences with labs, and ability to work easily with numbers and equations.

**Preparatory for studies and careers in:** marine science, environmental science and other life sciences.

**Faculty:** Erik Thuesen

This program focuses on marine organisms, the sea as a habitat, relationships between the organisms and the physical/chemical properties of their environments, and their adaptations to those environments. Students will study marine organisms, elements of biological, chemical and physical oceanography, field sampling methods with associated statistics and laboratory techniques. Throughout the program, students will focus on the identification of marine organisms and aspects of the ecology of selected species. Physiological adaptations to diverse marine environments will be also be emphasized. We will study physical features of marine waters, nutrients, biological productivity and regional topics in marine science. Concepts will be applied via faculty-designed experiments and student-designed research projects. Data analysis will be facilitated through the use of Excel spreadsheets and elementary statistics. Seminars will analyze appropriate primary literature on topics from lectures and research projects.

The faculty will facilitate identification of student research projects, which may range from studies of trace metals in local organisms and sediments to ecological investigations of local estuarine animals. Students will design their research projects during winter quarter and write a research proposal that will undergo class-wide peer review. The research projects will then be carried out during spring quarter. The scientific process is completed when results of the research projects are documented in written papers and students give oral presentations during the last week of spring quarter.

**This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 25

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

---

## Marketing Authenticity: Craft, Commodity and Culture

---

### Spring quarter

**Fields of Study:** cultural studies, economics, literature and visual arts

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** the arts, business, cultural studies, economics and international studies.

**Faculty:** Tom Womeldorf, Alice Nelson and Jean Mandeborg

A tourist travels from the United States to a folk festival in the Andean highlands and decides to buy a tapestry from an indigenous woman. What, exactly, is being bought and sold? From the buyer's perspective, perhaps the object serves as a memento of the trip or offers functionality as décor back home, or perhaps it represents something else: a sense of connection with the "other" a way to "help" a person in need, an "authentic" representation of a seemingly timeless culture. From the seller's perspective, the object may well express a craft tradition, often adapted to the demands of the tourist market, a way to make a living or to serve some other purpose. Whatever the case, both the buyer and the seller are enmeshed in contexts larger than themselves as individuals: cultural belief systems shaping their viewpoints and values (moral, political, and aesthetic), global capitalist pressures, and the legacies of colonialism.

We will explore the intersections of cultural studies, economics, and the arts, focusing on various cases of craft production, their connections to systems of power, and the ways competing notions of "authenticity" are expressed in them. We will examine the factors shaping artistic production in each case: who or what decides the form a given craft may take, its relationship to "tradition" and who profits from its sales. We will look at the larger economic contexts shaping arts and crafts globally, such as the rise of mass-produced craft replicas and the lack of access to alternative forms of development. We will explore the links between craft and story, including the ways that literary and film representations raise pointed questions about cultural expectations and intercultural exchange. During the quarter, we will undertake two or three small projects connecting the theory and practice of aesthetic design to marketing within specific cultural contexts. Ultimately, we will ask: given all the challenges, how might specific groups use art and craftsmanship to improve their own lives?

**Credits:** 16

**Enrollment:** 72

**Required Fees:** \$200 for field trips.

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



---

## Marxist Theory

---

### Spring quarter

**Fields of Study:** history, philosophy, political science and sociology

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** social science and law, and education.

**Faculty:** Lawrence Mosqueda

"I am not a Marxist." -Karl Marx

"The history of all hitherto existing society is the history of class struggles." -Karl Marx

"Sit down and read. Educate yourself for the coming conflicts."  
-Mary Harris (Mother) Jones

If one believes the current mass media, one would believe that Marxism is dead and that the "end of history" is upon us. As Mark Twain is reported to have said upon news accounts of his demise, "The reports of my death are greatly exaggerated." The same, of course, is true for Marxist Theory.

Few Americans have read more than *The Communist Manifesto*, if that. Very few "educated" people have a clear understanding of Marx's concept of alienation, the dialectic, historical materialism, or his analysis of labor or revolutionary change.

In this course we will examine the development of Marx's thought and Marxist Theory. We will read and discuss some of Marx's early and later writings as well as writings of Lenin and others. We will also explore concrete examples of how "dialectics" and "materialism" can be applied to race and gender issues. At the end of the program, students should have a solid foundation for the further study of Marxist analysis.

**Credits:** 16

**Enrollment:** 25

**Planning Units:** Society, Politics, Behavior and Change

---

## Mathematical Systems

---

### Fall, Winter and Spring quarters

**Fields of Study:** mathematics and philosophy of science

**Class Standing:** Junior - Senior

**Prerequisites:** One year of calculus. In some cases, two quarters of calculus may be sufficient; students with only two quarters of calculus experience should contact the faculty at [bwalter@evergreen.edu](mailto:bwalter@evergreen.edu) to discuss their level of readiness for this program.

**Preparatory for studies and careers in:** mathematics, physics, mathematics education, philosophy of mathematics, and history of science.

**Faculty:** Brian Walter and Rachel Hastings

This program is built around intensive study of several fundamental areas of pure mathematics. Covered topics are likely to include Abstract Algebra, Real Analysis, Topology, Set Theory, Combinatorics, and Probability.

The work in this advanced-level mathematics program is likely to differ from students' previous work in mathematics, including calculus, in a number of ways. We will emphasize the careful understanding of the definitions of mathematical terms and the statements and proofs of the theorems that capture the main conceptual landmarks in the areas we study. Hence the largest portion of our work will involve the reading and writing of rigorous proofs in axiomatic systems. These skills are valuable not only for continued study of mathematics but also in many areas of thought in which arguments are set forth

according to strict criteria of logical deduction. Students will gain experience in articulating their evidence for claims and in expressing their ideas with precise and transparent reasoning.

In addition to work in core areas of advanced mathematics, we will devote seminar time to looking at our studies in a broader historical and philosophical context, working toward answers to critical questions such as: Are mathematical systems discovered or created? Do mathematical objects actually exist? How did the current mode of mathematical thinking come to be developed? What is current mathematical practice? What are the connections between mathematics and culture?

This program is designed for students who intend to pursue graduate studies or teach in mathematics and the sciences, as well as for those who want to know more about mathematical thinking.

**Accepts Winter and Spring Enrollment with faculty signature.**

Admission will be based upon evaluation of students' previous experience with upper-division mathematics.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$75 for program retreat in spring.

**Planning Units:** Scientific Inquiry

---

## Matter and Motion

---

### Fall, Winter and Spring quarters

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** chemistry, engineering, mathematics, medical fields, physics and teaching.

**Faculty:** David McAvity and Rebecca Sunderman

Careful observation of the natural world reveals an underlying order, which scientists try to understand and explain through model building and experimentation. Physical scientists seek to reveal the fundamental nature of matter, its composition, and its interactions. This program lays the foundation for doing this work. Students will study a full year of general chemistry, calculus and calculus-based physics through lectures, small group workshops, labs, seminars and field trips. The material will be closely integrated thematically. In fall the focus will be on motion and energetics. In winter we'll explore the interactions of science, technology and society. Spring quarter will further delve into topics in modern physics and mathematical modeling.

**Accepts Winter and Spring Enrollment with faculty signature.**

Winter admission will be based upon one quarter of calculus, college-level physics and general chemistry; spring admission upon two quarters of calculus and college-level physics.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$75 per quarter for museum entrance fees and project supplies in fall/winter; \$65 for conference registration and project supplies in spring.

**Planning Units:** Scientific Inquiry

## Me and the Mirror: Dance and Scenic Design

### Fall, Winter and Spring quarters

**Fields of Study:** dance, music, theater and visual arts

**Class Standing:** Freshmen

**Preparatory for studies and careers in:** dance history, music history, dance production, ballet, choreography, music composition, and costume and set design.

**Faculty:** Gail Tremblay and Kabby Mitchell

This program is designed to give students a foundation in the performing arts with a focus on the relationship between dance, music, and costume and scenic design for dance productions. Performance is a time-based art where the artist uses his or her own body as an instrument to create work. Performers not only use the mirror as a tool to reflect on the visual effects they wish to create, they also use the self to hold a mirror up to nature and culture in order to create experiences for audiences of viewers that allow them to reflect on the human condition. The designer supports this work by creating environments that reinforce the visions of the performers.

Fall quarter, students will study the historical origins of dance, and its connection to music and design. The program will integrate issues of race, culture and gender as part of this study. Students will be able to explore the relationships between music, dance and design in a variety of cultural contexts. They will also begin concentrated study of the historical origins of Neo-Classical ballet,

with particular attention to the productions of Daighilev in Paris. Winter quarter, students will learn about important 20th and 21st Century choreographers including George Balanchine, Alvin Ailey, Jerome Robbins, Martha Graham and Twyla Tharp. Students will work in groups to study dance and choreography, music and music composition, or scenic design to prepare them to create a spring quarter production called, "Theme and Variations." Spring quarter, students will not only work collaboratively on their own dance pieces, music compositions or scenic design projects, they will also have the opportunity to work with and learn from a guest choreographer.

Each quarter, students will study performances and sets documented on film and video and will take field trips to see performances that will support their work. Credits will depend on the nature of each student's work and may include dance history, music history, the history of design for dance productions, dance with a concentration on ballet, choreography, music composition, costume and scenic design.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$75 for performance tickets, a field trip, and performance production costs in fall; \$50 per quarter for performance tickets and performance production costs in winter and spring.

**Planning Units:** Expressive Arts



Photo by Carlos Javier Sánchez '97.

## Media Artists Studio

### Fall, Winter and Spring quarters

**Fields of Study:** media arts, media studies and writing

**Class Standing:** Junior - Senior

**Prerequisites:** In order to be considered, students should have successfully completed Mediaworks (entry-level media studies) or its equivalent (i.e., approximately a year of media skill training, media history and media theory), or another interdisciplinary media program at Evergreen.

**Preparatory for studies and careers in:** media arts and digital communications.

**Faculty:** Laurie Meeker

This is a program for advanced media students who want to continue to build their skills in media arts, history, theory and production with the support of a learning community. The focus is on the development of each student's personal style and creative approach to working with moving images and sound. This program is designed for students who have already developed some expertise in media production, are familiar with media history/theory and wish to do advanced production work that has developed out of previous academic projects or programs. Students who are interested in experimental film and digital video production, documentary, sound design, writing, photography, installation and contemporary media history/theory are invited to join this learning community of media artists.

Experimental media work often requires a period of germination for new ideas, approaches and impulses to emerge. During fall, students will engage in a period of idea development and reflection, including a 2-3 day retreat for concentrated work. Each student or team of students 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. One or two-quarter projects are also possible, but must include research, design, production and editing appropriate to the academic schedule. Students will be required to develop an Independent Study Plan that details the work they will complete each quarter.

Fall quarter will also involve opportunities for students to expand their media skills through workshops, exercises and a collaborative project. A cinematography workshop will be offered for students to further explore and understand light, exposure and image quality in the 16mm format. Audio production workshops will be offered to expand student expertise with sound design and technology. Grant-writing workshops will result in student proposals for individual or collaborative projects. Blog and web design workshops will help students develop skills with new media technologies. Students will also work in teams of 3-4 to develop experimental projects that will enhance their collaborative skills and production experience.

Students will develop two research projects during fall quarter, resulting in presentations for the learning community. Students will 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. Students will also conduct research into new and old media technologies.

During winter quarter, the focus will shift from idea development to the production phase. Students will acquire all their images and production elements 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. 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.

**Accepts Winter and Spring Enrollment with faculty signature (requirements above).**

**Credits:** 16

**Enrollment:** 13

**Required Fees:** \$500 for cinematography supplies and fall retreat.

**Planning Units:** Expressive Arts

## Media Internships

### Fall, Winter and Spring quarters

**Fields of Study:** media arts, media studies and moving image

**Class Standing:** Junior-Senior

**Preparatory for studies or careers in:** media production, professional studio management, and computer applications in media art.

**Faculty:** Peter Randlette and Laurie Meeker

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. All interns will be working in the new Center for Creative and Applied Media, the rebuilt HD video and 5.1 surround audio production studios.

**Faculty Signature:** Contact Peter Randlette for more information and an application at [pbr@evergreen.edu](mailto:pbr@evergreen.edu) or 360-867-6279.

This program does not accept new enrollment in winter or spring.

**Enrollment:** 8

**Credits:** 16

**Planning Units:** Expressive Arts





## Memory Sites, Human Rights: A Digital Archive Project

### Fall and Winter quarters

**Fields of Study:** American studies, law and public policy and philosophy

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** human rights, philosophy, digital humanities, history, museum studies, new media studies, web design and publication, American studies and politics.

**Faculty:** Greg Mullins and Kathleen Eamon

Students in this program will research human rights in Washington state for publication in the program's spring quarter continuation. The Human Rights Digital Archive is a web-based resource that aims to foster education, dialogue and critical debate about human rights. To ensure sophisticated and publishable research, the program will emphasize both the theory and practice of human rights.

Students will collaboratively design and construct this project. To do so they will pool existing talents and skills, and will develop skills as appropriate in web design, graphic design, digital media (photography, video, audio), archival research, collecting oral histories, securing permissions, writing, editing, etc.

The language of human rights evolved internationally, especially in the twentieth century, and part of our work will focus on Washington state as a translocal site, a kind of pivot between national and transnational movements and discourses and the very local level at which humans live and work. Human rights concerns in Washington state history include voting rights, civil rights, labor rights, freedom from discrimination, and many others. Our guiding questions will include: what are the origins of "rights" frameworks? How do they work as law? How do they work as politics? How do they work both internationally and locally?

In order to build an intellectual foundation capable of supporting our research, we will read widely in philosophy and theory. Our concern will be not only liberalism and the political philosophy of rights, but also the philosophy of history, memory and communication. Why and how does the state sponsor historical markers, museums and memory sites? Why and how do non-state actors produce memorial practices and memory sites? How have the Internet and digital technologies changed memorial practices, and memory itself? How do new web-based aesthetic demands shape narratives and images of history and of human rights? How can the study of aesthetics and the philosophy of art advance our critical understanding of our own Digital Archive project? Each of these theoretical questions demands serious attention in its own right, and we will devote a significant portion of our time to serious (and often difficult) texts.

Each quarter, these threads will grow progressively interlaced. Fall quarter we will study both theory and philosophy and pursue an intensive research program to gather sources, evidence, images, etc. in a specific area of human rights concern. Winter quarter we will sharpen the theoretical principles that support our digital memory project, and students will write, edit, revise, scan, Photoshop, and otherwise work on material for the project. This prepares students for a linked spring quarter program that will focus on production.

This program requires enthusiasm for collaborating in groups, the ability to offer and receive critique, a willingness to turn one's research over to others for rewriting, editing and transformation, the flexibility to promote debate about human rights (rather than to grind ideological axes), and devotion to the principle that scholarship can provide public service of enduring value. The theoretical strands of inquiry will likewise require serious dedication. We seek a dedicated cohort who will commit to this project for the academic year.

**This program does not accept new enrollment in winter.**

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$200 per quarter for field trip costs.

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

## Memory Sites, Human Rights: A Digital Archive Production

### Spring quarter

**Fields of Study:** American studies, law and public policy and philosophy

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** human rights, philosophy, digital humanities, history, museum studies, new media studies, web design and publication, American studies and politics.

**Faculty:** Greg Mullins and Kathleen Eamon

Our work will be a continuation of the efforts begun in the program Human Rights, Memory Sites: A Digital Archive Project; we will move our collaborative research into final production. The result will be a human rights resource published on the world wide web.

We aim to create a resource that not only provides information, but also stimulates public education, engagement and debate about both human rights violations and human rights remedies. Previous study of philosophy, the philosophy of art, and the aesthetic conventions and demands of web publishing should stimulate a design and product that is sophisticated, challenging and adequate to the complex task of understanding human rights in Washington state.

Our production team will be drawn primarily from students who enrolled in Human Rights, Memory Sites during fall and winter; new students with select technical production skills may also be accepted into spring quarter.

**Credits:** 16

**Enrollment:** 50

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





## Molecule to Organism

### Fall, Winter and Spring quarters

**Fields of Study:** biochemistry, biology, chemistry, health and physiology

**Class Standing:** Sophomore - Senior

**Prerequisites:** One year of college-level general chemistry and one year of college-level general biology (which should include introductory cell/molecular biology) required. Students who complete strong work in the biology and chemistry components of Foundations of Health Science or Introduction to Natural Science will be prepared to enroll in this program.

**Preparatory for studies and careers in:** biology, chemistry, education, medicine, pharmacy and health science.

**Faculty:** James Neitzel, Michael Paros and Clyde Barlow

This program develops and interrelates concepts in experimental (laboratory) 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 organic chemistry, biochemistry, microbiology, cellular and molecular biology, physiology and genetics in a year-long sequence. The program integrates two themes, one at the cell and organismal 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 molecular 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. Each week students will write papers and maintain laboratory notebooks. All laboratory work and approximately one half of the non-lecture time will be spent working in collaborative problem-solving groups. Spring quarter student-designed research projects are a culmination of all major concepts learned throughout the year.

This is an intensive program. The subjects are complex, and the sophisticated understanding we expect to develop will require devoted attention and many hours of scheduled lab work each week. This program will give students many of the prerequisites needed for health careers in medicine, dentistry, veterinary medicine, naturopathy, optometry and pharmacy. If you intend to pursue a career in an allied health field such as physical therapy, nursing or nutrition, you do not need as many science prerequisites and may want to consider the program Foundations of Health Science instead.

**Credits:** 16

**Enrollment:** 75

**A similar program is expected to be offered in 2012-13**

**Planning Units:** Scientific Inquiry



Students in Molecule to Organism. Photo by Hannah Pietrick '10

## Multicultural Counseling

### Fall, Winter and Spring quarters

**Fields of Study:** health and psychology

**Class Standing:** Senior

**Prerequisites:** 1) at least one quarter of college study in programs covering general principles in critical reasoning and quantitative reasoning evidenced by faculty evaluations or transcripts, and 2) college-level writing and reading proficiency evidenced by faculty evaluations or transcripts.

**Preparatory for studies and careers in:** psychology, health, counseling, social and human services.

**Faculty:** Mukti Khanna

This program will engage in the study of Multicultural Counseling from theory, practice and application. Practice of counseling, applied cultural competency skills and evolving one's skills as a counselor will be developed throughout the yearlong program. Learning goals include acquiring a theoretical and applied understanding of psychological theory and practice from developmental, biological, cultural, emotional and social contextual perspectives. Expressive arts therapy practice and experience will be integrated in the program throughout the year. We will incorporate diverse pedagogical strategies including lecture, discussion, dialogue, seminar, films, videotaping and expressive arts therapy laboratories.

During fall quarter, students will study personality theory and explore the relationship between personality theory and applied counseling skills. In winter, students will explore how research is informing evidence-based practice, as well as study the field of abnormal psychology and its interface with diverse populations. In spring, students will learn ethics in the helping professions. Social justice, multicultural counseling theory, mindfulness-based practice, integrative health and emerging therapy paradigms will be explored throughout the yearlong inquiry.

In both winter and spring quarters, students will be required to complete 6-credit internships in local counseling/mental health settings, providing opportunities to integrate theory and practice.

*"If it is possible to genuinely meet and discover each other as persons, actually to empathize with and understand both the cultural beliefs and political views of each other - then I think the obscured future may be penetrated with some clear rays of light that we may realistically hope for a better world."* Carl Rogers (1902-1987)

**This program does not accept new enrollment in winter and spring.**

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$80 for art supplies; \$120 for a trip to an integrative health center in spring.

**Planning Units:** Society, Politics, Behavior and Change

## Museum or Mausoleum?

### The Framing of Art, Culture and Neuroplasticity

#### Fall, Winter and Spring quarters

**Fields of Study:** Native American studies, anthropology, art history, consciousness studies, cultural & field studies, gender & women's studies, literature, media arts & studies, somatic studies & visual arts

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** art history, art, cultural studies, writing, anthropology, feminist theory and contemplative education.

**Faculty:** Lara Evans and Sarah Williams

What stories do museums tell? What stories do objects embody? And what stories do we, visitors, tell ourselves? How do objects housed in museums affect our sense of self-identity? Is it possible to heal culture and the self through the interactions of narratives and objects? What happens to historical ideas about human consciousness when we explore the mausoleum-like exhibitions of what this consciousness has exhibited as other? What happens to consciousness when it is framed by neuroscience or to the self when it encounters thinking as an evolutionary internalization of movement?

We'll explore the power of narrative objects in a variety of exhibition spaces: museums, galleries, shopping malls, book/web pages. We'll identify curiosities about the relationship between art objects and self-representation, particularly shifts in cultural influences and identities as they relate to shifts between the museological and mausoleum-like aspects of exhibition spaces.

A triptych is a narrative object that uses three pictorial panels to convey movement in time, space, and states of being. A triptych, of sorts, is the focus of fall quarter and the model for winter field studies. Consider our left panel: in the lives and other virtual realities of William Gibson's *Count Zero*, the effects of narrative objects range from creative to preservative to destructive. Equally significant is how these effects are framed in movements between exhibition spaces experienced as "bird-cages of the muses" and those encountered in computer generated Joseph Cornell-like bird boxes. In the center panel is the narrative power of an artwork in Sheri Tepper's science fiction novel, *The Fresco*. Here, alien races experience the consequences when a fresco at the heart of their cultural identity has been violently misinterpreted for a millennium. In the right panel, the shifting movement or adaptability of self called neuroplasticity. Catherine Malabou's analysis of Claude Levi-Strauss' fascination with two sides of masks illustrates her definition of neuroplasticity. We'll read this post-Derridean theory of self and do fieldwork with masks available for viewing in collections in this region.

During winter, we will explore narrative objects and self-representation through fieldwork in museums. Museums can be exhibitions of art, history or science; even zoos and botanical gardens can be considered museums. Students will document their research and compile a multi-media presentation. In studios and workshops students can expect to learn audio recording, digital photography, drawing with color pastels, ethnographic fieldwork, mindfulness practices (yoga, meditation), creative non-fiction writing, blogging and public speaking. Spring quarter will provide the opportunity for more in depth work using the model of student originated study within the learning community. Student work will be divided between independent study and program activities including seminar, artist lectures, writing, mid-quarter and critique and self-assessment.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$100 for museum entrance fees and a field trip to Victoria, BC in fall; \$25 per qtr for museum fees winter/spring.

**Planning Units:** Consciousness Studies; Culture, Text, and Language; and Expressive Arts

---

## Myth and Idea

---

### Fall and Winter quarters

**Fields of Study:** literature, philosophy and writing

**Class Standing:** Freshmen - Sophomore

**Preparatory for studies and careers in:** literature, writing and publishing.

**Faculty:** Leonard Schwartz and Trevor Speller

This two-quarter program will examine the ways in which poetry and music are influenced by philosophy, and the other way around. The concentration is on a poetry devoted to the idea of myth, where myth can transform, or impeach, or pass into hoax; indeed, the subject of literary hoax and its relationship to fiction will be crucial. Some of the pairings of poets and philosophers that might be included are Fenellosa and Pound, Hobbes and Rochester, Locke and Defoe, Coleridge and Schelling, George Eliot and Ludwig Feuerbach, Walter Pater and Wilde and Swinburne, The Black Mountain Poets and Jed Rasula's ideas on Ecopoetics, the Afro-Caribbean poet Kamau Brathwaite's writing and thinking, Schopenhauer, the Symbolists and Richard Wagner, as well as Nietzsche's *The Birth of Tragedy*.

In fall quarter we will embark on a viewing/listening of Wagner's *Ring Cycle*, while winter quarter will feature a study of the Russian Futurists and their influence by, and struggle with, Marxist theory. Theories of myth to be considered include Roland Barthes *Mythologies*, Edward Said's *Orientalism*, Kamau Brathwaite's *Roots*, and Nathaniel Mackey's *Discrepant Engagement*. The program will contain both a critical and creative component, which means we will both study texts and incorporate a poetry writing workshop into the program for those inclined to explore the language of poetry through constraint based writing exercises. There will be frequent guest speakers.

**Credits:** 16

**Enrollment:** 46

---

## Native City: Histories, Policies and Images

---

### Fall, Winter and Spring quarters

**Fields of Study:** Native American studies, community studies, history, literature and political science

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** the humanities, land use planning, government, community development, law, environmental policy, elementary and secondary education and mass media.

**Faculty:** Jennifer Gerend and Kristina Ackley

How have indigenous homelands been eroded by development and how have they endured? In what ways do Native people make urban places their own? Our program will explore the spatial, cultural and political linkages between American cities and Native Americans, considering how place emerges from experiences within power-laden fields of social relations as well as historical memory.

"This city is made of stone, of blood, of fish." So begins Creek poet Joy Harjo's "Anchorage" (2006), a story of urban Indian experiences grounded in deep-rooted connections to the landscape. By writing of Native people and nations persisting and residing in an American city, Harjo contests popular assumptions that tribal life only happens in rural places. Yet urbanized areas rarely developed in an inclusionary way. The eminent urban planner and architect Daniel Burnham (1846-1912) is credited with stating, "Make no little plans, they have no magic to stir men's blood." While frequently attributed as an inspiration for grand city planning, large-scale urban development certainly has a dark side in American history as well. We will consider the perceptions and reality of urban and reservation-based Native life through the lens of history, urban studies, public policy and cultural studies. What roles do reservation lands play today for tribal groups, and where do the majority of Native persons live and work?

During the fall and winter quarters we will examine the forces that formed the cities of Seattle, Chicago and New York – and how Native life changed as a result. Attention will be paid to both immediately apparent and curiously intertwined events and periods in history, such as Native displacement, industrialization, World's Fairs, and arts and culture. Changes in the political life of Native groups will be addressed through a study of legislation and legal cases, evolving revenue streams (such as gaming), land development and conservation, labor issues, and contemporary art. We will question how Native people are portrayed in contemporary museum environments, case studies, texts and other media.

From mid-winter to mid-spring, the program will continue to deepen its exploration of these issues. Students will engage in their own qualitative work by utilizing case study methodology to carry out a project on an urban area of their choice. Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. Students will develop skills as writers and researchers by studying scholarly and imaginative works and by conducting policy research and fieldwork. We will require extensive reading and writing on these topics and students will assist in the facilitation of weekly seminars. Guest presenters, documentary films, museum exhibits, and other field trips will support our analysis throughout the year.

**This program does not accept new enrollment in winter and spring.**

**Credits:** 16

**Enrollment:** 48

**Internship Possibilities:** Winter/Spring only, with faculty approval, as part of research project.

**Planning Units:** Environmental Studies; Native American and World Indigenous Peoples; and Sustainability and Justice

---

## Nature Writing, Environmental History, and Place

---

### Spring quarter

**Fields of Study:** environmental studies, history, natural history and political science

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** social sciences and environmental history, literature, public policy and management.

**Faculty:** Matthew Smith

As we move into the second decade of the 21st century, environmental issues are in the mainstream. Everything from the food we eat to climate change, from the philosophy of nature to the nature of our communities, from economic policy to our understanding of earth and human history, is being rethought. It wasn't always so. Fifty years ago one would search hard to find mention of these issues in the daily press. Thirty years ago, environmental issues were not understood as demanding systemic economic, philosophical, technological and social transformation. Today that has changed. This program examines that change by looking at nature writing, environmental history and the concept of place.

Nature writing deals with the big popular questions such as: what do we mean by nature? How can and should we value nature? How should we organize ourselves in relation to preservation and restoration of the natural world? We will investigate serious, but popular, writers who are using essays and fictions to help shape a broad reflection on humans' place in nature. Such authors as David Quammen, Gary Snyder, Barbara Kingsolver, Michael Pollan, Bill McKibben, Susan Griffin, E.O. Wilson and Wendell Berry have worked hard over the past two decades to fashion popular scientific and ethical arguments in support of an ecological worldview.

Environmental history has established itself as a legitimate piece of the history profession, a significant element in the debate over environmental policy, and a major factor in the simultaneously growing recognition of globalism, regionalism and localism as critical dimensions for understanding environmental phenomena. As environmental history has become more complex, it has challenged history based fundamentally on political units and created a map that provides important underpinning of contemporary popular discussions of place-based work and action, and global concern and policy. We will explore place as a concept that brings together the complexity of the intersection of diverse factors to produce lived experience in human and natural communities.

The program offers opportunities for serious conversation, focused research, and reflection on personal and collective understandings of environmental ethics and action. Each student should anticipate becoming the resident expert in the work of at least one of our authors or one major issue.

**Credits:** 16

**Enrollment:** 25

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

---

## Nature's Prose

---

### Spring quarter

**Fields of Study:** biology, mathematics, philosophy of science, writing and zoology

**Class Standing:** Freshmen

**Preparatory for studies and careers in:** biology, communications and field research.

**Faculty:** Heather Heying

The natural world exists with or without humanity's interpretation of it. As observers and users of symbols, it is easy to mistake ourselves for the creators and masters of what we are trying to explain. In this program, we will learn through direct experience of nature: we will learn to trust our own senses. Knowledge and interpretation will also come through writing about nature, and measuring and analyzing aspects of it. We will spend two weeks of the ten on class field trips, and individuals will develop a sense of place by finding and revisiting the same natural site every week throughout the quarter. We will focus on observation as central to a careful, critical and creative understanding of our world. We will learn the disappearing art of untasking, of clear undivided focus.

Readings will come from science, literature, and the philosophy of science; evolutionary explanations for nature's complexity will be prominent. Students will write every week, both scientific and creative prose. If you are already a skilled writer who loves to write, you will find an outlet here. If you do not enjoy writing, or would like to further develop some basic skills, you will also find this useful, and hopefully pleasant. Similarly, we will do some math in this program. If you find numbers and their manipulation exciting, you will have fun with this. If you are a math-phobe, we will try to reveal some of its beauty and wisdom to you. Words and numbers are symbolic representations of our world; if we do not understand them, they have undue power over us. As we learn to use them as tools that we can master, they allow us to further our own understanding, experience and representation of the world.

**Credits:** 16

**Enrollment:** 23

**Required Fees:** \$250 for field trip costs.

**Planning Units:** Consciousness Studies; Culture, Text, and Language; Environmental Studies; and Scientific Inquiry

---

## Plein Air

---

### Spring quarter

**Fields of Study:** visual arts

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** visual arts.

**Faculty:** Joe Feddersen

Plein Air is an intensive visual arts program concentrating on watercolor painting related to the landscape. This study consists of several parts. In the first half of the quarter, students will learn the basics of watercolor painting processes in studio through assignments to gain proficiency in the media. They will view art works of other artists working in this media through seminars about images, followed by discussion. Students will research and present to the program an artist who works on concepts related to the land. In the second half of the quarter we will paint directly from the landscape to create a body of work.

**Credits:** 16

**Enrollment:** 22

**Planning Units:** Expressive Arts



---

## Political Economy and Social Movements: Local, National and Global Transformations

---

### Fall and Winter quarters

**Fields of Study:** African American studies, American studies, agriculture, community studies, cultural studies, economics, education, gender and women's studies, geography, history, international studies, law and government policy, law and public policy and political science

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** education, labor, community and global justice, social services, history, law, nonprofit work, political economy and informed civic participation.

**Faculty:** Tony Zaragoza and Jeanne Hahn

The world is undergoing profound change at the global, state and local levels. This program will introduce students to the major political-economic concepts and historical developments necessary for a deep and usable understanding of these changes. It is intended to provide a foundation for advanced work in political economy and the social sciences as well as enable students to become effective citizens and social agents. We will examine the historical construction and interrelated nature of the U.S. political economy, including its place in the larger world system and its operation at the local level. We will also consider the role social movements have played and examine possibilities for social justice, self-determination and equality.

The nature, development and concrete workings of modern capitalism will be a major focus. This means our study will draw on a range of social science disciplines, including history, political science, economic history, sociology and cultural studies to develop a multidisciplinary, multilevel understanding of the concepts, historical periods and social movements which will form our curriculum.

In fall, we will study the U.S. political-economic trajectory from the early national period to the current manifestation, neoliberalism. There will be a particular focus on key events, processes and periods such as migrations, social movements, economic crises, privatization, and industrialization, deindustrialization and automation. Throughout we will attempt to include a global and local context. Our studies of transformation will examine the relationship between building movement (ongoing changing conditions) and movement building (responses to these conditions) and constructions of race, class and gender relations in the context of these transformations.

The winter will continue to focus on the interrelationships among the globalization process, the U.S. political economy, and changes at the local level. We will study the causes and consequences of the deepening globalization and technologizing of capital and its effects on daily lives. We will pay attention to the human consequences of imperialist globalization and resistance to it. Beginning in the fall but focused in the winter students will engage in a research project in which they examine the political economy of their own hometowns over the last several decades.

Films will be shown throughout the program. There will be a substantial amount of reading in a variety of genres, which will be discussed in seminars. Workshops and role-playing exercises in economics, globalization, writing and organizing for social change will be used. Students will write a series of analytical essays, and learn about popular education, participatory research, and academic methodologies.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$100 per quarter for field trip costs.

**Planning Units:** Society, Politics, Behavior and Change

---

## Political Economy and Technology: Robots, Racism and Revolution

---

### Spring quarter

**Fields of Study:** African American studies, American studies, agriculture, community studies, cultural studies, economics, history, international studies, philosophy of science, political science and sociology

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** education, labor, community and global justice, social services, history, law, nonprofit work, political economy and informed civic participation.

**Faculty:** Tony Zaragoza

We might think of political economy as the study of who has what, why it's like that, how it came to be that way, and how to change it. At the same time, we might consider technology to be any tool or set of tools a person or group of people devises to solve a particular problem as they define it. With these broad definitions in mind, many questions emerge: Is technology neutral? Who is the economy for? What is the relationship between technology and the economy? What is the relationship between new productive forces and politics? What are the impacts of new practices or ideas on culture and society? Can these be considered technologies? This program is designed to look at these and other related questions.

First, we will develop a working definition of technology. Over the course of the quarter we'll focus on technological development in both the scientific and social sense to further explore the relationship between political economy and technology. One area for our examination will be revolutions in productive technologies, from the agricultural and industrial revolutions to the computer and robotics revolution. Here we will examine early tools leading us up to more recent innovations such as Taylorism, Fordism, mechanization and automation. Another area, perhaps slightly less intuitive, will be the development of ideas such as the social construction of race and the evolution of racism as a technology used as a central tool in the political economic evolution of capitalism. Throughout the quarter an ongoing theme will be how people have reacted to such basic changes in the economic landscape and used technologies to organize to improve their situation or transform the world in which they find themselves.

Students will be expected to write summary-responses for each book and a final synthesis paper toward the end of the quarter. We will also have various small projects and hands-on workshops.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$100 for field trip costs.

**Planning Units:** Society, Politics, Behavior and Change

---

## Politics and The Nature of Leadership

---

### Fall and Winter quarters

**Fields of Study:** American studies, government, leadership studies and political science

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** public administration, public service, non-profit management or political office.

**Faculty:** Amy Gould

Harold Lasswell stated, "politics is about who gets what, when, where, and how." Therefore, we need leaders who can access the underpinnings of politics and the consequences of political ideologies. In the fall, students will learn to be actively engaged in politics by first understanding where politics come from and the myriad of ideologies in practice globally. In the winter, students will focus on how they can hone their own leadership style. We will explore how engagement in politics can test our character regularly. To this end, Bill George stated, "successful leadership takes conscious development and requires being true to your life story."

Throughout both quarters, as members of a learning community and society, we will endeavor to excavate the nature of leadership and the relational space of politics via classic and contemporary readings, guest speakers, seminar, debate, lecture, workshops and local field trips. We will seek to understand the dynamics of politics by applying leadership techniques for decision-making through program analyses, policy briefs, and legislative testimony. We will also pursue an understanding of philosophical foundations of Western political thought, the history of the U.S. Constitution and Constitutions of regional Tribal Nations, and concepts of political "otherness." In this pursuit we will define multiple political ideologies internationally and assess the nexus of leadership and politics. Students will have the opportunity to develop leadership skills of active listening, analytical thinking, scholarly dialog, effective communication, and writing for public administrators.

**Credits:** 16

**Enrollment:** 23

**Planning Units:** Society, Politics, Behavior and Change

---

## Power In American Society

---

### Fall quarter

**Fields of Study:** American studies, history, political science and sociology

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** social sciences, law and education.

**Faculty:** Lawrence Mosqueda

This program focuses on the issue of power in American society. In the analysis we will investigate the nature of economic, political, social, military, ideological and interpersonal power. The interrelationship of these dimensions will be a primary area of study. We will explore these themes through lectures, films, seminars, a journal and short papers.

The analysis will be guided by the following questions, as well as others that may emerge from the discussions: What is meant by the term "power"? Are there different kinds of power and how are they interrelated? Who has power in American society? Who is relatively powerless? Why? How is power accumulated? What resources are involved? How is power utilized and with what impact on various sectors of the population? What characterizes the struggle for power? How does domestic power relate to international power? How is international power used? How are people affected by the current power structure? What responsibilities do citizens have to alter the structure of power? What alternative structures are possible, probable, necessary or desirable?

In this time of war and economic, social and political crisis, a good deal of the program will focus on international relations in a systematic and intellectual manner. This is a serious class for serious people. Please be prepared to work hard and to challenge your and others' previous thinking.

**Credits:** 16

**Enrollment:** 24

**Planning Units:** Society, Politics, Behavior and Change



Photo by Carlos Javier Sánchez '97.

## The Practice of Sustainable Agriculture

### Fall, Winter and Spring quarters

**Fields of Study:** agriculture, biology, botany, ecology, field studies, environmental studies, sustainability studies and zoology

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** farm and garden management, state and county agricultural agencies, and agricultural non-profit organizations.

**Faculty:** Steven Scheuerell and David Muehleisen

This program integrates theoretical knowledge and practical skills of small-scale organic farming in the Pacific Northwest. This program requires a serious commitment from students—we start at 8 AM Monday, Tuesday, Wednesday and Thursday, and all students start farm chores at 7 AM one day per week. Each week of the program there will be eight hours of classroom instruction and twenty hours of practicum work at Evergreen's Organic Farm.

The program's academic classroom portion will cover a variety of topics related to practical farm management and home-scale food production, including techniques in plant propagation of annuals and perennials, entomology and insect pest management, plant pathology and disease management, weed biology and weed management, soil quality and soil nutrient management, crop botany, animal husbandry/physiology, polycultures, integration of crops and livestock, orchard management, weather forecasting, and climatology. As part of their training, students will be required to develop and write a garden or farm management and business plan. On a weekly basis, students can expect to complete seminar readings and reflective writings, work through assigned textbooks, and write technical reports to demonstrate an integration of theoretical concepts and practice gained through the farm practicum.

The academic practicum on Evergreen's organic farm will include hands-on instruction on a range of garden and farm-related topics including greenhouse management and season extension techniques, plant propagation, cultivation of annual and perennial plants, care of laying hens and other livestock, farm-scale composting and vermiculture, seed saving, irrigation systems and water management, mushroom cultivation, record keeping, tool use and care, farm equipment operation and maintenance, and techniques for adding value to farm and garden products. Each quarter we will visit farms that represent the ecological, social and economic diversity of agriculture in the Pacific Northwest. Students will also attend and participate in key sustainable and organic farming conferences within the region. Students will do research and develop practical skills on a personal interest such as permaculture, certified organic market garden production, pasture and livestock production, horticultural therapy, school gardens, homesteading, or developing communal farms/ecovillages. After completing the program, students will have an understanding of a holistic approach to home-scale food production and/or managing a small-scale sustainable farm operation in the Pacific Northwest.

Students in this program will participate in shared seminars with students enrolled in Energy Systems and Climate Change.

**Accepts Winter and Spring Enrollment with faculty signature. Admittance will be based upon available space and evidence of prior student learning and experience. Students should expect to complete significant catch-up reading and assignments prior the start of each quarter. Contact the faculty for additional details.**

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$300 per quarter in fall/winter for field trips to other NW farming regions and farm supplies; \$300 in spring for field trips to other NW farming regions and conference fees.

**A similar program is expected to be offered in 2012-2013**

**Planning Units:** Environmental Studies

## Ready Camera One: We're Live

### Spring quarter

**Fields of Study:** communications, gender and women's studies, media arts and media studies

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** media arts, humanities, social sciences and mass communications.

**Faculty:** Sally Cloninger

This program is designed primarily for students interested in exploring visual literacy, television production, performance and media criticism. Students will be introduced to both media deconstruction and media production skills through a series of lecture/screenings, workshops and design problems that focus primarily on collaborative multi-camera studio production. No prior media production experience is required.

We will take a critical, performative and historical approach as we examine and even emulate the production style and lessons from the early history of 20th century live television. Students will be expected to perform in front of as well as behind the camera and will explore the logistics and aesthetics of multi-camera direction and design. We will investigate the aesthetics and implications of live performance and multi-camera production for new media as well.

This program will also examine the politics of representation, i.e., who gets the camera, who appears on the screen, and who has the power. Therefore, students who choose to enroll should be vitally and sincerely interested in the issues and ideas concerning the representation of gender, race, ethnicity, class and sexual orientation in the media. Activities will include training in the CCAM, a multi-camera TV studio facility, instruction in basic performance and writing for television, and a survey of visual design principles. In addition to a series of studio exercises, students will complete a collaborative final project that combines media analysis, research, performance and production about broadcast content and ideology.

**Credits:** 16

**Enrollment:** 24

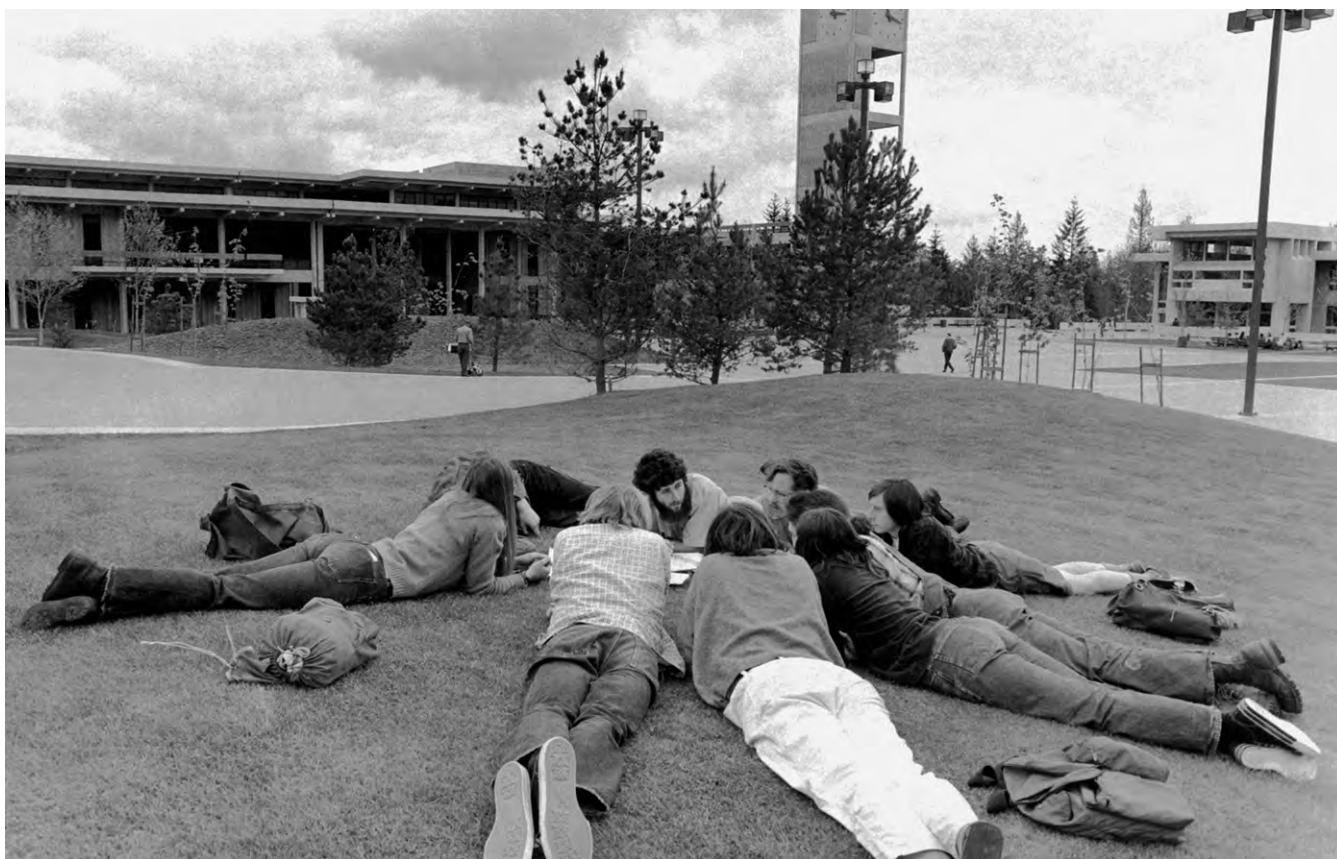
**Required Fees:** \$50 for HD recording media and studio supplies.

**Planning Units:** Expressive Arts



Photo by Hannah Pietrick '10





## Re-Interpreting Liberation: Third World Movements and Migration

### Fall, Winter and Spring quarters

**Fields of Study:** cultural studies, economics, gender and women's studies, history and literature

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** education, international studies, community advocacy and foreign service.

**Faculty:** Therese Saliba, Savvina Chowdhury and Alice Nelson

For centuries, shouts of liberation have echoed through the streets, from Kolkata, India, to Caracas, Venezuela. Today, new movements are afoot, inviting us to re-visit the question, "What does independence mean in the cultural, historical, political and economic context of the global South?" Third World liberation movements that arose in the aftermath of World War II did so not only as organized resistance to colonial forms of oppression and domination, but also as attempts to reconceptualize an alternative, anti-imperial and anti-racist world view. While gaining some measure of political independence, nations such as India, Egypt, Algeria, Mexico and Nicaragua found that they remained enmeshed in neo-colonial relations of exploitation vis-à-vis the former colonial masters. Their post-colonial experience with nation-building bears witness to the actuality that political liberation remains inseparable from economic independence.

Through the disciplinary lenses of literature, cultural studies, political economy and feminist theory, this program will explore how various ideas of liberation (sometimes complementary, sometimes contradictory) have emerged and changed over time, in the contexts of Latin America, the Middle East and the Indian subcontinent. We will explore religious, national, gender, ethnic and cultural

identities that shape narratives of liberation through the discourses of colonialism, neocolonialism, religious traditions and other mythic constructions of the past. We will examine how deep structural inequalities have produced the occupation and partitioning of land, and migrations, both forced and "chosen."

With emphasis on a variety of texts, we will examine the ways in which authors revisit their histories of European and U.S. colonialism and imperialism, question the ways stories have been written, and seek to tell another story, re-interpreting liberation. In fall, we will explore several historical models of liberation and critique dominant representations of Third World nations. We will focus especially on India's path to independence, the Algerian and Cuban revolutions, Egypt/Arab Nationalism, the Chilean Road to Socialism, and connect resistance in Chile under Pinochet to Lebanon in the 1980s. In winter, we will move forward chronologically, and our cases will include: Iran and Nicaragua in the late 1970s and 1980s (with emphasis on theologies of liberation and the Iran-Contra affair), the Palestinian/Israeli conflict, the indigenous, post-nationalist resistance movements in Chiapas and India, the state-led Bolivarian Revolution in Venezuela, the Green Movement in Iran today, and opposition to U.S.-led wars in Afghanistan and Iraq. We will look at feminist involvement in each of these contexts, as well as the role of U.S. foreign and economic policy in suppressing liberatory movements.

In spring quarter, we will focus on migration as a legacy of colonial relations, now reconstituted through neoliberal structural adjustment, combined with heightened militarization and corporate control. We will examine the day-to-day realities of dislocation through the literature of various diasporas, and the quest for community, sovereignty and economic security in the post-9-11 era.

**Credits:** 16

**Enrollment:** 75

**Planning Units:** Culture, Text, and Language; Sustainability and Justice; Society, Politics, Behavior and Change



## Removing Barriers, Bridging Gaps

### Fall, Winter and Spring quarters

**Fields of Study:** communications, community studies, cultural studies, education, law and government policy, law and public policy, leadership studies and media arts

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** community development, organizational development, law and public policy, education, social and human services, public administration, communication and media arts, environmental studies and public health.

**Faculty:** Artee Young, Lin Nelson, Paul McCreary, Tyrus Smith and Gilda Sheppard

This year's program is designed to help students discover new understandings of leadership and the various issues associated with effective leadership. We will focus on individual and community capacity building and the role that humanities, social sciences, mathematics, science, media and technological illiteracies play in informing our understandings of the world around us. A major emphasis of this program will be the examination of internal and external factors that influence one's ability to access, overcome and excel in spite of personal and institutional barriers. The expectation is that students will be able to demonstrate understanding, action and leadership in their areas of interest.

This program takes a holistic approach to systemic change at the community level. For example, one area we will address is that of math, science and writing phobia. Communities need citizens who can advocate for their children, parents who can navigate and understand the law and caregivers and teachers who can assist our youth in understanding subject matter presented to them in the classrooms.

Evergreen students who anticipate careers in education will be provided with a solid grounding in the humanities, science and math. This grounding will allow them to obtain endorsements for further studies in education and prerequisites for graduate school. Students will also have an opportunity to work with an award winning and nationally recognized after school youth program.

During fall quarter, students will study historical notions of leadership, leadership theories, leadership styles and contemporary views of leaders and followers. Students will also focus on their personal experiences and the world around them in order to understand those inner and external factors that have limited or encouraged them to achieve, take on leadership roles and civic engagement.

During winter quarter, based upon work done in the fall, students will identify, develop and explore models of educational leadership that have led to capacity building and systemic change. Students will enhance their knowledge of contemporary leadership theory and work actively toward the application of leadership principles through collaborative research projects.

In spring quarter, students will bridge the gap between theory and practice. To that end, they will utilize a variety of expansive methods, from writing to media, in order to demonstrate and communicate their perceptions and findings to a wider audience. Students will present their collaborative research projects publicly. The information presented will be directed toward benefiting individual and community capacity as well as communicating a wider understanding of their findings to enhance their own lives, the lives of those in their community, and the world that we all share.

**Accepts Winter and Spring Enrollment with formal admission to the Tacoma Program.**

**Credits:** 16

**Enrollment:** 200

**Internship Possibilities:** In spring quarter, with program coordinator and faculty advisor approval.

**A similar program is expected to be offered in 2015-16.**

**Planning Units:** Sustainability and Justice; Society, Politics, Behavior, and Change; and Tacoma Program

## Reservation-Based, Community-Determined Program-Rebuilding Native Nations: Strategies for Governance and Development

### Fall, Winter and Spring quarters

**Fields of Study:** community studies, government, health and leadership studies

**Class Standing:** Junior - Senior

**Prerequisites:** New students must submit an intake interview form signed by the program director or site faculty. No signature is required of students continuing in the program from the previous year, from students who are transferring from the Grays Harbor Bridge Program or from Northwest Indian College with an AA direct transfer degree.

**Preparatory for studies and careers in:** public administration, social sciences, human services, and tribal administration and government.

**Faculty:** Michelle Aguilar-Wells

This program is an upper division (juniors/seniors) program designed for students who have social, cultural or economic ties to tribes. The curriculum is built around three themes that rotate one per year. For 2011-2012 the theme is *Rebuilding Native Nations: Strategies for Governance and Development*. There are five curricular elements of the program: Core Course, Integrated Skills, Strands, Integrated Seminar, and Independent Study.

The Core Course is a 9-credit unit within the program taught at all sites at the same time with the same readings and assignments, but allows for faculty/student innovation and site specification. In fall, the focus is *Tribal Administration*, where students introduced to the major trends and issues in Tribal administration will compare and contrast different approaches to tribal management development and the factors contributing to successful nation building. For winter quarter the core theme is *Building Healthy Communities*, which will focus on the key concepts concerning social change and cultural continuity as it relates to health and human services in Indian communities. For spring quarter the theme is *Profiles in Leadership*, which explores leadership in both mainstream and tribal contexts, examining how political and social forces create leaders and make history. Each core is taught from a tribal perspective in a global community.

Integrated Skills, including critical thinking and analysis, research and writing, public speaking, collaboration, personal authority, and indigenous knowledge, are taught across the curriculum, integrated into all teaching and learning at the sites and at Saturday classes. Strands, another element, are 2-credit courses taught on four Saturdays per quarter, which allow for breadth in the program and make it possible to invite professionals and experts in specific fields to offer courses that otherwise might not be available to students in the program. The Integrated Seminar held on the same four Saturdays as the Strands is called *Battlegrounds*, and is a 1-credit workshop generally built around native case studies. The program also includes student initiated work through independent study and a literature requirement for graduation.

**Accepts Winter and Spring Enrollment with formal admission into the RBCD program.**

**Credits:** 12

**Enrollment:** 60

**Planning Units:** Native American and World Indigenous Peoples

## Roots of China: Culture, Art and Poetics

### Fall, Winter and Spring quarters

**Fields of Study:** cultural studies, history, language studies, literature, music, study abroad and theater

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** Chinese-American joint ventures, arts-related fields, English teaching in Asia, travel and tourism, and cultural studies.

**Faculty:** Andrew Buchman, Rose Jang and Zhang Er (Li)

In this study abroad program, we'll explore Chinese culture back to its metaphorical roots, remote in space and time, yet habitually framed in contemporary China as derived from the common lives of ordinary people. From these roots, it is said, have grown a collective legacy of Chinese arts and poetics, nurtured and cherished through many centuries. Exploring and simultaneously questioning this vision of Chinese culture as a living, growing entity now many centuries old will be our guiding theme, an intellectual touchstone for explorations, inquiries, and reflection. We'll study language, history, poetry, and visual, theatrical and musical art. From ancient to contemporary times, Chinese civilization will be researched, studied and compared with Western cultural frames.

Lectures, readings, seminars and films will guide our journey through Chinese artistic and literary worlds. Workshops on mythology, poetry, folksongs, martial arts, theatrical movement, ritual and secular music, and calligraphy (among other modes of expression) will provide opportunities for studying both theory and practice within these cultural legacies. Chinese language will be taught with the understanding, according to Martin Heidegger, that it is from language that "we receive the soundness of our roots." Students will be placed in two levels, beginning and intermediate, according to their language backgrounds.

There are no prerequisites in performance, arts, Chinese language or aesthetics. Students are expected to write weekly integrative essays, to practice class material at home, and to conduct (with guidance) independent and group research and creative projects.

During fall quarter, we will survey the poetry and art of pre-modern China, from ancient texts and excavated musical instruments to dramatic masterpieces of the Chinese imperial era. The mythological and philosophical subtexts of these works will be introduced. We'll focus on works that continue to be enacted and reinterpreted by contemporary poets, performers and artists. Controversies around competing approaches to the tradition will be examined closely in order to understand their historical and social contexts.

Winter quarter will take us into the modern era. We will study important writers, poets, musicians, performers, visual artists and filmmakers from the late 19th and 20th centuries, including some from the Chinese global diaspora who helped to create and shape a new vision of China as a republic. We will analyze how processes of cultural transformation and modernization within the last century are reflected in departures, in content and form, from classical models and traditions. Students will finish a research paper and teach the rest of the program what they've learned through individual or group presentations.

In spring quarter, we'll get to know some prominent contemporary Chinese artists and literary figures, and explore the blossoming artistic scenes in many Chinese cities. During the second half of the quarter, interested students will have the opportunity to go to Beijing to study Chinese language and culture first-hand. Students who remain on the Evergreen campus will pursue independent projects and (possibly) internships related to Chinese arts and poetics, and will continue to study and meet in seminar together.

**Accepts Winter Enrollment with faculty signature.** Students should expect to complete some makeup work. Contact faculty for more information.



Photo by Carlos Javier Sánchez '97.

**Credits:** 16

**Enrollment:** 69

**Required Fees:** Approximately \$3,000.00 for four week study abroad in China in spring quarter.

**Internship Possibilities:** Spring internships in arts and cultural organizations in the Pacific Northwest are possible by arrangement. A similar program is expected to be offered in 2014-15

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

---

## The Science Behind the Headlines: What's the Truth?

---

### Fall and Winter quarters

**Fields of Study:** biology, chemistry, environmental studies and field studies

**Class Standing:** Freshmen

**Preparatory for studies and careers in:** environmental and laboratory sciences, the liberal arts and education.

**Faculty:** Paula Schofield and Andrew Brabban

Are you curious about the world around you? Would you like to really understand “buzz terms” the media uses such as sustainability, green materials, climate change, the water crisis, the energy debate, genetic engineering, DNA fingerprinting and cloning? How can we believe what we are being told? What is the evidence? How is scientific data actually collected, and what analytical methods and instrumentation are being used? Are the correct conclusions being drawn? As responsible citizens we should know the answers to these questions.

In this two-quarter program we will use various themes to demystify the hype surrounding popular myths, critically examine the data, and use scientific reasoning and experimental design to come to our own conclusions. In fall quarter we will study “water” and “energy” as themes to examine our environment, considering local, nationwide and global water issues. We will also examine current energy use and demand, critically assessing various sources of energy: fossil fuels, nuclear, hydropower, etc. A week-long field trip to Eastern Washington early in fall quarter will enable us to establish our learning community and visit Grand Coulee Dam, the largest hydropower producer in the United States. On this trip we will also learn key field science techniques: how to take measurements in the field, collect samples for laboratory analysis, and identify and precisely determine the concentrations of nutrients and pollutants.

In winter quarter we will use “natural and synthetic materials” as a theme to study petrochemical plastics, biodegradable plastics and other sustainable materials, biomedical polymers, as well as key biological materials such as proteins and DNA. We will carefully examine the properties of these materials in the laboratory and study their role in the real world. “Forensics” will be our final theme, learning techniques such as DNA fingerprinting, blood spatter analysis and ballistics, as well as other modern forensic procedures. We will gather our own data from mock crime scenes to practice these techniques. Winter quarter will culminate in a student-originated and designed research project.

In this field- and lab-based program, scientific analysis—rather than conjecture or gut-feeling—will be the foundation of our work. Throughout our studies we will use and apply state-of-the-art scientific instrumentation. Other class activities will include small group problem-solving workshops, seminars and lectures.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$200 for fall field work and community building trip (optional).

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

---

## Self and Community

---

### Fall, Winter and Spring quarters

**Fields of Study:** psychology, sociology and writing

**Class Standing:** Junior - Senior

**Prerequisites:** Students should self-identify as having strong reading and writing skills.

**Preparatory for studies and careers in:** psychology, sociology, social work and human services.

**Faculty:** Toska Olson and Heesoon Jun

During fall quarter, students will study psychological and sociological perspectives on identity, effective communication, society, social problems and human service work. Students will examine questions such as: where do I fit within my community? How does my society influence me? How can I have a positive impact on my community and society? Students will explore the reciprocal relationship between self and community through program readings, consciousness studies, class activities and fieldwork exercises.

Winter quarter, students will make meaningful service contributions to an organization of their choice by participating in an internship or volunteer work for 30 hours a week, the equivalent of 12 credits. Students serving outside the local area will communicate electronically with the faculty to ask questions and discuss their learning, and students serving locally will meet with faculty and peers every other week for seminar discussions. All students will begin to learn the fundamentals of research during their internship participation.

Students will return to the classroom in spring quarter to reflect on, critically examine and integrate their fall quarter theoretical learning with their winter quarter practical experience. The major project this quarter will be a synthesis paper that details this integration, proposes how to more effectively prepare students for community work and develops effective guidelines for serving the community. In the spring, students may continue their community work for four of the 16 credits. We strongly recommend that students commit to remaining in the program for the entire year.

The major goal of the program is to link theory and practice. Students will have opportunities to understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations. Our studies will encompass lectures, workshops, seminar discussions, reading, writing, research, small group collaboration and student presentations about topics related to self and community. Students who successfully complete this program will gain considerable experience with applied work in the social sciences, non-profit organizations, and human services and with independent scholarly research and writing.

**Credits:** 16

**Enrollment:** 50

**Internship Possibilities:** All students are required to participate in an internship or volunteer work for 12 credits during winter quarter. Students may continue their internship for four of the 16 credits during spring quarter.

**Planning Units:** Consciousness Studies; Culture, Text and Language



## Shakespeare's America

### Fall quarter

**Class Standing:** Junior - Senior

**Prerequisites:** Competence in expository writing. Strongly recommended: College-level study of British or continental literature before 1900 and American history before 1860.

**Preparatory for studies and careers in:** the humanities, law and education.

**Faculty:** David Marr

*To be, or not to be; that is the bare bodkin  
That makes calamity of so long life;  
For who would fardels bear, till Birnam Wood  
do come to Dunsinane...*  
-Mark Twain

William Shakespeare's plays were forms of popular entertainment in nineteenth century America. American audiences—farmers and mechanics no less than Boston Brahmins—knew much Shakespeare by heart. They held theatrical performances to a high standard, and they took great delight in outrageous parodies, such as the passage above from *Adventures of Huckleberry Finn*.

But to his American audiences Shakespeare's power to entertain was inseparable from his power to dramatize vital truths of the human condition. *Their* Shakespeare was, in Herman Melville's memorable phrase, a master of the Great Art of Telling the Truth.

Shakespeare's America takes the Bard's wide (at times wild) popularity in nineteenth century America as one of its three points of departure, the other two being the reflections on Shakespeare by Ralph Waldo Emerson and Herman Melville. Emerson declared that Shakespeare "read the hearts of men and women" like no other poet and was "inconceivably wise," whereas all other great authors were only "conceivably" wise. To Melville, twenty-five years old when he returned from the sea to take up writing as a vocation, Shakespeare became a lifelong source of inspiration because his plays craftily probe "the very axis of reality."

This will be a seminar devoted to the close, analytical reading of Shakespeare's plays and masterpieces of American literature. We will read *Hamlet*, *King Lear*, *Richard III*, *The Merchant of Venice* and *As You Like It*, among other plays. American works will include *Moby-Dick*, essays by Emerson, Hawthorne's *Tales*, and *Adventures of Huckleberry Finn*. Seminar discussions will consider the interplay of form and meaning, figurative language, illusion and truth, varieties of interpretation, and logical uses of textual evidence. The motto of our seminar will be Henry James' advice to young writers: "Try to be one of the people on whom nothing is lost!"

**Credits:** 16

**Enrollment:** 25

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

## The Shape of Things: Geology and Landforms

### Spring quarter

**Fields of Study:** field studies and geology

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** earth science and natural history.

**Faculty:** Kenneth Tabbutt

Over the past 4.6 billion years the physical landscape and internal structure of the Earth has changed due to natural geologic processes that have acted over time; mountain ranges have uplifted and been eroded away, rocks have formed and reformed. In this program, students will be introduced to these dynamic processes as well as the materials that make up the Earth and the depths of geologic time. Instances where society has tried to engineer structures to counteract these natural processes will also be examined. Students will have the opportunity to apply their understanding both in the lab and in the field, as well as to learn the fundamentals of Geographic Information Systems (GIS) and use this tool to assess and display geologic data.

There will be an opportunity for a limited number of students to participate in a 18-day river trip through the Grand Canyon. In order to participate in the Grand Canyon field trip, students must complete an application form that will be available at the beginning of winter quarter. Students that do not participate in the Grand Canyon field trip will have the option to do project work instead.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$1,700 for a two-week Grand Canyon field trip (optional).

**Planning Units:** Environmental Studies



Photo by Carlos Javier Sánchez '97.



---

## Slavic & Celtic Folklore: Heroic, Spiritual, Practical

---

### Spring quarter

**Fields of Study:** anthropology, cultural studies, history, literature, music and theater

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** folklore, anthropology, ethnomusicology, history and literature.

**Faculty:** Sean Williams and Patricia Krafcik

This program will explore the folklore of the Slavic and Celtic peoples from epic times to the present in a cross-cultural study of two of Eurasia's oldest ethnic groups. Both groups are dispersed: the Slavic regions across eastern and southeastern Europe and into Eurasia, and the Celtic regions across the islands and peninsulas of the West. Both are renowned for their abundant folklore traditions, which have deep roots in a remote past and have served as a valuable source of inspiration for writers, composers and dramatists from the 19th century through the present. What characteristics do both traditions share? What distinguishes the two cultural traditions? What essential historical, linguistic and spiritual elements permeate the hearts and minds of local people in these regions? What do their folklore practices reveal?

We begin the quarter with regional epic narratives and explore the histories and belief systems of the two regions. We follow this foundational work with an exploration of folklore practices (customs, rituals, beliefs), examine 19th-century cultural nationalist movements in music and literature, and conclude with how it all plays out in contemporary life, both rural and urban. This program may serve as a springboard for further study of the Celtic and Slavic peoples, of folklore, and of the material elements of culture.

Each week includes lectures, films, seminars, and possible workshops, collaborative presentations, and guest performers or presenters. Students will be expected to write short essays, as requested, and to complete a significant essay at the end of the quarter that examines the role, use and appropriation of folklore materials in a particular Slavic or Celtic region.

**Credits:** 16

**Enrollment:** 48

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

---

## So You Want to be a Psychologist

---

### Spring quarter

**Fields of Study:** psychology

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** psychology, education and social work.

**Faculty:** Carrie Margolin

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, including 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, including 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 an optional field trip.

There's 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 have the option of attending 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 San Francisco (Burlingame), California on April 26-29, 2012.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$311-\$446 (depending upon the type of accommodations students require) for WPA membership/ registration fees and four nights hotel at the convention site.

**Planning Units:** Society, Politics, Behavior and Change



Photo by Hannah Pietrick '10

## Stages of Discovery: Revolutions in Science and Literature

### Fall and Winter quarters

**Fields of Study:** art history, astronomy, history, literature, mathematics, philosophy of science, physics, theater and writing

**Class Standing:** Freshmen

**Preparatory for studies and careers in:** literature, science, education and theater arts.

**Faculty:** Elizabeth Williamson and Krishna Chowdary

Today, few of us know enough basic science to explain everyday phenomena, and art is seen as an institution by and for the elite. Our challenge in the 21st century (and in this program) is to learn to use artistic and scientific tools to make sense of, and figure out how to live better in, our technology-driven world. To accomplish this, our full-time broadly interdisciplinary program will trace parallel developments in literature and science during two important periods in western history: the Renaissance and the early 20th century. Three major questions will structure our inquiry. First, what does studying science and literature reveal about attempts to make sense of the nature of the world and our role in it? Second, how do literature and science connect during these time periods? Finally, how does literature (specifically theater) shape our understanding of scientific discoveries and controversies? We will apply creative, qualitative, and quantitative modes of inquiry across the arts, humanities and sciences to answer these questions.

Our study of the Renaissance will focus on some major revolutionaries, including Galileo and Shakespeare. Galileo's scientific conclusions about the natural world put him in direct conflict with church authorities, while Shakespeare's plays highlighted the

authoritative structures that governed the day-to-day lives of his audience. Both of these figures provide models for articulating critical social commentary even when operating under repressive political regimes.

Our study of the early 20th century will focus on major revolutions in physics and theater. Einstein's relativity changed our understanding of the relationship between space and time, while quantum mechanics required re-examination of matter, energy and certainty. The resulting epistemological shifts challenged the idea that natural phenomena could be studied without taking into account the role of the observer. Alongside these scientific developments, artists transformed the relationship of their work to the "real" world. Brecht, among others, challenged the notion that art should hold "a mirror up to nature," arguing that theater should prompt us to take action rather than merely acclimating us to the way things are.

Weekly activities will include workshops designed to enhance and foster students' communication and analytical skills. Hands-on laboratory exercises will introduce students to classical and modern physics and technology. Lectures and seminars will examine historical, literary, and scientific case studies, encouraging students to think critically about how scientists and artists have intervened in the world. As a culmination of their learning, students will produce their own creative interventions dramatizing a particular scientific controversy. This program will involve 12-14 hours of class time each week, and students should expect to spend at least 25 hours outside of class weekly to be successful.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$50 per quarter for theater tickets.

**Planning Units:** Culture, Text, and Language; Expressive Arts; and Scientific Inquiry

---

## Student Originated Software

---

### Fall, Winter and Spring quarters

**Fields of Study:** computer science and mathematics

**Class Standing:** Sophomore - Senior

**Prerequisites:** Students are expected to have completed Computer Science Foundations or equivalent, including discrete mathematics, computer architecture and one year of computer programming.

**Preparatory for studies and careers in:** computer science, software engineering, and technology use and development in an application area.

**Faculty:** Neal Nelson and Sheryl Shulman

The successful completion of large software systems requires strong technical skills, good design and competent management. Unfortunately, unlike hardware, software systems have proven to be notoriously difficult to build on-time, in-budget, and reliable, despite the best efforts of many very smart people over the last 50 years. This is an upper-division program intended to help students gain the technical knowledge required to understand, analyze, modify and build software in application domains.

We will concentrate on learning the organization and complexity of large software systems that we do understand, and gaining practical experience in order to achieve a deeper understanding of the art, science, collaboration and multi-disciplinary skills required to develop computing solutions in real-world application domains. The technical topics will be selected from data structures, algorithm analysis, operating systems, database systems, object oriented design and analysis, verification techniques and application architectures. The program seminar will focus on various technical topics or the history, ethics or culture of the software industry. Students will have an opportunity to engage in a substantial computing project through all the development phases of proposal, requirements, specification, design and implementation.

This program is for advanced computer science students who satisfy all the prerequisites. We also expect students to have the intellectual maturity and self-motivation to identify their project topics, organize project teams and resources, and complete advanced work independently.

**Accepts Winter Enrollment with faculty signature.** Students must complete a questionnaire and submit examples of their work. The questionnaire will be available from Sherri Shulman's website (<http://grace.evergreen.edu/~sherri>) after spring quarter 2011. For more information, contact Sherri Shulman ([sherri@evergreen.edu](mailto:sherri@evergreen.edu)) or Neal Nelson ([nealn@evergreen.edu](mailto:nealn@evergreen.edu)) or meet them at the fall quarter 2011 academic fair. Qualified students will be admitted on a space-available basis. This program does not accept new enrollment in spring.

**Credits:** 16

**Enrollment:** 20

**Planning Units:** Scientific Inquiry

---

## Student Originated Studies: Botany

---

### Spring quarter

**Fields of Study:** botany, field studies, natural history and sustainability studies

**Standing:** Junior-Senior

**Preparatory for studies or careers in:** field botany, floristics, environmental education and horticulture.

**Faculty:** Frederica Bowcutt

This program offers opportunities for well-prepared students to create their own course of study in botany. In addition, each student will attend weekly meetings including research group meetings, labs, seminars, workshops and/or lectures.

Priority will be given to two types of proposals: group project to create botanical illustrations and herbarium specimens to document the Puget Prairie Flora project; community service work in the Evergreen Teaching Gardens, e.g. to decommission lawns.

While this program is primarily aimed at juniors and seniors, first-year students and sophomores may be admitted if they can demonstrate that they are ready for the work.

**Faculty Signature:** Students must demonstrate preparedness for independent work by submitting: a statement of interest, an outline of proposed work, an explanation of how this program will advance their academic goals, a program evaluation from at least one natural science program, and the name and contact information for at least two faculty members who have direct experience with the student's work. Priority will be given to students who have taken Botany: Plants and People or Citizen Science: Ecoliteracy or the equivalent. Preference will be given to proposals received before the Winter Academic Fair; however, proposals will be considered until the program fills.

**Credits:** 16

**Enrollment:** 25

**Internship Possibilities:** Evergreen Teaching Gardens with faculty approval.

**Planning Units:** Environmental Studies

## Student Originated Studies: Travel-Based Projects

### Fall quarter

**Fields of Study:** consciousness studies, cultural studies, field studies, gender and women's studies, geography, international studies, language studies, queer studies, sociology, theater and writing

**Class Standing:** Sophomore-Senior

**Preparatory for studies or careers in:** the humanities, consciousness studies, cultural studies, arts, social sciences, and the leisure and tourism industry.

**Faculty:** Ariel Goldberger

Travel has been a powerful academic, experiential and research component in the life of many scholars, artists, writers, mystics and scientists. This program seeks self-directed students who desire to benefit from educational travel as part of their learning at Evergreen, and are seriously interested in study-related or research projects involving an individually designed journey or travel.

Individual student projects should involve or prepare for some form of travel for the purpose of learning, research, interdisciplinary studies, writing, volunteering, learning languages, studying historical events at their source, studying spiritual quests, understanding or studying other cultures, learning about a culturally relevant artifact or artistic expression at its source, developing a career in the leisure or tourism industry, or any combination thereof.

Students will spend the first one or two weeks finishing intensive preparatory research on their specific destinations, to acquaint themselves with the historical and cultural context of their destinations, to understand cultural norms, and to study any relevant legal issues. Participants will prepare plans for emergencies or eventualities as well, since students will be responsible for making all necessary arrangements for their travel, room and board, as well as budgeting for individual expenses related to their projects.

Once the initial preparation is completed, participants in the program will embark on their travel-related practicum or project, and report regularly to the faculty using a procedure negotiated in advance. Participants will be required to document their experiences effectively in order to produce a final report. They will return to Olympia by week 10 to present the final report of their experiences and projects to the class at the Olympia campus, unless specifically arranged in advance with the faculty by week two.

Please Note: This program is not a Study Abroad academic offering. Students interested in Study Abroad or who have projects that will take more than a quarter should work on an Independent Learning Contract with Ariel Goldberger separately, or pursue offerings listed in the corresponding section of the catalog.

**Faculty Signature:** Students are invited to prepare a proposal either via email (plain text or PDF format) or using the ILC forms available at [my.evergreen.edu](http://my.evergreen.edu). Students sending their plans via email should include current contact information and phone number. Students opting to use the ILC forms available should identify Ariel Goldberger as the sponsor and use the title of the program as the name. Students may expect a reply within three days; if not, please send an email to Ariel referencing the proposal or contact him in person. Students will receive a signature override after negotiating the terms of their project. Students will be signed in on a rolling basis until the program is filled, so please do not hesitate to send in a proposal as room may still be available!

**Credits:** 16

**Enrollment:** 25

**Planning Units:** Consciousness Studies; Culture, Text, and Language; Expressive Arts; and Society, Politics, Behavior, and Change



Photo by Hannah Pietrick '10

## Studio Projects: Painting

### Winter quarter

**Fields of Study:** aesthetics, art history and visual arts

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** painting, color theory and design, art history, and aesthetics and criticism.

**Faculty:** Susan Aurand

This program will focus intensively on the development of studio skills and methods in painting. It is designed for students who already have a strong work ethic and self-discipline, and who are willing to work long hours in the studio on campus in company with their fellow students. To be successful, students entering the program must have a solid background in representational drawing (including perspective, shading, and preferably some prior experience in figure drawing). Students will have the opportunity to develop technical skills in the use of acrylics and oils and to learn about the history of painting, with emphasis on 20th century painting.

Students will address weekly studio projects in class designed to improve their understanding of color, composition, thematic research and studio methodology. Each student will create a series of paintings on an individual theme over the course of the quarter, and will research topics in art history related to their work in painting.

**Credits:** 16

**Enrollment:** 24

**Planning Units:** Expressive Arts



---

## Taking Things Apart

---

### Fall and Winter quarters

**Fields of Study:** biology, literature, philosophy of science and visual arts

**Class Standing:** Freshmen - Senior

**Prerequisites:** One year of high school biology or chemistry.

**Preparatory for studies and careers in:** biology, visual arts, sciences and the humanities.

**Faculty:** Bob Haft and Donald Morisato

Both science and art take things apart. In some instances—like the evisceration of a frog or an overly-analytical critique of a poem—the process can result in the loss of the vital force. In the best scenario, carefully isolating and understanding individual parts actually reconstitutes the original object of study, bringing appreciation for the whole that is greater than the parts. Sometimes taking things apart results in a paradigm shift: suddenly, the ordinary becomes extraordinary.

In one strand of this program, we will use a biologist's tool kit to explore how living organisms function. We will learn how biology takes apart and studies life in different ways. In fall, we will focus on visual perception, beginning with anatomy, proceeding onto the logic of visual processing, and concluding with an examination of the specialized neurons and molecules involved in phototransduction. In winter quarter, we will play with the idea of mutation, exploring how genetics can be used to dissect complex processes, in addition to providing an entry point for the molecular understanding of inheritance at the level of DNA.

Another strand takes visual art as its point of departure. Here, we will combine what we learn about the anatomy and physiology of the eye with a study of how to use sight to apprehend and appreciate the world around us. We will work with different tools—charcoal pencils and camera, for example—both to take things apart, and to construct new things. During fall quarter, we will learn the basics of drawing. In winter, we will switch to using black-and-white photography as a means of studying life at a more macroscopic level than in the biology lab. Ultimately, our goal here is the same as that of the scientist: to reconstitute and reanimate the world around us.

There are ideas for which literature provides a more sophisticated and satisfying approach than either science or the visual arts. Thus, in a third strand, we will examine how literature depicts and takes apart the emotional and behavioral interactions that we call "love." Authors that we may read include Shakespeare, Stendhal, Henry James, Virginia Woolf, James Baldwin, John Berger, Haruki Murakami and Louise Gluck.

Our goal is to weave these strands together, to produce an understanding about the world that is informed by both cognition and intuition. Throughout our inquiry, we will be investigating the philosophical issue of objectivity. This is a rigorous program that will involve lectures, workshops, seminars, studio art and laboratory science work. Student learning will be assessed by weekly seminar writing assignments, lab reports, art portfolios and exams.

**Accepts Winter Enrollment with faculty signature.** Students should have completed at least one quarter of college biology and must submit a writing sample. Contact faculty for details.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$250 in winter quarter for photography supplies.

**Planning Units:** Expressive Arts and Scientific Inquiry

---

## Technical Writing in the 21st Century

---

### Fall quarter

**Fields of Study:** environmental studies, writing and zoology

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** all careers requiring advanced writing skills.

**Faculty:** Erik Thuesen

In this program, students will develop techniques for communicating in several different genres of technical writing, including technical abstracts, scientific research papers, technical instructions, etc. Students from all branches of the sciences are encouraged to take this program to improve their technical writing skills. We will use several different on-line collaborative formats to carry out our objectives. Work will be submitted and edited on-line. Each student will choose a specific topic to research and read ten documents related to the topic. Based on these readings and other sources, each student will also write a technical background report. Students will receive critique from peers and the faculty member. Students will be responsible for editing and critiquing a specific number of papers written by other students in the program in order to develop their editing skills. Clear deadlines for reading and writing assignments will be established for all students at the start of the program to make it easier to stay on track.

Credit is expected to be awarded in the specific area of research, technical writing, and technical editing.

**Credits:** 16

**Enrollment:** 25

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

## Temperate Rainforests: Ecology & Biogeochemistry

### Fall quarter

**Fields of Study:** biology, chemistry, ecology and geology

**Class Standing:** Junior - Senior

**Prerequisites:** Students must have at least one full year of organismal biology and at least two quarters of chemistry.

**Preparatory for studies and careers in:** forest ecology, chemistry, geology and field research.

**Faculty:** Kenneth Tabbutt and Nalini Nadkarni

Temperate rainforests are poorly understood and highly valued ecosystems of the Pacific Northwest and other coastal landscapes around the world. This type of ecosystem supports complex interactions among constituents of the atmosphere, the forest and the underlying geology. By focusing on the biogeochemistry and nutrient cycling of the forest, we will understand the interplay between the biotic and abiotic components of these ecosystems. We will examine the pools and fluxes of organic and inorganic nutrients as well as the processes that link them.

After an overview of temperate rainforests worldwide, our lectures and field labs will emphasize the temperate rainforests of the Olympic Peninsula, with a three-day field trip at the beginning of the quarter. Students will gain field experience with group independent studies on campus, and will acquire expertise with analytical instrumentation to measure concentrations of nutrients and hydrological characteristics of the forested ecosystem. Weekly seminars will focus on reading and understanding scientific articles from the primary literature. Each student will carry out an independent study project that requires the development of research and quantitative skills. Students will also work in small groups to address integrative aspects of this topic. In addition to understanding the ecological values, we will also investigate some of the economic and aesthetic values of temperate rainforests, and learn how to disseminate information about temperate rainforests to public audiences. Readings and guest lectures will introduce students to temperate rainforests in other parts of the world, and we will draw comparisons to the Olympic rainforest.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$300 for a three-day field trip to the Olympic Natural Resource Center.

**Planning Units:** Environmental Studies



Photo by Carlos Javier Sánchez '97.

## Theater of Business/Business of Theater

### Spring quarter

**Fields of Study:** business and management and theater

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** performing arts, theater, business and management.

**Faculty:** Bill Bruner and Walter Grodzik

Many playwrights have produced works about business — Arthur Miller's *Death of a Salesman*, Eugene O'Neill's *The Iceman Cometh*, Henrik Ibsen's *An Enemy of the People*, and more recently Caryl Churchill's *Serious Money* and Lucy Prebble's *Erron*, are just a few examples. These plays tell us something about business and how business is viewed by playwrights and probably by much of society. At the same time, theater is business; it employs the techniques of business management to raise revenues to support its productions.

This introductory one-quarter program is designed to creatively integrate theater performance and arts management. We will read and perform plays about business and business-related topics. We will examine these plays for what they tell us about business and how they relate to introductory business theories, concepts and practices. The program will include lectures, seminars, reading and analysis, viewing plays and films, writing and performance workshops. Workshops will include the study of theatre games, acting, directing, design, and puppet and shadow theatre.

We will also consider arts management as a means of supporting theater performances. In lectures and workshops we will cover such topics as writing vision and mission statements, setting goals and objectives, organizing, legal forms of organization, governance structures including boards of directors, and preparing budgets for both productions and for the theater organization as a whole. Students will prepare comprehensive management plans for theater companies and select an entire season of plays.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$25 for theatre tickets.

**Planning Units:** Consciousness Studies; Expressive Arts; and Society, Politics, Behavior and Change

---

## Thinking Through Craft: Metal

---

### Fall and Winter quarters

**Fields of Study:** visual arts

**Class Standing:** Sophomore - Senior

**Prerequisites:** Students need to be able to work long hours on physically demanding work in a collaborative studio environment, and be willing to reimagine their approach to art, craft and design.

**Preparatory for studies and careers in:** the arts and humanities.

**Faculty:** Jean Mandeberg

What if we acknowledge the recent historical status of craft as “inferior” to fine art and then seek out the potential of that unique vantage point? What if contemporary craft is used as a subversive strategy to question issues such as function, materiality, skill, and the role of the amateur in our culture? The direction of this program is based on Glenn Adamson’s book of the same title, a text that treats craft as an idea that transcends discipline. Students in this program will be working side by side with woodworkers in the program Thinking Through Craft: Wood. There will be collaborative assignments and joint seminars, as well as separate lectures, studio and design assignments.

What if fine metalworking is seen as a particularly effective way of challenging ideas about such things as personal security, architectural ornamentation and family identity? This program will explore questions and skills through a studio practice in fine metalworking and mixed media. Studio work will focus on the use of non ferrous metals (copper, brass, bronze, sterling silver) as well as a wide variety of mixed materials and found objects, all able to be formed, joined, finished and re-defined using the well equipped fine metals studio facility on campus. The tools, materials and rich history of fine metalworking will provide a backdrop for appreciating this studio practice and moving it forward.

Readings may include: *Thinking Through Craft*, Glenn Adamson; *The Poetics of Space*, Gaston Bachelard; *The Shape of Time: Remarks on the History of Things*, George Kubler; *NeoCraft: Modernity and the Crafts*, Sandra Alfondy.

Many visual artists today are interested in the meaning of workmanship and the physical experience of manipulating and interacting with three-dimensional forms. This program will be an opportunity to participate in the redefinition of craft. Eschewing the well-worn “craft vs. art” arguments, we hope to investigate the potential of craft as a vital subject in contemporary art and design.

**Credits:** 16

**Enrollment:** 18

**Required Fees:** \$50 per quarter for fine metals studio supplies.

**Planning Units:** Expressive Arts

---

## Thinking Through Craft: Wood

---

### Fall and Winter quarters

**Fields of Study:** visual arts

**Class Standing:** Sophomore - Senior

**Prerequisites:** Students need to be able to work long hours on physically demanding work in a collaborative studio environment, and be willing to reimagine their approach to art, craft and design.

**Preparatory for studies and careers in:** arts and humanities, craft studies, woodworking and furniture design.

**Faculty:** Robert Leverich

What if we acknowledge the recent historical status of craft as “inferior” to fine art and then seek out the potential of that unique vantage point? What if contemporary craft is used as a subversive strategy to question issues such as function, materiality, skill, and the role of the amateur in our culture? The direction of this program is based on Glenn Adamson’s book of the same title, a text that treats craft as an idea that transcends discipline. Students in this program will be working side by side with metal workers in the program Thinking Through Craft: Metal. There will be collaborative assignments and joint seminars, as well as separate lectures, studio and design assignments.

Fine woodworking readily addresses issues of function, structure, ornament and comfort, but might be particularly effective at challenging ideas about such things as power and personal space, privileged resources, the uses of discomfort, or the limits of utility. This program will explore questions and skills through a studio practice in fine woodworking and mixed media. Studio work will focus on the use of wood, wood composites and substitutes, as well as a wide variety of mixed and recycled materials and found objects, all able to be formed, joined, finished and re-defined using the well equipped wood studio facility on campus. The tools, materials and rich history of woodworking will provide a backdrop for both appreciating this studio practice and moving it forward.

Readings may include: *Thinking Through Craft*, Glenn Adamson; *The Poetics of Space*, Gaston Bachelard; *The Shape of Time: Remarks on the History of Things*, George Kubler; *NeoCraft: Modernity and the Crafts*, Sandra Alfondy; *The Chair: Rethinking Body, Culture and Design*, Galen Cranz.

Many visual artists today are interested in the meaning of workmanship and the physical experience of manipulating and interacting with three-dimensional forms. This program will be an opportunity to participate in the redefinition of craft. Eschewing the well-worn “craft vs. art” arguments, we hope to investigate the potential of craft as a vital subject in contemporary art and design.

**Credits:** 16

**Enrollment:** 21

**Planning Units:** Expressive Arts



Photo by Carlos Javier Sánchez '97.

## Tropical Rainforests

### Winter quarter

**Fields of Study:** botany, ecology, environmental studies, field studies, international studies, language studies, mathematics, natural history, study abroad and zoology

**Class Standing:** Junior - Senior

**Prerequisites:** Introduction to Environmental Studies or one year of college-level science; Spanish is highly recommended.

**Preparatory for studies and careers in:** environmental studies, ecology, conservation biology, evolutionary biology and Latin American studies.

**Faculty:** John Longino

The tropics are the cradle of the world's biodiversity. This program will focus on Costa Rica, emphasizing biological richness, field ecology, the physical environment, statistical analysis of field data, conservation biology and Latin American culture. The first seven weeks of the program will be held on the Evergreen campus, followed by a three-week field trip to Costa Rica. The on-campus portion will include lectures and labs on global patterns of biological diversity, quantification and analysis of ecological diversity, an overview of major taxa of Neotropical plants, insects and vertebrates, and discussions of the physical environment of tropical regions. This material will be integrated with classes in introductory statistics and conversational Spanish.

During the Costa Rica field trip, we will visit four major field sites, including coastal habitats, tropical dry forest, cloud forest and lowland rain forest. Students will learn about common plants and animals in each area, dominant landforms and ecological processes, conservation issues and current biological research activities. Students will also learn techniques of field research by participating in quantitative field labs, both faculty and student led. In the evenings there will be a series of guest lectures by research scientists. The field trip will require rigorous hiking and backpacking in remote locations.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** Approximately \$2,500 (student fee plus airfare) for three-week study abroad in Costa Rica.

**A similar program is expected to be offered in Winter 2013-2014.**

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



---

## Turning Eastward: Explorations in East/West Psychology

---

### Fall and Winter quarters

**Fields of Study:** consciousness studies, cultural studies, philosophy, psychology and religious studies

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** psychology, counseling, social work, education, Asian-American studies, Asian studies and religious studies.

**Faculty:** Ryo Imamura

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. Western psychology has chosen to analyze the mind as though it were 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 Asia, particularly Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

In 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, in fall 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. In winter, we will then investigate the Eastern study of mind that has developed within spiritual traditions, particularly within the Buddhist tradition. 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 in the future, potentially leading to new perspectives on the whole range of human experience and life concerns.

**Credits:** 16

**Enrollment:** 25

**Planning Units:** Consciousness Studies; Culture, Text, and Language; and Society, Politics, Behavior and Change

---

## Undergraduate Research in Environmental Studies

---

### Fall, Winter and Spring quarters

**Fields of Study:** agriculture, botany, community studies, ecology, environmental studies, geography, geology, health, hydrology, law and government policy, marine science and zoology

**Class Standing:** Junior-Senior

**Preparatory for studies or careers in:** botany, ecology, education, entomology, environmental studies, environmental health, geology, land use planning, marine science, urban agriculture, taxonomy and zoology.

Rigorous quantitative and qualitative research is an important component of academic learning in Environmental Studies. This in-

dependent 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.

**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.

**Martha Henderson** studies rural Western landscapes as processes of geography and anthropology in PNW 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 non-scientists 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.

**Alison Styring** studies birds. She will sponsor research on bird-focused projects or projects incorporating natural history and observational methods. Three areas of special interest are natural history collections, with specimen-based research and collection curating and management; the Evergreen Ecological Observation Network (Eeon) for field projects focusing on wildlife in the Evergreen forest; and restoring monitoring in the Nisqually delta.

**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.

**Planning Units:** Environmental Studies



Photo by Carlos Javier Sánchez '97.

## Undergraduate Research in Scientific Inquiry

### Fall, Winter and Spring quarters

**Fields of Study:** biochemistry, biology, chemistry, computer science, mathematics and physics

**Class Standing:** Sophomore-Senior

Preparatory for studies or careers in: biology, chemistry, physics, computer science, astronomy, and applied mathematics.

**Faculty:** Clyde Barlow, Maria Bastaki, Dharshi Bopegedera, Andrew Brabban, Judith Cushing, Clarissa Dirks, David McAvity, Lydia McKinstry, Donald Morisato, James Neitzel, Neal Nelson, Paula Schofield, Benjamin Simon, Sheryl Shulman, Rebecca Sunderman, EJ Zita

Rigorous quantitative and qualitative research is an important component of academic learning in Scientific Inquiry. This independent learning opportunity allows advanced students to delve into real-world research with faculty who are currently engaged in specific projects. Students typically begin by working in apprenticeship with faculty or laboratory staff and gradually take on more independent projects within the context of the specific research program as they gain experience. Students can develop vital skills in research design, data acquisition and interpretation, written and oral communication, collaboration, and critical thinking that are valuable for pursuing a graduate degree or entering the job market. Faculty offering undergraduate research opportunities are listed below. Contact them directly if you are interested.

**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.

**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.

**Dharshi Bopegedera** (chemistry) would like to engage students in two projects. (1) Quantitative determination of metals in the stalactites formed in aging concrete using ICP-MS. Students who are interested in learning about the ICP-MS technique and using it for quantitative analysis will find this project interesting. (2) Science and Education. We will work with local teachers to develop lab activities that 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) studies microbiology and biotechnology, focusing particularly on bacteriophages as model organisms in molecular genetics, as major players in microbial ecology and as therapeutically important antimicrobials. His research (in collaboration with phage biologist Elizabeth Kutter) 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 targeting human and animal problems. Current projects include the development of phage treatments to control *Escherichia coli* O157:H7 in the guts of livestock and *Pseudomonas aeruginosa* infections of both humans and dogs. Studies of such infections under anaerobic and stationary-phase conditions and in biofilms are under way, as are studies of phage interactions in cocktails and the sequencing/genomics of phages. Students who commit at least a full year to the research

project, enrolling for 4 to 16 credits each quarter, will learn a broad range of microbiology and molecular techniques, with opportunities for internships at the USDA and elsewhere, and to present data at national and international conferences.

**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.

**David McAvity** (mathematics) is interested in problems in mathematical biology associated with population and evolutionary dynamics. Students working with him will 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 (e.g. 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) is 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.

**Jim Neitzel** (biochemistry) uses methods from organic and analytical chemistry to study biologically interesting molecules. A major focus of his current work is on fatty acids; in particular, finding spectroscopic and chromatographic methods to identify fatty acids in complex mixtures and to detect changes that occur in fats during processing or storage. This has relevance both for foods as well as in biodiesel production. The other major area of interest is in plant natural products, such as salicylates. Work is in process screening local plants for the presence of these molecules, which are important plant defense signals. Work is also supported in determining the nutritional value of indigenous plants. Students with a background and interest in organic, analytical, or biochemistry could contribute to this work.

**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** (organic, polymer, materials chemistry) is interested in the interdisciplinary fields of biodegradable plastics and biomedical polymers. Research in the field of biodegradable plastics is becoming increasingly important to replace current petroleum-

derived materials, and to reduce the environmental impact of plastic wastes. Modification of starch through copolymerization and use of bacterial polyesters show promise in this endeavor. Specific projects within biomedical polymers involve the synthesis of poly (lactic acid) copolymers that have potential for use in tissue engineering. Students with a background in chemistry and biology will gain experience in the synthesis and characterization of these novel polymer materials. Students will present their work at American Chemical Society (ACS) conferences.

**Benjamin Simon** (biology) is interested in immunology, bacterial and viral pathogenesis, vaccine development, and gene therapy applications. Recent focus has been on developing novel methods for vaccine delivery and immune enhancement in finfish. Students with a background in biology and chemistry will gain experience in laboratory research methods, including microbiological techniques, tissue culture, and recombinant DNA technology.

**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. Do solar changes affect Earth over decades (e.g. Solar Max) to millennia (e.g. climate changes)? Why does the Sun shine a bit more brightly when it is more magnetically active, even though sunspots are dark? Why does the Sun's magnetic field flip every 11 years? Why is the temperature of the Sun's outer atmosphere millions of degrees higher than that of its surface? We investigate such solar mysteries by analyzing data from solar observatories, and with theory and computer modeling. Students can study solar physics and plasma physics, use simple optical and radio telescopes to observe the Sun from Olympia, and analyze new solar data from telescopes on satellites. Strong research students may be invited to join our summer research team in Olympia and/or Palo Alto, Calif.

**Faculty Signature:** Students should contact the individual faculty member in their area of interest for details on obtaining a signature.

**Credits:** Variable credit options available.

**A similar program is expected to be offered in 2012-13**

**Planning Units:** Scientific Inquiry



## The U.S. and Puerto Rico at the Dawn of the 20th Century

### Fall quarter

**Fields of Study:** cultural studies, economics, history and international studies

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** history, international studies, economics and cultural studies.

**Faculty:** Tom Womeldorff and TBA

The end of the 19th century was a pivotal time in the history of Puerto Rico and the United States. The modern U.S. was born with the conquest of Indian land in the west, the economic colonization of the south, the virtual re-enslavement of southern Blacks, and the emergence of economic giants that would redefine capitalism. The U.S. increasingly turned its attention abroad, building justifications for the annexation of Caribbean islands. Puerto Rico, a Spanish colony, struggled with its own growing pains. The emergent *creole* elite struggled with workers to secure labor in a post-slavery world. Some called for increased autonomy from Spain, others for U.S. annexation. In 1898, as a consequence of the Spanish American War, Spain ceded Puerto Rico to the U.S. as war booty. Puerto Rico continues to this day to be subjected to U.S. control; its political status an unstable form somewhere between independence and statehood.

We will examine the relationship between the U.S. and Puerto Rico that emerged from the Spanish American War to understand an important moment in the history of imperialism in the Western hemisphere. We will examine this moment through diverse cultural perspectives between and within the U.S. and Puerto Rico, and explore how history can be produced through an imperialist lens. We will ask: How did race and racism factor into this relationship, and into the rationalization of empire? In Puerto Rico, did American rule differ from Spanish rule and in what ways? Which economic and political classes benefited and which were decimated by this change in regime? We will primarily examine the period from the emancipation of the slaves (1865 in the US, 1873 in Puerto Rico) to the granting of U.S. citizenship to Puerto Ricans in 1917. We will approach our learning through a variety of modes, including lectures, workshops, group work, and weekly seminars on a variety of related topics.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$150 for a program retreat.

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

## Venezuela: Building Economic and Social Justice

### Fall, Winter and Spring quarters

**Fields of Study:** community studies, economics, media arts, political science and study abroad

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** Latin American studies, community education or organizing, non-governmental or non-profit organization, journalism and media.

**Faculty:** Anne Fischel and Peter Bohmer

Venezuela is spearheading a movement to create alternatives to the neo-liberal model of development and representative democracy championed by the U.S. Venezuela's president, Hugo Chávez, has called for "socialism for the 21st century." This process affects every aspect of Venezuelan life, including health care, education, housing, governance, land ownership and agriculture. Venezuela is exploring alternative economic structures, including worker-owned factories, cooperatives, nationalized industries, and regional economic planning and trade. Calling for a "multi-polar world" Venezuela is also creating new alliances to redistribute global power and influence.

Our program will learn from and about Venezuela's political and economic transformation. Working with perspectives from political economy, community studies and popular education, we will study both national policies and the experiences of ordinary people participating in a popular movement to redistribute power and wealth. We will develop in-depth understanding of efforts to construct a system that meets peoples' needs for food, health, shelter, education, employment and political participation. We will learn about struggles for indigenous rights and racial and gender equality, and consider advantages and contradictions of Venezuela's reliance on oil. Finally, we will study the colonization and neo-colonization of Latin America, and anti-colonial struggles, historically and today.

Possible texts include: *Open Veins of Latin America*, *Changing Venezuela by Taking Power*, *Venezuela Speaks* and *We Make the Road by Walking*. Questions we'll address are: What are the political, economic and environmental implications of Venezuela's model of development? Is it creating popular participation, power and prosperity? Is this model applicable to other nations?

In fall we will study Spanish, political economy of Latin America, and Venezuelan history and politics. We will learn about popular education and collaborative approaches to community work. We will study Venezuela's struggle for political and economic independence, culminating in the election of Hugo Chávez. We will also develop documentation skills using writing, photography and audio recording. Students will choose a research focus—agriculture, education, the economy, culture, cooperatives, media, gender, youth and health are possible areas. Students will practice photography and audio skills by documenting a local organization; this work will be shared with our Venezuelan partners.

We'll travel in winter to the states of Lara or Merida to visit organizations and communities, work with cooperatives, community centers and schools, and live with families. There may be opportunities for language exchange or Spanish instruction. Students who don't travel can rejoin the program in spring. In spring we will return to Evergreen to continue our studies of Venezuela and Spanish and develop educational presentations for the community.

Admission to the winter travel component requires successful completion of all fall quarter work. Students who travel to Venezuela are expected to remain in the program in spring and participate in our collective project of educating our local community.

**This program does not accept new enrollment in winter and spring.**

**Credits:** 16

**Enrollment:** 50

**Special Expenses:** Approximately \$3,600.00 for nine-week study abroad in Venezuela in winter quarter.

**Required Fees:** \$50 for project publication in spring.

**Planning Units:** Expressive Arts; Sustainability and Justice; and Society, Politics, Behavior and Change



---

## Water, Microbes and Energy: Sustainable Solutions

---

### Fall and Winter quarters

**Fields of Study:** biology, environmental studies, physics, sociology and sustainability studies

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** biology, health, civil engineering, mechanical engineering, community service, development studies, and organizational sociology.

**Faculty:** Robert Knapp and Clarissa Dirks

More than two billion people in the world lack access to clean water and sanitation, but each person in the United States uses an average of 80 gallons of clean water daily. Scientific innovations have led to the development of vaccines, yet in developing countries the lack of good refrigeration makes it difficult to deliver heat-intolerant vaccines to many of the people who need them. Clean water and electricity for refrigeration are only two examples of how our societal infrastructure provides U.S. citizens with services that are not available in many other places.

This program will examine the scientific, technical, and political issues behind these problems and explore potential avenues toward a healthier and more sustainable world. To explore these broader themes, we will focus on everyday issues such as drinking water, waste water, infectious disease and household energy. We will investigate the definition of needs, the development of techniques, and the building of effective organizations for spreading information and solutions for topics such as bioremediation, rainwater catchment, vaccine delivery and efficient stoves.

In the fall we will examine several case studies relevant both to western Washington and to other regions of the world, such as sustainable treatment of human waste at a personal level and as a problem of community infrastructure, climate impacts of household energy use for cooking, or equitable mechanisms for distributing vaccines or other measures against infectious disease. We will study techniques and behaviors that work at the individual level, and we will investigate ways that social networks, markets, and private and public organizations allow scaling up from demonstrations to widely effective programs. Students will learn concepts from molecular biology, microbiology, ecology, mechanical and civil engineering, and organizational theory, as well exploring key questions of ethics and values. In the winter, students will continue to build their background knowledge and apply their learning to develop well-researched project plans which can be executed, at least as a proof of principle, within the constraints of our program.

Students will read books and articles, write short papers that reflect on the case studies and academic topics we investigate, take active part in workshops, laboratory sessions and field trips, and acquire presentation skills. Students can expect both individual and collaborative work, including the possibility of significant interaction with local sustainability workers. The winter project will lead up to a presentation to the entire class at the end of the program.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$60 for winter site visits to examples of sustainable solutions.

**Planning Units:** Scientific Inquiry; and Sustainability and Justice

---

## Wisdom of the Body

---

### Spring quarter

**Fields of Study:** business and management, consciousness studies, dance, psychology and somatic studies

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** leadership positions, education, movement and expressive arts.

**Faculty:** Cynthia Kennedy

The body, a vital component in teaching and learning, has often been neglected in higher education. A possible reason for this neglect lies in the enduring influence of the writings of Rene Descartes who, in the 17th century, wrote "I think therefore I am." He stated that each of us has a mental realm within us that is separate from the sensual nature of the body. This separate realm of the mind was seen as "higher" than the faculties of the body.

This way of thinking influences much of education today, as the intellect is seen as the location of rational thought, and therefore, more reliable than the body and its emotions. There is much evidence, however, that Descartes was wrong. This program is devoted to exploring the marriage between the mind and body with an emphasis on the body. We will investigate the central role of the body in many aspects of our lives including decision-making and leadership, creativity, emotional intelligence, health and self-image. Our guiding question will be, "What is the role the body plays in our development as whole human beings?"

The approach to answering this question is enjoyable! Students will have an opportunity to learn in many ways using many modalities and multiple intelligences. We will integrate somatic (body-based) learning practices into our study including weekly yoga and dance workshops (no prior experience necessary). Our inquiry will ask us all to attune ourselves to the wisdom that is available and present in our own body awareness. We will participate in community readings, rigorous writing assignments, and critical study of important texts. In addition to the core work for everyone in the program, students will also design their own learning experiences. These can include field studies, research papers, or exploration of body-based practices.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$95 for field trips and art supplies.

**Planning Units:** Consciousness Studies

---

## Writing American Cultures

---

### Fall, Winter and Spring quarters

**Fields of Study:** American studies, anthropology, community studies, cultural studies, history, literature, sociology and writing

**Class Standing:** Freshmen - Senior

**Preparatory for studies and careers in:** the humanities and social sciences, community service, journalism, law, media and education.

**Faculty:** Samuel Schrager, Chauncey Herbison and Nancy Koppelman

*Here the most agonizing mystery sponsored by the democratic ideal is that of our unity-in-diversity, our oneness-in-manyness.*

These words of Ralph Ellison's are the starting point for our inquiry. We will explore diversity and unity in the US through outstanding narratives by artists and scholars who, like Ellison, capture distinctive characteristics of the hybridity endemic to American experience. Students will use these studies to take their own fresh looks at American life and to become adept practitioners of the writer's craft.

The program involves close reading of literary, historical, and anthropological-sociological texts, and attention to traditions of story, music, film and humor. We will consider a range of group experiences-African American, Asian American, Jewish, working-class, place-based, queer, female, youth, differently-abled, and others. We will focus on understanding dynamics between historical pressures and legacies, and present realities and aspirations. How, we will ask, have race relations, immigrant experiences, and family life both expressed and extended democratic ideals, and both embodied and challenged a wide range of power hierarchies? What are the most compelling stories that this unpredictable culture has produced, and how have they nourished and articulated community? What will be the impact of emergent technologies on the increasingly permeable boundaries between human and machine, "real" and virtual, self and other, particularly for the making of democracy?

Fall and half of winter features intensive practice of writing in non-fiction, imaginative and essay forms. Research methods will also be emphasized: ethnographic fieldwork (ways of listening, looking, and documenting evidence to make truthful stories), and library-based scholarship in history, social science and the arts. From mid-winter to mid-spring, students will undertake a full-time writing and research project on a cultural topic or group in a genre of their choice, locally or elsewhere. These projects are akin to the kinds that students pursue with Individual Learning Contracts; students in Writing American Cultures will undertake them in community, with strong faculty support. The project is an excellent context for senior theses. In the spring, students will polish and present their writing in a professional format. Throughout, dialogue about our common and individual work will be prized.

Fiction writers we may read include Faulkner, Maxine Hong Kingston, Melville, Toni Morrison, Ishmael Reed; essayists Gerald Early, Ralph Waldo Emerson, Albert Murray, Cynthia Ozick, Mark Twain; ethnographers Joan Didion, Zora Neale Hurston, Joseph Mitchell and Ronald Takaki. Films may include *Chinatown*, *Do the Right Thing*, *Duck Soup*, *Gran Torino*, *Lone Star*, *Ride with the Devil* and *Vertigo*. Music may include Louis Armstrong, John Coltrane, Bob Dylan, Hendrix, Billie Holiday, Joplin, and Tupac Shakur. Humor/comedy provided by Lenny Bruce, Margaret Cho, Richard Pryor, and others.

Students who give their time and energies generously will be rewarded by increasing their mastery as writers, critics and students of American culture and society.

**Accepts Winter Enrollment with faculty signature.** Students must interview with faculty, giving evidence of readiness to undertake major writing and a research project. This program does not accept new enrollment in spring.

**Credits:** 16

**Enrollment:** 72

**Required Fees:** \$140 for a four-day field trip in fall.

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

---

## Zinn and the Art of Protest

---

### Fall and Winter quarters

**Fields of Study:** history, law and government policy, law and public policy, political science and writing

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** law, education, public policy, political theory, history, and political science.

**Faculty:** Jose Gomez and Michael Vavrus

Howard Zinn (1922-2010), arguably more ably and comprehensively than any other historian, documented injustice and dissent as defining features of the United States from its founding to the present. His steadfast commitment to democratic values, justice and equality, along with his assurance that "small acts, when multiplied by millions of people, can quietly become a power no government can suppress," have also inspired countless Americans to protest unjust laws, policies and practices.

In this program, we will use Zinn's life and works as a framework to study the centrality of dissent to American democracy and the impact it has had on weaving the nation's social, political and cultural fabric. We will study how ordinary people, from pre-revolutionary America to the present, have stood up to power in order to redeem the Bill of Rights' guarantee of protecting people from the government rather than protecting government from the people.

Along with our study of discrimination based on race, ethnicity, religion, gender, class, age, disability and sexual orientation that continues to defy the constitutional promise of equality, we will examine how political dissent, so essential to correcting these inequalities, has been suppressed and criminalized from the 18th century's odious Sedition Act to the 21st century's reactionary U.S.A. Patriot Act. While there will be no clear demarcation of themes between quarters, events of the 18th and 19th centuries will receive our greatest attention in the fall quarter, and events of the 20th and 21st centuries will receive our closest scrutiny in the winter quarter.

Program activities will include lectures, workshops, films, seminars, guest presentations, and group and individual projects.

**Credits:** 16

**Enrollment:** 50

**Planning Units:** Society, Politics, Behavior and Change

# Graduate Studies

## MASTER OF ENVIRONMENTAL STUDIES (MES)

**Martha Henderson, Director**

The Evergreen State College's Graduate Program on the Environment offers a Master of Environmental Studies (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).

**Gail Wooten, Assistant Director (360) 867-6225 or [wootang@evergreen.edu](mailto:wootang@evergreen.edu)**

## MASTER OF PUBLIC ADMINISTRATION (MPA)

**Lee Lyttle, Director**

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 about the MPA program, please consult the current Master of Public Administration catalog or visit [www.evergreen.edu/mpa](http://www.evergreen.edu/mpa). The Tribal Governance concentration focuses on structures, processes and issues specific to tribal governments. For information about the MPA track in Tribal Governance, visit [www.evergreen.edu/mpa/tribal](http://www.evergreen.edu/mpa/tribal).

**Randee Gibbons, Assistant Director, Public/Nonprofit Administration and Public Policy Concentrations (360) 867-6554 or [gibbonsr@evergreen.edu](mailto:gibbonsr@evergreen.edu)**

### JOINT MES/MPA DEGREE

The Master in Environmental Studies 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.

## TEACHER EDUCATION PROGRAMS (MiT and M.Ed.)

**Sherry Walton, Director**

### MASTER IN TEACHING (MiT)

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).

**Maggie Foran, Admissions and Advising (360) 867-6559 or [foranm@evergreen.edu](mailto:foranm@evergreen.edu)**

### MASTER OF EDUCATION (M.Ed.)

#### Mathematics Education and English Language Learners

The M.Ed. Program is a 40-credit, seven-quarter program intended to allow current K-12 teachers to advance in their abilities and professions by providing a graduate-level theoretical and practical framework to increase their positive impact on student learning.

All candidates will engage in a core coordinated studies curriculum encompassing the needs of diverse learners in multicultural settings, the latest research on how the brain, culture and language development influence learners, and the integration of research and data analysis into teaching practices. Included in the core will be topics such as curriculum theory, best practices, developmentally appropriate curriculum, critical pedagogy, and cultural competence. Current and prospective district-level curriculum supervisors, as well as others involved in education, may also be interested in this advanced degree because of the program's focus on effective, research-based classroom practices.

Along with the completion of the core program of study, candidates will have the opportunity to prepare for an endorsement in the area of English Language Learners and middle-level or secondary Mathematics.

For complete information on admissions requirements and procedures, please visit [www.evergreen.edu/med](http://www.evergreen.edu/med).

**Lynne Adair, Program Coordinator (360) 867-6639 or [adairl@evergreen.edu](mailto:adairl@evergreen.edu)**

# Admissions

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

## ELIGIBILITY FOR ADMISSION

Applicants are initially reviewed based upon academic factors such as grade point average, test scores and course work completed and/or attempted. 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.

Information you provide on your application for admission may support programs for all students. The data collected from responses to the questions in the Family Information and Ethnicity and Race Information sections of the application—such as education level of your parents and your ethnicity/race—may result in additional funding from Washington state and federal government programs to support the educational needs of all Evergreen 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 to October 1**

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

Your application file should have all of the required documents by the latter 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 processing delays and increase the likelihood that your application file will be complete and ready for review in a timely manner.

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 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 of laboratory science are required. One credit (one full year) of algebra-based biology or chemistry or physics should be included in this two year requirement. The second year may be completed in any lab science course that satisfies the high school's graduation requirement in 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 course work 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.

## 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/ews](http://www.evergreen.edu/ews).

### 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 is the central billing office for The Evergreen State College. All students are assigned a billing account to which their tuition, fees, housing and meal plans are charged. This allows a single check (payment) to be submitted for those charges. Evergreen conducts all billing electronically; messages are sent to the student's Evergreen email account when their monthly statements are generated. Students can view the statement by following a link in the email.

Tuition and fees are billed quarterly if students are pre-registered. If students are not registered two-four weeks prior to the beginning of the quarter, their billing statement will not reflect tuition charged for that quarter.

Tuition must be paid by the quarterly deadline (fifth calendar day of each quarter) or a \$50 late payment fee will be charged. Web payment is available for students wishing to pay by MasterCard, Discover or American Express (\$2.75 convenience fee will be charged), or E-Check (at no cost). Checks or money orders mailed in must be received by the deadline; postmarks are not considered. Please do not send cash through the mail; bring cash tuition payments to the Cashier's Office in person.

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 the student. If the student is dependent on someone else for financial support while attending Evergreen, it is the student's responsibility to inform the other party when payments are due. Students can sign a release form in the Student Accounts Office to allow another person to request or review their billing information.

Students registering during week two of the quarter will be charged a \$50 late registration fee. Students registering during or after week three will be charged a \$100 late fee.

## REFUNDS/APEALS

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 2010–11 nine-month academic year.

	RESIDENT	NON-RESIDENT
<b>Tuition and Fees</b>	\$6,108	\$17,235
<b>Books and supplies</b>	972	972
<b>Housing and meals</b>	8,460	8,460
<b>Personal needs</b>	2,040	2,040
<b>Transportation</b>	1,176	1,176
<b>Total</b>	\$18,756	\$29,883

**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 2010–11 academic year. Visit [www.evergreen.edu/tuition](http://www.evergreen.edu/tuition) or call Student Accounts to verify tuition rates at (360) 867-6447.

ENROLLMENT STATUS	QUARTER CREDIT HOURS	RESIDENT TUITION*	NONRESIDENT TUITION*
<b>Full-time Undergraduate</b>	10–18	\$2,036 per quarter	\$5,745 per quarter
	19	\$2,215	\$6,281
	20	\$2,394	\$6,817
<b>Part-time Undergraduate</b>	9 or fewer	\$203.60 per credit; 2 credit minimum	\$574.50 per credit; 2 credit minimum
<b>Full-time Graduate</b>	8 MPA & MES	\$1,924 per quarter	\$5,341.60 per quarter
	16 MIT	\$2,405 per quarter	\$6,677.00 per quarter
<b>Part-time Graduate</b>	9 or fewer**	\$240.50 per credit; 2 credit minimum	\$667.70 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>Admissions Application Fee</b> (nonrefundable)	\$50	<b>Late Registration Fee</b>	2nd week of the quarter	\$50
<b>Mandatory Health Fee</b> (quarterly)	\$66		3rd week of the quarter	\$100
<b>Mandatory Bus Pass</b> (quarterly)	\$1.10 per credit up to \$13.20	<b>ID Card Replacement</b>		\$5
<b>CAB Renovation Fee</b>	\$5.75 per credit		with meal plan	\$25
<b>Clean Energy Fee</b>	\$1 per credit	<b>Graduation Fee</b>		\$25
<b>Late Night Transit Fee</b> (quarterly)	\$3	<b>Undergraduate Tuition Deposit</b> (nonrefundable)		\$50
<b>Returned Check</b>	\$15	<b>Graduate Tuition Deposit</b> (nonrefundable)		\$100
<b>Late Payment Fee</b> (per quarter)	\$50	<b>Transcript, per copy</b>		\$10
<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

	Automobiles / Motorcycles		Automobiles / Motorcycles
<b>Daily</b>	\$2.00	<b>Academic year</b>	\$115 / \$60
<b>Quarterly</b>	\$40 / \$25	<b>Full year</b>	\$120 / \$65



# Registration and Academic Regulations

## NEW AND CONTINUING STUDENT REGISTRATION 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. 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. Late fees begin the second week of the quarter for all transactions.

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 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 [my.evergreen.edu](http://my.evergreen.edu) account. See also Billing and Payment Procedures, page 87.

## 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, course or individual/internship contract (as opposed to changing your credits or dropping). The petition form is available at [www.evergreen.edu/registration](http://www.evergreen.edu/registration).

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 87.)

## 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 87.)

## 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 a continuing student and are not registered in a program or contract by the 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 award credit for duplicate 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:

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

## 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 or submitted, 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 97.)

Credit and evaluations are reported at the end of a program, course or contract. For multi-term programs, credit is reported once the program ends unless you withdraw or change programs. You have 30 calendar days from the time you receive an evaluation to seek an amendment. Aside from corrections, revisions are approved by your faculty.

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 on-line, the entire body of information is mailed. Graduate students who attended Evergreen as undergraduates may request transcripts of only their graduate work. For additional information on ordering your transcript, please see [www.evergreen.edu/transcripts](http://www.evergreen.edu/transcripts).

Evergreen reserves the right to withhold transcripts from students who are in debt to the institution or have holds which prevent the release of a transcript.

### 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 an academic dean. The petition must convince the dean 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 once admitted as a registered 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 noted as upper division by the faculty.
- 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, MED, 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.)

# Faculty

The following is a list of Evergreen's faculty as of summer 2010. 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**, *Public Administration*, 2001; B.A., Human Services, Western Washington University, 1977; M.P.A., University of Arkansas.
- Nancy Anderson**, Public Health, 2008; B.A., Anthropology, Barnard College, 1977; M.D., Columbia University, 1980; M. Public Health, Health Services, University of Washington, 1988.
- Jeff Antonelis-Lapp**, *Environmental Education*, 2001; B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.
- Theresa A. Aragon**, *Management*, 1999; Academic Dean 2006-2010, 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 Tübingen, Germany.
- 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-Quaziana**, *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 Bopegedera**, *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, UC 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, 2004-2010; B.A., English and Humanities, Fort Lewis College, 1979; M.A., English, University of Arizona, 1987; M.F.A., Creative Writing, Goddard College, 1996.
- Bill Bruner**, *Emeritus, 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**, *Emeritus, 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.
- 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.
- Savvina A. Chowdhury**, *Feminist Economics*, 2008; B.A., International Studies, University of Southern Maine, 1995; M.A., Economics, UC Riverside; Ph.D., Economics, University of California, Riverside, 2005.
- 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.
- 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.
- 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.
- Jon S. Davies**, Education (Language Arts), 2008; B.A., English, Oberlin College, 1972; M.A., Physical Education, Oberlin College, 1978; Ed.D., University of San Diego, 1994.
- 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.
- Diego de Acosta**, *Spanish Literature and Language*, 2008; B.A., Sociology and Linguistics, Princeton University, 1998; Ph.D., Linguistics, Cornell University, 2006.
- Clarissa Dirks**, *Biology*, 2006; B.S., Microbiology, Arizona State University, 1994; Ph.D., Molecular and Cellular Biology, University of Wash., 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.
- Rob Esposito**, *Modern Dance*, 2008; Modern Dance Technique, Nikolais/Louis Dance Theatre Lab, 1975; B.F.A., Dance, State University of New York College at Brockport, 1996; M.F.A., Dance, State University of New York College at Brockport, 1998.
- Lara Evans**, Art History, 2005; B.A., Studio Art, Scripps College, 1994; M.A.I.S., Studio Art and Art History, Oregon State University, 1998; Ph.D., Art History, specializing in Native American Art, University of New Mexico, 2005.
- Joe Feddersen**, *Emeritus, 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, 1986 and Ph.D., Communication, 1992, UMass, Amherst.



- 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**, Emeritus, *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, 1989 and Ph.D., Anthropology, 1994, University of Massachusetts.
- Jennifer Gerend**, Land Use Planning, 2008; B.A., Government, German, Smith College, 1998; M.Urban Planning, New York University, 2000.
- 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.
- 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.
- Walter Eugene Grodzik**, Theater, 2002; B.A., Research & 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, 1984, M.S., Geography, 1998 and Ph.D., Geography, 2002, University of Wisconsin.
- 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.
- W. J. (Joye) Hardiman**, Emerita, *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, 1998 and Ph.D., Linguistics, 2004, Cornell University.
- 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; Director of Graduate Program in Environmental Studies, 2009-present; B.S., Social Sciences, Western Oregon State College, 1974; M.S., Geography, Indiana State University, 1978; Ph.D., Geography, Louisiana State, 1988.
- Steven Hendricks**, *Creative Writing*, 2009; B.A., The Evergreen State College, 1997; M.F.A., Writing, The School of the Art Institute of Chicago, 2000.
- Chauncey Herbison**, African American Studies, 2007; B.A., American Studies, East Asian Languages and Cultures, English, 1972 and M.A., American Studies, 1980 and Ph.D., American Studies, 2006, University of Kansas.
- 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.
- David Hitchens**, History, 1970; Campus Adjudicator, 1987-89; B.A., History, 1961 and M.A. History, 1962, University of Wyoming; 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.
- Grace C. Huerta**, *Teacher Education (ESL)*, 2008; B.A., English, University of Southern California, Los Angeles, 1981; M.A., English, University of Southern California, Los Angeles, 1986; Ph.D., Educational Leadership and Policy Studies, Arizona State University, 1994.
- 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.
- 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.
- Cheryl Simrell King**, *Public Administration*, 2000; Director of Graduate Program in Public Administration 2006-2010, 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; Assist. Academic Dean, 1976-79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, U.K., 1968.
- Nancy Koppelman**, *American Studies (2009)*, B.A., The Evergreen State College, 1988; M.A., History, University of Washington, 1992; Ph.D., American Studies, Emory University, 1999.
- Stephanie Kozyck**, 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.
- Ulrike Krotscheck**, *Classical Studies*, 2008; B.A., Art History, Mount Holyoke College, 1997; M.A. Classical & Prehistoric Archaeology, Art History, University of Heidelberg, 2001; Doctoral Studies, Classics & Archaeology, Stanford University, 2008.
- Elizabeth M. Kutter**, Emerita, *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.
- 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; Director of MPA, 2010-present; Dean of Library Services, 2001-2008; 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**, *Emeritus*, *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, 1984 and Ph.D., Mathematics, 1998, University of Illinois at Urbana-Champaign.
- 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 & 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**, *Emerita*, *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.
- Donald Morisato**, *Genetics/Molecular Biology*, 2002; B.A., Biology, 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; Academic Dean 2008-present, 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 & Chemistry, Enrique Guzman y Valle National University of Education, 1968; M.A., Teaching (Physics), Lewis & Clark College, 1973.
- 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, 1974 and M.S., Computer Science, 1976, Washington State University; 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.
- 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, 1965; Commissioned 2<sup>nd</sup> Lt. Signal Corps, U.S. Army, 1966; J.D., UC Los Angeles, 1972.
- 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.
- Sarah Pedersen**, *English Literature and Library Science*; Interim Academic Dean, 2010-present; 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**, *Emeritus*, 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 2002-08; 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, 1993 and Ph.D., 1998, Classical Studies, Indiana University.
- 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, UC San Diego, 1992; Ph.D., Botany & 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. Schrager**, 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 & 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, UC San Diego, 1978.

**Zahid Shariff**, Public Administration, 1991; Director of MPA, 2001-02; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.

**David S. Shaw**, *Entrepreneurship*, 2008; B.A., International Relations, Pomona College, 1981; M.S., Food Science, University of California, Davis, 1987; M. International Management, Thunderbird School of Global Management, 1990; Ph.D., Agricultural Economics, Purdue University, 1996.

**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 & Impact Assessment, Western Washington University, 1994; M.S., Environmental Studies, The Evergreen State College, 1997; Ph.D., Environmental Science & Public Policy, George Mason University, 2001.

**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, 1993 and Ph.D., Art History, 1997, University of Washington.

**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 & Regional Planning, University of Southern California, 1991; Ph.D., Public Administration & Regional Planning, Land Management & 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.

**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; Interim Provost, 2010-2011; Academic Dean 2005-2010; B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, 1987 and Ph.D., Geology, 1990, Dartmouth College.

**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.

**Joseph Tougas**, Philosophy, 2009; B.A., The Evergreen State College, 1984; M.A., Philosophy, University of California, Irvine, 1994; Ph.D., Philosophy, University of California, Irvine, 1998.

**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.

**Zoë L. Van Schyndel**, Finance, 2008; A.S., Massasoit Community College, 1975; B.G.S., Social Administration and Research, University of Massachusetts, Amherst, 1981; M.B.A. Finance and Accounting, Northeastern University, 1983; C.F.A. 1989.

**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, 1975 and Ph.D., Instructional Development and Technology, 1978, Michigan State University.

**Brian L. Walter**, Mathematics, 2002; B.S., Symbolic Systems, Stanford University, 1995; M.A., Mathematics, 1998 and C. Phil., Mathematics, 2001 and Ph.D., Mathematics, 2002, UC Los Angeles.

**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.

**Bret Weinstein**, *Biology*, 2009; B.A. with Honors, Biology, UC Santa Cruz, 1993; Ph.D., Biology, University of Michigan, Ann Arbor, 2009.

**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, 1988 and Ph.D., Geography, 1993, UC Berkeley.

**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, UC 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, UC Santa Cruz, 1991.

**Sean Williams**, *Ethnomusicology*, 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, American Studies, Washington State University, 2007.

**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 2010

**Irene Gonzales**  
Spokane (Co-chair)

**Anne Proffitt '76**  
Freeland (Co-chair)

**Keith Kessler**  
Hoquiam (Vice Chair)

**Carver Gayton**  
Seattle (Secretary)

**Kristin Hayden**  
Seattle

**Denny Heck '73**  
Olympia

**Paul Winters**  
Vancouver

**Nathan Brockett**  
Olympia (Student Trustee)

## ADMINISTRATION

**Thomas L. Purce**  
Ed.D., Idaho State University  
*President*

**Kenneth D. Tabbutt**  
Ph.D., Dartmouth College  
*Interim 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*



Photo by Hannah Pietrick '10



# Public Service Centers

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 "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.



Photo by Carlos Javier Sánchez '97.

# 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

LIB 3500, (360) 867-6296

[www.evergreen.edu/studentaffairs](http://www.evergreen.edu/studentaffairs)

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.

## Academic Advising

LIB Second Floor, (360) 867-6312

[www.evergreen.edu/advising](http://www.evergreen.edu/advising)

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.

## Access Services for Students with Disabilities

LIB Second Floor, (360) 867-6348

TTY: 867-6834

[www.evergreen.edu/access](http://www.evergreen.edu/access)

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.

## Athletics and Recreation

CRC 210, (360) 867-6770

[www.evergreen.edu/athletics](http://www.evergreen.edu/athletics)

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.

## CARE Network

LIB 2706, (360) 867-5291

[www.evergreen.edu/care](http://www.evergreen.edu/care)

The CARE Network, staffed by volunteer faculty, staff, and students, is designed to creatively and constructively assist community members in addressing conflict on campus. We offer relevant training and development; encourages members of the community to discuss issues early and execute strategies for solving problems before they escalate; provides clear, accurate and consistent information about how to address conflicts; and supports those recovering from conflict. Office hours can be found at our website.

## Career Development Center

LIB Second Floor, (360) 867-6193

[www.evergreen.edu/career](http://www.evergreen.edu/career)

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.

## Center for Mediation Services

LIB 2706, (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)

#### QuASR

LIB 2304, (360) 867-5547  
[www.evergreen.edu/mathcenter](http://www.evergreen.edu/mathcenter)

#### Writing Center

LIB 2304, (360) 867-6420  
[www.evergreen.edu/writingcenter](http://www.evergreen.edu/writingcenter)

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.

### Counseling and Health Centers

#### Counseling

SEM I, 4126, (360) 867-6800

#### Health

SEM I, 2110, (360) 867-6200  
[www.evergreen.edu/health](http://www.evergreen.edu/health)

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.

### Financial Aid

LIB First Floor, (360) 867-6205  
 Email: [finaid@evergreen.edu](mailto:finaid@evergreen.edu)  
[www.evergreen.edu/financialaid](http://www.evergreen.edu/financialaid)

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 online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Evergreen must receive your processed FAFSA information on or before March 15 in order for you to receive full consideration for all available campus-based financial aid. Please stop by or contact us anytime with questions regarding your financial aid options.

### First Peoples' Advising Services

LIB Second Floor, (360) 867-6467  
[www.evergreen.edu/multicultural](http://www.evergreen.edu/multicultural)

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.

### Residential and Dining Services

Housing Bldg. A,  
 Room 301, (360) 867-6132  
[www.evergreen.edu/housing](http://www.evergreen.edu/housing)

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.

### KEY Student Support Services

LIB Second Floor, (360) 867-6464  
[www.evergreen.edu/key](http://www.evergreen.edu/key)

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.

### Police Services

SEM I, 2150, (360) 867-6140  
[www.evergreen.edu/policeservices](http://www.evergreen.edu/policeservices)

Evergreen's state-certified officers are committed to positive interactions with students. Police Services offers community-based, service-oriented law enforcement. Officers 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 online.

### Student Activities

(360) 867-6220  
[www.evergreen.edu/activities](http://www.evergreen.edu/activities)

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.

### Student & Academic Support Services

LIB Second Floor, (360) 867-6034  
[www.evergreen.edu/studentervices](http://www.evergreen.edu/studentervices)

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.



# 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).



Photo by Katherine B. Turner '09

**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.



## 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.



## 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.



## 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.



## 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.



## SMOKING

No smoking is allowed inside main campus buildings or near building entrances.

Smoking is prohibited in Residential and Dining Services except in designated outdoor areas. Public smoking areas are designated by staff and will be shared with the community at the beginning of the academic year.

# Index

## A

Academic Advising	104
Academic Standing Policy	96
Access Services for Students with Disabilities	104
Accreditation	3
Ackley, Kristina	64
Administration	101
Aguilar-Wells, Michelle	70
American Families: Historical Perspectives on Close Relationships	33
Animal Morphology Motion and Mind	34
Antonelis-Lapp, Jeff	32, 39
Applied Biology and Chemistry	34
Arney, Bill	53
Arrested Development	35
Arts In New York	35
Athletics and Recreation	104
Atoms, Molecules, & Reactions	36
Atoms, Molecules, & Reactions: Inorganic Chemistry	36
Atoms, Molecules, & Reactions: Quantum Chemistry	37
Atoms, Molecules, & Reactions: Thermodynamics	37
Aurand, Susan	56, 77

## B

Bailey, Marianne	47
Barlow, Clyde	62, 83
Bastaki, Maria	83
Blood & Borders: Tradition & Transformation in Central Europe	38
Board of Trustees	101
Bohmer, Peter	85
Bopegedera, Dharshi	36, 37, 83
Bowcutt, Frederica	39, 76
Brabban, Andrew	34, 72, 83
Bruner, Bill	79
Buchman, Andrew	71
Business, Personal Finance and Statistics	38
Butler, Paul	46

## C

Campus Regulations	108
Career Development Center	104
Center for Mediation Services	104
Chin-Leo, Gerardo	82
Chowdary, Krishna	75
Chowdhury, Savvina	69
Citizen Science: Ecoliteracy	39
Cloninger, Sally	68
Community College Degrees	91
Computer Science Foundations	40
Condensed Curriculum	6
Consciousness: Pathways to the Self	40
Consciousness Studies	10
Cook, Amy	34
Coontz, Stephanie	33
Counseling and Health Centers	105
Credit Limit	95
Culture, Text and Language	12
Cushing, Judith	83

## D

Davis, Stacey	47
Defending Mother Earth: Science Energy & Native Peoples	41
Democracy and Free Speech	42
Dirks, Clarissa	46, 83, 86
Diversity and Community	103
Dobbs, Carolyn	32
Dorman, Peter	35, 48
Drawn from Life: Art for the Uninitiated	42
Drop or Change a Program	94

## E

Eamon, Kathleen	61
Ecological Agriculture: Crop Botany & Plant Genetics	43
Ecological Niche: The Interface of Human & Animal Behavior	43
The Empty Space: Movement Dance and Theatre	44
Energy Systems and Climate Change	45
Environmental Studies	14
Equal Opportunity	3
Equatorial Studies: Sound Science & the Western Imagination	45
Er (Li), Zhang	71
Evans, Lara	63
Evergreen Center for Educational Improvement	102
Evergreen State College Labor Education & Research Center	102
Evergreen Tutoring Center	105
Expectations of an Evergreen graduate	1
Expressive Arts	16

## F

Faculty	97
Feddersen, Joe	65
Field and Laboratory Biology in Southwestern Ecosystems	46
Field Studies in Northwest Environments: Rocks Plants & Forests	46
Financial Aid	105
First Peoples' Advising Services	105
Fischel, Anne	85
Fischer, Dylan	46, 82
Forbidden Metaphors: Rewriting the Real in 20th Century France	47
Foundations of Health Science	48
Francis, Kevin	34, 54
Freeman, George	43

## G

Gaul, Karen	55
Gerend, Jennifer	64
Global Agricultural Crisis: Agroecology & Political Economy	48
Global Business Tools for Sustainable Ventures	49
Goldberger, Ariel	35, 50, 77
Gomez, Jose	42, 87
Gould, Amy	67
Graduate Studies	88
Graduation Requirements	96
Grodzik, Walter	44, 79
Grossman, Zoltan	38



**H**

Haft, Bob	42, 78
Hahn, Jeanne	66
Harrison, Lucia	32
Hastings, Rachel	54, 58
Hayes, Ruth	34, 56
Henderson, Martha	82
Hendricks, Steven	47
Herbison, Chauncey	87
Heying, Heather	45, 65
A History of "Race": Colonial Era to the Obama Presidency	33
Hitchens, David	56

**I**

Imamura, Ryo	82
Individual Study: Interdisciplinary & Consciousness Studies	50
Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad	50
In Our Image	51
Internships	5
In the Presence of Beauty	52

**J**

Jang, Rose	71
Japan Today Japanese History, Literature, Cinema, Culture, Society and Language	52
Jun, Heesoon	72
Justice: A Relationship of Reciprocal Respect	53

**K**

Kennedy, Cynthia	44, 86
KEY Student Support Services	105
Khanna, Mukti	63
Knapp, Robert	52, 86
Koppelman, Nancy	87
Kracik, Patricia	38, 74

**L**

Landram, Glenn	38, 48
Language and the Evolution of Mind	54
Laws/Policies of Indian Education and Indian Child Welfare	54
Learning Resource Center	105
Leverich, Robert	80
Light Step: Sustainable World	55
Longhouse Education and Cultural Center	102
Longino, John	46, 81, 82
Looking at Animals	56
Looking Backward: America in the Twentieth Century	56

**M**

Mandeberg, Jean	57, 80
Margolin, Carrie	74
Marine Life: Marine Organisms and Their Environments	57
Marketing Authenticity: Craft, Commodity and Culture	57
Marr, David	73
Marxist Theory	58
Master in Teaching	88
Master of Education in Curriculum and Instruction	88
Master of Environmental Studies (MES)	88
Master of Public Administration	88
Mathematical Systems	58
Matter and Motion	58
McAvity, David	58, 83
McCarty, Magdalene	88

McCreary, Paul	70
McKinstry, Lydia	48, 83
Me and the Mirror: Dance and Scenic Design	59
Media Artists Studio	60
Media Internships	60
Meeker, Laurie	60
Memory Sites, Human Rights: A Digital Archive Production	61
Memory Sites, Human Rights: A Digital Archive Project	61
Meyer-Knapp, Helena	52
Middendorf, Donald	40
Mission Statement	1
Mitchell, Kabby	59
Molecule to Organism	62
Morisato, Donald	43, 78, 83
Moruzzi, Harumi	50, 52
Mosqueda, Lawrence	58, 67
Muehleisen, David	68
Mullins, Greg	61
Multicultural Counseling	63
Museum or Mausoleum? The Framing of Art Culture and Neuroplasticity	63
Myth and Idea	64

**N**

Nadkarni, Nalini	79, 82
Nakasone, Raul	53
Native American and World Indigenous Peoples Studies	7, 22
Native City: Histories Policies and Images	64
Nature's Prose	65
Nature Writing, Environmental History, and Place	65
Neitzel, James	62, 83
Nelson, Alice	57, 69
Nelson, Lin	70, 82
Nelson, Neal	40, 76, 83
Northwest Indian Applied Research Institute Notification and Deposit	102 89

**P**

Paros, Michael	62
Paulsen, David	54
Peter Randlette	60
Peterson, Gary	54
Peterson, Yvonne	53, 54
Pizarro, Nelson	49
Planning and Curricular Options	4, 33
Plein Air	65
Police Services	105
Political Economy and Social Movements: Local, National and Global Transformations	66
Political Economy & Technology: Robots, Racism, & Revolution	66
Politics and The Nature of Leadership	67
Pougiales, Rita	51
Power In American Society	67
The Practice of Sustainable Agriculture	68
Prior Learning from Experience	5
Programs for Freshmen	8
Public Service At Evergreen	102

**O**

Olson, Toska	72
--------------	----

**Q**

Quantitative and Symbolic Reasoning Center	105
--	-----

**R**

Rains, Frances V.	41
Ready Camera One: We're Live	68
Record Keeping	95
Reece, Andrew	51
Re-Interpreting Liberation: Third World Movements and Migration	69
Removing Barriers Bridging Gaps	70
RBCD Program-Rebuilding Native Nations: Strategies for Governance and Development	70
Residency Status	92
Residential and Dining Services	105
Retention of Records	89
Roots of China: Culture, Art and Poetics	71
Rosemeyer, Martha	43, 48
Rutledge, David	53

**S**

Saliba, Therese	69
Scheuerell, Steven	68
Schofield, Paula	34, 83
Schrager, Samuel	87
Schwartz, Leonard	64
Schyndel, Zoe Van	49
The Science Behind the Headlines: What's the Truth?	72
Scientific Inquiry	18
Self and Community	72
SERVICES AND RESOURCES	104
Setter, Terry	40
Shakespeare's America	73
The Shape of Things: Geology and Landforms	73
Shaw, David	49
Sheppard, Gilda	70
Shulman, Sheryl	40, 76, 83
Simon, Benjamin	48, 83
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	74
Smith, Matthew	65
Smith, Tyrus	70
Smurr, Robert	38
Social Contract	106
Society, Politics, Behavior and Change	20
So You Want to be a Psychologist?	74
Speller, Trevor	64
Stages of Discovery: Revolutions in Science and Literature	75
Stein, Eric	45
Student Activities	105
Student Affairs	104
Student and Academic Support Services	105
Student Conduct Code	106
Student Originated Software	76
Student Originated Studies: Botany	76
Student Originated Studies: Travel-Based Projects	77
Studio Projects: Painting	77
Study Abroad	5
Styring, Alison	43, 82
Summer Quarter	91
Sunderman, Rebecca	41, 58, 83
Sustainability and Justice	6
Sweet, Lisa	51

**T**

Tabbutt, Kenneth	73, 79
Tacoma Program	23
Taking Things Apart	78
Technical Writing in the 21st Century	78
Temperate Rainforests: Ecology & Biogeochemistry	79
Theater of Business/Business of Theater	79
Thinking Through Craft: Metal	80
Thinking Through Craft: Wood	80
Thuesen, Erik	57, 78, 82
Tindill, Anthony	55
To Apply for Admission	89
Transcript Information	89
Transfer Applicants	91
Transfer of Credit	91
Tremblay, Gail	59
Tropical Rainforests	81
Turning Eastward: Explorations in East/West Psychology	82

**U**

Undergraduate Research in Environmental Studies	82
Undergraduate Research in Scientific Inquiry	83
The U.S. and Puerto Rico at the Dawn of the 20th Century	85

**V**

Vavrus, Michael	33, 87
Venezuela: Building Economic and Social Justice	85

**W**

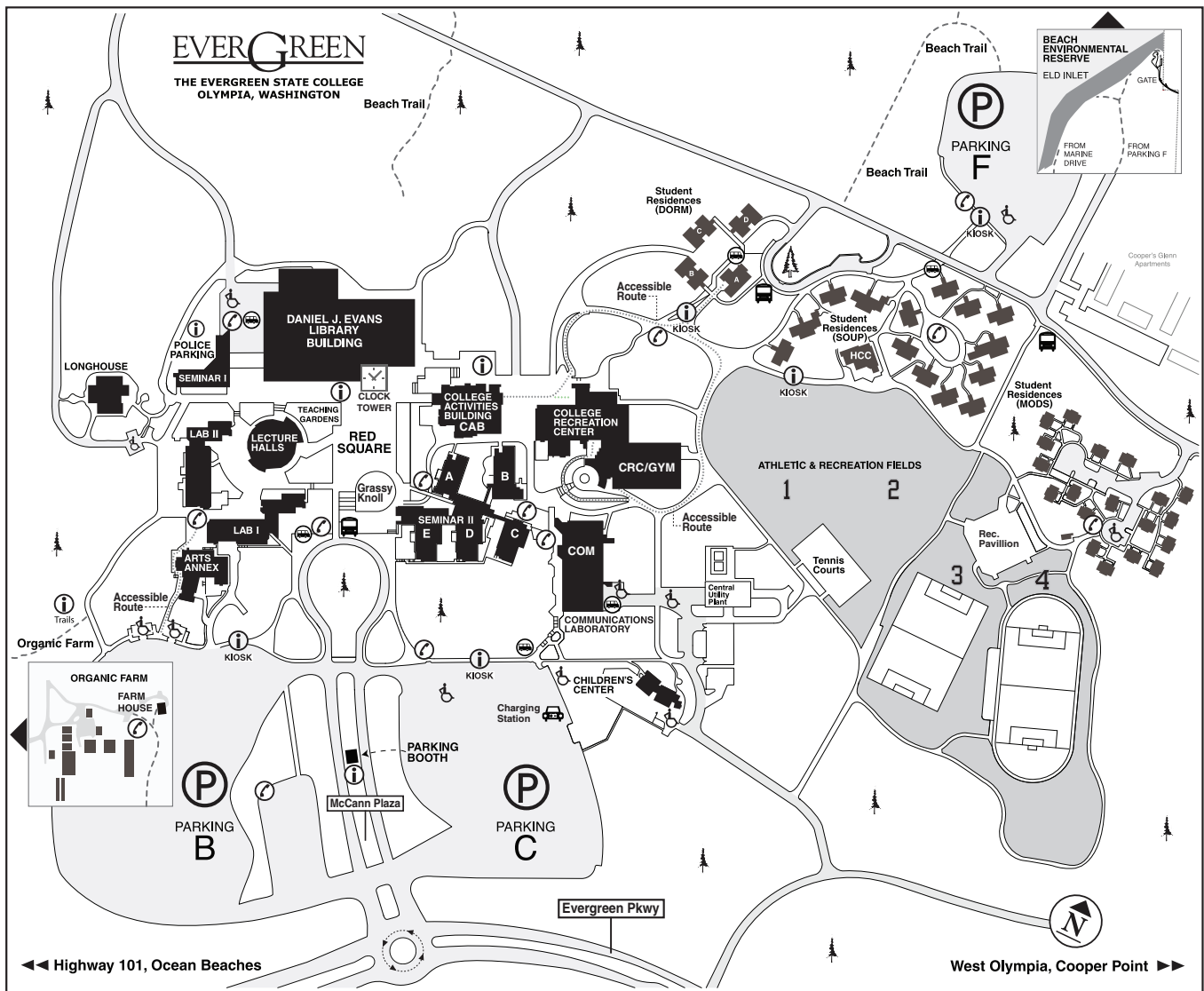
Washington Center for Improving the Quality of Undergraduate Education	102
Washington State Institute for Public Policy	102
Water, Microbes and Energy Sustainable Solutions	86
Williamson, Elizabeth	75
Williams, Sarah	63
Williams, Sean	45, 74
Wisdom of the Body	86
Womeldorff, Tom	57, 85
Writing American Cultures	87
Writing Center	105

**Y**

Young, Artee	70
--------------	----

**Z**

Zaragoza, Tony	66
Zinn and the Art of Protest	87
Zita, EJ	45, 83



-   
 EMERGENCY PHONE
-   
 ACCESSIBLE
-   
 INFORMATION
-   
 FOREST AREAS
-   
 DIAL-A-RIDE
-   
 PUBLIC TRANSPORTATION
-   
 PARKING AREA

**The Evergreen State College Catalog Production Team**

Editing: Ann Mary Quarandillo, Bill Ransom, Katherine Sackmann, Carolyn Shea

Design: Alyssa Parker '06, cover artwork by Steve Davis

Photography: Hannah Pietrick '10 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.





In June 1972, a pioneering group of students became the first to receive an Evergreen degree. The landscape has undergone a great deal of transformation over the years, all in the name of making the Evergreen experience even better. A college that started before there even was a campus, Evergreen embraced innovation 40 years ago, and continues that focus today. Inspiring teachers and learners help you develop ideas that you'll take out into the world. Our anniversary celebration in 2011-12 is as much about the next 40 years as it is about the last. Evergreen has changed thousands of lives. Now's your chance for it to change yours.

Construction 1969

Story House 2009

Students 1974

Conceptual drawing 1969

