

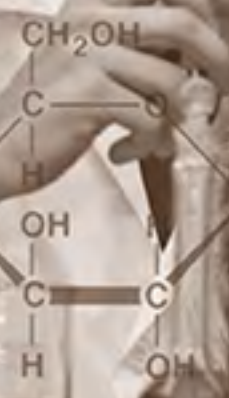
the  
evergreen  
state  
college

2012  
2013

ACADEMIC CATALOG



Separation  
I WANT YOU  
FOR I



# Our Mission Statement

Adopted by the Evergreen faculty 4/28/11

As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Our academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.



## 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.





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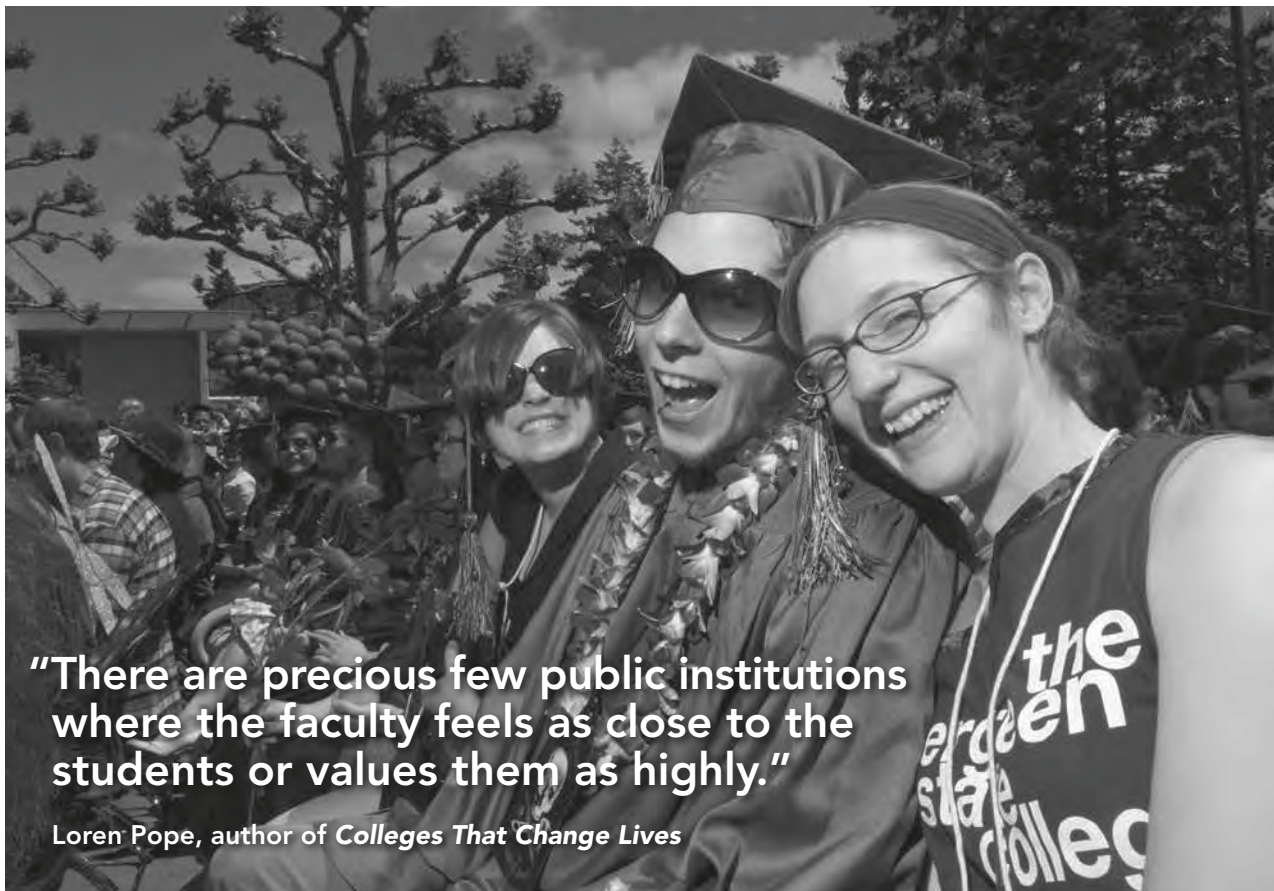
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**"There are precious few public institutions where the faculty feels as close to the students or values them as highly."**

Loren Pope, author of *Colleges That Change Lives*

# Academic Calendar 2012-2013

	Fall 2012	Winter 2013	Spring 2013	Summer 2013	
				First Session	Second Session
<b>Orientation</b>	September 15–23*				
<b>Tuition Deadline</b>	September 28	January 11	April 5	June 28	June 28
<b>Quarter Begins</b>	September 24	January 7	April 1	June 24	July 29
<b>Evaluations</b>	December 10–15	March 18–23	June 10–15	July 29– August 3	September 3-7
<b>Quarter Ends</b>	December 15	March 23	June 15	August 3	September 7
<b>Vacations</b>	<b>Thanksgiving Break</b> November 19–24	<b>Winter Break</b> December 17 – January 5	<b>Spring Break</b> March 25–30		

\* Subject to change

**Commencement** June 14, 2013

**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 for accommodation

This Catalog is published by  
The Evergreen State College  
Office of Enrollment Management.  
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Printed on recycled paper.

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(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/2012-13](http://www.evergreen.edu/catalog/2012-13).

# 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.

## 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.

## HOW TO SELECT A PROGRAM

- Scan this catalog. It contains the full-time interdisciplinary program offerings for the 2012-13 academic year.
- Consult Web listings at [www.evergreen.edu/catalog/2012-13](http://www.evergreen.edu/catalog/2012-13). 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.

**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, and Public Administration. For contact and general information, please turn to page 88.

**PROGRAMS WITH A STRONG TRAVEL COMPONENT**

	pg	quarter
America Abroad	36	F W S
Arts in New York	38	S
Biodiversity Studies in Argentina	40	F W
Earth & Life	46	F W S
Environmental Analysis	49	F W S
Greece & Italy: An Artistic & Literary Odyssey	55	F W S
Ornithology	69	F
SOS: Function & Feeling in Sustainable Building	81	W S
The Spanish-Speaking World: Cultural Crossings	79	F W S



Photo by Karissa Carlson



# Condensed Curriculum

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

These pages feature the programs planned for the 2012–13 academic year. Core programs are entry-level studies designed for freshmen. Lower-Division programs include freshmen and 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 Karissa Carlson.

## Programs for Freshmen

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

- **Core programs** introduce you to Evergreen's interdisciplinary studies. Faculty members from different disciplines teach together to help you to explore a central theme, topic or issue as a whole rather than as a collection of unrelated fragments (courses). You will learn how to write more effectively, read critically, analyze arguments, reason quantitatively, work cooperatively in small groups and use campus resources such as the library. These programs combine several activities: seminars, individual conferences with faculty members, lectures, group work and, usually, field trips and laboratories. The small student-faculty ratio in Core programs (23:1) ensures close interaction between you, your faculty and other students.
- **Lower-division programs** are entry-level offerings that include a mix of freshmen and sophomores. Sophomores in these programs often act as informal peer advisors to freshmen, which helps freshmen orient to the place, the system and the world outside the classroom. These programs offer more choices (and reserved seats) for sophomores who have the last registration opportunity.
- **All-level programs** enroll freshmen, sophomores, juniors and seniors, with a typical mix of 25 percent freshmen seats reserved. Most students in these interdisciplinary programs will have had some years of college experience, so students should expect less emphasis on basic skills development. Faculty expectations will be higher than those in Lower-division programs, and students in these programs are quite diverse in terms of age, experience and stages of learning. Talk with Academic Advising regarding the necessary background for particular programs.
- **Sophomore and above programs** occasionally admit a particularly well-qualified freshman. Review these programs in the Planning Unit listing in this catalog and consult the faculty and Academic Advising if one of these programs interests you.



Photo by Hannah Pierick '10

## 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" in the U.S.:					
From British Colonialism to 2013	56	S		Energy, Economics and Entrepreneurship	48 F W S
Awakening the Dreamer, Pursuing the Dream	39	F W S		Entrepreneurship and Economic Development	48 F W
SOS: Independent Projects in Literature, Philosophy, Myth/Religion and Writing for Freshmen	81	S		Ethnographic Research: Eyes in a Troubled World	50 F
Writing Nature, Writing "Race"	87	F W		Food, Health and Sustainability	51 F W S
				Freedom: Dialogue and Mysticism	52 F
				Freedom: Education	52 W
				Freedom: Power	52 S
<b>Lower-division:</b> <i>(50% freshmen/50% sophomore)</i>				Gender and Power in Cross-Cultural Context	54 S
Afraid to Laugh:				Gender Performances	54 W
The Psychology and Media of Fear and Humor	34	F W		General Chemistry	54 S
Ancient Words and Works	74	F W		Iconoclasm	57 F W
Art / Work	37	F W S		Illustrations of Character:	
Biology of Ecotones and Extreme Environments:				Literary and Philosophical Studies	57 S
Living on the Edge	40	F		Individual Study: Individual Music Instruction	59 F W S
Bridges: Poetry and Prints	41	S		Introduction to Natural Science:	
Earth and Life	46	F W S		Navigating Observation and Theory	61 F W S
Psychology, Learning and Becoming	74	S		Mind-Body Medicine	65 F W
Transmutation: The Alchemy of Scientific Thought	83	S		Mount Rainier: The Place and its People	66 F W
Turning Eastward:				Music, Math and Cybernetics:	
Explorations in East-West Psychology	83	F W		Things + Relations = Systems	67 F W
What is Ecology?	86	F W		Orissi Dance and Music of India	68 W
				Ornithology	69 F
<b>All-level:</b> <i>(freshmen - seniors)</i>				Picturing Plants	69 S
Agriculture & Conservation in the Pacific NW	35	F W		Popular Uprisings: 1968, 2011 & the Road Forward	71 S
Arts in New York	38	S		Public Health and Economic Development in Sub-Saharan Africa	74 F W
Astronomy and Cosmologies	38	S		Reality Check: Indian Images & [Mis]Representations	75 W
Botany: Plants and People	41	W		Russia & Eurasia: Empires & Enduring Legacies	77 F W S
Computer Science Foundations	43	F W		Self and Culture: Studies in Japanese and American Literature and Cinema	78 W
Consciousness	44	W		So You Want to be a Psychologist	78 S
Creating Dance	44	F		Times and Works of Soseki, Mishima, and Murakami: Studies in Literature, History and Cinema	82 S
Dance: Body, Culture and Behavior	45	W S		Trajectories in Animation, Mathematics, & Physics	82 F W
Dancing Molecules	45	F		Trajectories in Electromagnetism & Calculus	83 S
Drawing from the Sea	46	W S			
Ecology of Grazing and Grasslands in the Pacific Northwest	47	S			
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	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 for which 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.



Photos by Hannah Pietrick '10.



## CONSCIOUSNESS STUDIES

**Core:** *Designed for freshmen*  
Awakening the Dreamer, Pursuing the Dream 39 F W S

**All-level:** *(freshmen - seniors)*

Arts in New York	38	S
Consciousness	44	W
Creating Dance	44	F
Freedom: Dialogue and Mysticism	52	F
Freedom: Education	52	W
Freedom: Power	52	S

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

Individual Study: East-West Psychology	58	S
SOS: Consciousness Studies	80	F W S

**Lower-division:** *(50% freshmen/50% sophomore)*

Turning Eastward: Explorations in East-West Psychology	83	F W
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**Junior or senior:** *(advanced level)*

Memories, Dreams and Beliefs	64	F W S
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## AFFILIATED FACULTY

**William Ray Arney**

**Eddy Brown** *Writing and Humanities*

**William Bruner** *Economics, Management*

**Stephanie Coontz** *European and  
American History, Family Studies*

**Rob Esposito** *Modern Dance*

**Lara Evans** *Art History*

**Ariel Goldberger** *Scenic Design*

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

**Ryo Imamura** *East/West Psychology*

**Heesoon Jun** *Psychology*

**Cynthia Kennedy** *Leadership*

**Stephanie Kozick** *Human Development*

**Donald V. Middendorf** *Physics*

**Charles N. Pailthorp** *Philosophy*

**Sarah Pederson** *Literature, Maritime Studies*

**David Rutledge** *Psychology*

**Terry Setter** *Music*

**Jules Unsel** *United States History*

**Bret Weinstein** *Evolution, Biology*

**Sarah Williams** *Feminist Theory, Somatic Studies*



## Culture, Text and Language

**Culture, Text, and Language (CTL)** coordinates virtually all the humanities and some social science programs at Evergreen. Our disciplines include literature, history, women's studies, philosophy, 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.

Culture, Text, and Language invites 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 learn the means of communication used by different societies and nation states.

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 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, Spanish, Latin, and Greek.

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, study 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 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, seniors have the opportunity to pursue advanced study while producing an original thesis or project in their area of interest. To prepare for this 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 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."



Photos: (inset) by Paul Reynolds '09, (above) by Hannah Pietrick '10.



**CULTURE, TEXT, AND LANGUAGE**

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>
A History of "Race"; in the U.S.: From Colonial Era to 2013	56	S
Awakening the Dreamer, Pursuing the Dream	39	F W S
Writing Nature, Writing "Race"	87	F W

**All-level:** *(freshmen - seniors)*

Arts in New York	38	S
Botany: Plants and People	41	W
Consciousness	44	W
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Ethnographic Research: Eyes in a Troubled World	50	F
Freedom: Dialogue and Mysticism	52	F
Freedom: Education	52	W
Freedom: Power	52	S
Gender and Power in Cross-Cultural Context	54	S
Gender Performances	54	W
Iconoclasm	57	F W
Illustrations of Character: Literary and Philosophical Studies	57	S
Orissi Dance and Music of India	68	W
Picturing Plants	69	S
Popular Uprisings: 1968, 2011 & the Road Forward	71	S
Reality Check: Indian Images & [Mis]Representations	75	W
Russia & Eurasia: Empires & Enduring Legacies	77	F W S
Self and Culture: Studies in Japanese and American Literature and Cinema	78	W
Times and Works of Soseki, Mishima, and Murakami: Studies in Literature, History and Cinema	82	S

**Lower-division:** *(50% freshmen/50% sophomore)*

Ancient Words and Works	74	F W
Art / Work	37	F W S
Bridges: Poetry and Prints	41	S
Transmutation: The Alchemy of Scientific Thought	83	S
Turning Eastward: Explorations in East-West Psychology	83	F W
What is Ecology?	86	F W

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

The 1960s Turn 50	33	F W
America Abroad	36	F W S
Chinese Stories: Modern Fiction and Film	42	S
Gothic Constructions: Architecture and Literature	55	F W
Greece and Italy: An Artistic and Literary Odyssey	55	F W S
Individual Study: East-West Psychology	58	S
Postmodernity & Postmodernism: Barth, Baudrillard, DeLillo, Murakami, Pynchon, Said and World Cinema	72	F
Queer Pleasure and Politics	75	S
The Spanish-Speaking World: Cultural Crossings	79	F W S

**AFFILIATED FACULTY**

<b>Kristina Ackley</b> <i>Native American Studies</i>
<b>Marianne Bailey</b> <i>French Literature</i>
<b>Frederica Bowcutt</b> <i>Botany, Environmental History</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>Steven Hendricks</b> <i>Creative Writing and Book Arts</i>
<b>Chauncey Herbison</b> <i>African American Studies</i>
<b>Grace Huerta</b> <i>Teacher Education, Language Acquisition Theory, Cultural Studies</i>
<b>Nancy Koppelman</b> <i>American Studies</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>Samuel A. Schragar</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>Elizabeth Williamson</b> <i>English Literature</i>
<b>Tom Womeldorff</b> <i>Economics</i>

<b>Junior or senior:</b> <i>(advanced level)</i>	<b>pg</b>	<b>quarter</b>
Afrofuturism	35	S
Human Rights and the Tragedies of History	56	F W
The Postcolonial Novel	71	S
Sound and Fury Since Shakespeare	79	F
Stop Making Sense	80	F W S
Working Artists: The Business of Creativity & Art	87	S



# 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. 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, and political economy.
- **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. 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 offers a Master of Environmental Studies (MES) degree that integrates the study of the biological, physical, and social sciences. Faculty who teach MES electives, which are taught in the evenings, may allow advanced undergraduates to enroll with permission. For information on admissions requirements and procedures, please visit [www.evergreen.edu/mes](http://www.evergreen.edu/mes).



## ENVIRONMENTAL STUDIES

**Core:** *Designed for freshmen*  
 Writing Nature, Writing "Race" **pg** **quarter**  
 87 F W

**All-level:** *(freshmen - seniors)*

Agriculture & Conservation in the Pacific NW	35	F W
Astronomy and Cosmologies	38	S
Botany: Plants and People	41	W
Dance: Body, Culture and Behavior	45	W S
Drawing from the Sea	46	W S
Ecology of Grazing and Grasslands in the Pacific Northwest	47	S
Food, Health and Sustainability	51	F W S
Introduction to Natural Science: Navigating Observation and Theory	61	F W S
Mount Rainier: The Place and its People	66	F W
Ornithology	69	F
Picturing Plants	69	S

**Lower-division:** *(50% freshmen/50% sophomore)*

Biology of Ecotones and Extreme Environments: Living on the Edge	40	F
Earth and Life	46	F W S
What is Ecology?	86	F W

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

Environmental Analysis	49	F W S
Individual Study: Environmental Studies	58	S
Practice of Sustainable Agriculture: Spring	73	S
Science Seminar: The Universe and Beyond	77	W
Student-Originated Studies: Function and Feeling in Sustainable Building	81	W S

## AFFILIATED FACULTY

**Jeff Antonelis-Lapp** *Environmental Education*

**Gerardo Chin-Leo** *Marine Science, Plankton Ecology*

**Amy Cook** *Ecology, Vertebrate Biology*

**Dylan Fischer** *Forest and Plant Ecology*

**Martha Henderson** *Geography, Environmental History*

**Heather Heying** *Zoology, Behavioral Ecology, Evolution*

**Lee Lyttle** *Environmental Policy, Research Methods*

**Ralph Murphy** *Environmental Economics,  
Environmental Policy*

**Paul Przybylowicz** *Ecology, Biology,  
Agriculture, Sustainability*

**Linda Moon Stumpff** *Natural Resource Policy, Forestry*

**Alison Styring** *Ornithology, Tropical Ecology*

**Ken Tabbutt** *Geology, Hydrogeology, Geochemistry*

**Erik V. Thuesen** *Marine Science, Zoology, Ecophysiology*

**Junior or senior:** *(advanced level)*

	<b>pg</b>	<b>quarter</b>
Advanced Research in Environmental Studies	33	F W S
Biodiversity Studies in Argentina	40	F W
Field Ecology: Forests	50	S
Political Ecology of Land: Planning, Property Rights and Land Stewardship	70	F W
Vertebrate Evolution	85	W S





## 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.



## EXPRESSIVE ARTS

<b>All-level:</b> ( <i>freshmen - seniors</i> )	<b>pg</b>	<b>quarter</b>
Arts in New York	38	S
Creating Dance	44	F
Dance: Body, Culture and Behavior	45	W S
Dancing Molecules	45	F
Drawing from the Sea	46	W S
Iconoclasm	57	F W
Individual Study: Individual Music Instruction	59	F W S
Music, Math and Cybernetics: Things + Relations = Systems	67	F W
Orissi Dance and Music of India	68	W
Picturing Plants	69	S
Trajectories in Animation, Mathematics, & Physics	82	F W

### **Lower-division:** (*50% freshmen/50% sophomore*)

Afraid to Laugh: The Psychology and Media of Fear and Humor	34	F W
Art / Work	37	F W S
Bridges: Poetry and Prints	41	S

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

Chinese Stories: Modern Fiction and Film	42	S
Fiber Arts	50	F W
Gothic Constructions: Architecture and Literature	55	F W
Greece and Italy: An Artistic and Literary Odyssey	55	F W S
Individual Study: Fiber Arts, Installation Art, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature	58	S
Musical Theatre in Cultural Context	67	F W
Student-Originated Studies: Function and Feeling in Sustainable Building	81	W 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>Joe Feddersen</b> <i>Visual Art</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>Naima Lowe</b> <i>Experimental Media</i>
<b>Jean Mandenberg</b> <i>Visual Art</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>

### **Junior or senior:** (*advanced level*)

	<b>pg</b>	<b>quarter</b>
Afrofuturism	35	S
Media Artist's Studio	63	F W S
Media Internships	63	F W S
Music Intensive	66	F W
Rites of Passage: Ceramics and Fine Metalwork	76	F W S
Working Artists: The Business of Creativity and Art	87	S



## 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.



### NATIVE AMERICAN & WORLD INDIGENOUS PEOPLES

#### All-level: (freshmen - seniors)

	pg	quarter
Astronomy and Cosmologies	38	S
Reality Check:		
Indian Images and [Mis]Representations	75	W

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

American Indian Sovereignty:		
Competing Contexts	36	F W
SOS: Consciousness Studies	80	F W S

#### Junior or senior: (advanced level)

The Reservation Based Community Determined Program -		
Foundations for Sustainable Tribal Nations	76	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.

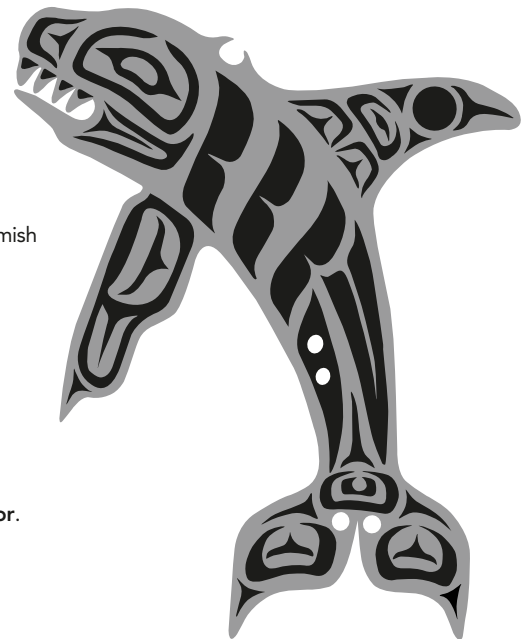
Our interdisciplinary curriculum is developed in collaboration with Native leaders to include the areas of community and economic development, leadership, tribal administration, sustainable environments, intergovernmental relations, indigenous knowledge, and tribal law. Students who want to develop a 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)).

- Students attend class two nights per week at Muckleshoot, Nisqually, Peninsula, Port Gamble, Quinault, or Tulalip. (Makah, Lower Elwha, 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

RBCD - Foundations for Sustainable Tribal Nations 76 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 offer significant content in each of the main scientific disciplines. Programs with an asterisk are not currently planned for the 2012-2013 academic year, but are usually offered at least every other year. Check the on-line catalog for previous versions of these programs and for updates about programs offered in 2012-2013.

Biology	Chemistry	Computer Science
Food, Health, and Sustainability Earth and Life Environmental Analysis Foundations of Health Science* Human Biology Introduction to Natural Science Molecule to Organism (see below) Molecule, Genes, and Health	Atoms, Molecules, and Reactions* The Chemistry of Living Systems Environmental Analysis General Chemistry Foundations of Health Science* Introduction to Natural Science Molecule to Organism (see below)	Algebra to Algorithms* Computer Science Foundations Computability and Language Theory Data and Information* Computing Theory and Practice Student Originated Software*

Geology	Mathematics	Physics
Earth and Life Environmental Analysis	Algebra to Algorithms* Computer Science Foundations Data and Information* Elections, Education, and Empowerment Introduction to Natural Science Mathematical Systems* Methods of Mathematical Physics Trajectories in Animation, Mathematics, & Physics Trajectories in Electromagnetism & Calculus	Atoms, Molecules, and Reactions* Astronomy and Cosmologies Energy Systems* Methods of Mathematical Physics Trajectories in Animation, Mathematics, & Physics Trajectories in Electromagnetism & Calculus

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.

**Note on Molecule to Organism:** This program will be offered as the combination of The Chemistry of Living Systems (Fall, Winter) and Molecule, Genes, and Health (Spring).

Photos: (inset) by Carlos Javier Sánchez '97, (opposite) by Katherine B. Turner '09.



## SCIENTIFIC INQUIRY

<b>All-level:</b> ( <i>freshmen - seniors</i> )	<b>pg</b>	<b>quarter</b>
Agriculture & Conservation in the Pacific NW	35	F W
Astronomy and Cosmologies	38	S
Computer Science Foundations	43	F W
Dancing Molecules	45	F
Ecology of Grazing and Grasslands in the Pacific Northwest	47	S
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Food, Health and Sustainability	51	F W S
General Chemistry	54	S
Introduction to Natural Science: Navigating Observation and Theory	61	F W S
Music, Math and Cybernetics: Things + Relations = Systems	67	F W
Ornithology	69	F
Trajectories in Animation, Mathematics, & Physics	82	F W
Trajectories in Electromagnetism and Calculus	83	S
<b>Lower-division:</b> ( <i>50% freshmen/50% sophomore</i> )		
Earth and Life	46	F W S
Transmutation: The Alchemy of Scientific Thought	83	S
<b>Sophomores or above:</b> ( <i>intermediate level</i> )		
Computability and Language Theory	43	F W
Computing Practice and Theory	43	S
Environmental Analysis	49	F W S
Methods of Mathematical Physics	64	F W S
Science Seminar: The Universe and Beyond	77	W
Undergraduate Research in Scientific Inquiry	84	F W S

## AFFILIATED FACULTY

**Clyde Barlow** *Chemistry*  
**Abir Biswas** *Geology*  
**Dharshi Bopegedera** *Chemistry*  
**Andrew Brabban** *Biology*  
**Krishna Chowdary** *Physics*  
**Judy Bayard Cushing** *Computer Science*  
**Clarissa Dirks** *Molecular and Cellular Biology*  
**Kevin Francis** *History of Science and Technology*  
**Rachel Hastings** *Mathematics and Linguistics*  
**David McAvity** *Mathematics and Physics*  
**Lydia McKinstry** *Organic Chemistry*  
**Donald Morisato** *Biology*  
**Nancy Murray** *Biology*  
**James Neitzel** *Biochemistry*  
**Neal Nelson** *Computer Science*  
**Michael Paros** *Veterinary Medicine*  
**Paula Schofield** *Chemistry*  
**Sheryl Shulman** *Computer Science*  
**Benjamin Simon** *Microbiology*  
**Rebecca Sunderman** *Chemistry*  
**Brian Walter** *Mathematics*  
**E. J. Zita** *Physics*

<b>Junior or senior:</b> ( <i>advanced level</i> )	<b>pg</b>	<b>quarter</b>
The Chemistry of Living Systems	42	F W
Molecules, Genes and Health	65	S
Vertebrate Evolution	85	W S



# 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**—Some of our programs consider how societies and governments are organized. Our study of politics includes attention to 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.
- **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 venture, may be structured and financed in the Pacific Northwest and at the national and international level. Our business programs often emphasize economics and the role of private sector economic development in job creation.

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: economics, accounting, history, public policy, public administration, labor studies, business, management science, political science, law, entrepreneurship, international affairs, tribal governance, health sciences, psychology, and education.

Several of the faculty members in this area teach regularly in the Master in Teaching program or the Master of Public Administration program. All of our faculty work collaboratively to develop our undergraduate curriculum.

Students who graduate from Evergreen after studying in social science programs go on to start their own businesses and social ventures, and they frequently attend graduate school in fields such as business, education, law, psychology, political science and public administration.



Photo by Karissa Carlson

**SOCIETY, POLITICS, BEHAVIOR, & CHANGE**

	pg	quarter
<b>Core:</b> <i>Designed for freshmen</i>		
A History of "Race" in the U.S.: From Colonial Era to 2013	56	S
<b>All-level:</b> <i>(freshmen - seniors)</i>		
Agriculture & Conservation in the Pacific NW	35	F W
Consciousness	44	W
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Energy, Economics and Entrepreneurship	48	F W S
Entrepreneurship and Economic Development	48	F W
Freedom: Dialogue and Mysticism	52	F
Freedom: Education	52	W
Freedom: Power	52	S
Gender and Power in Cross-Cultural Context	54	S
Mind-Body Medicine	65	F W
Popular Uprisings: 1968, 2011 & the Road Forward	71	S
Public Health and Economic Development in Sub-Saharan Africa	74	F W
So You Want to be a Psychologist	78	S
<b>Lower-division:</b> <i>(50% freshmen/50% sophomore)</i>		
Afraid to Laugh:		
The Psychology and Media of Fear and Humor	34	F W
Art / Work	37	F W S
Psychology, Learning and Becoming	74	S
Turning Eastward: Explorations in East-West Psychology	83	F W
<b>Sophomores or above:</b> <i>(intermediate level)</i>		
American Indian Sovereignty: Competing Contexts	36	F W
Boom or Bust: The U.S. Economy, 2013 & Beyond	41	W
Clinical Psychology:		
The Scientist-Practitioner Model	42	F W S
Equality and the Constitution	49	S
The Formation of the North American State	52	F
IS: East-West Psychology	58	S
IS: Psychology & Integrative Health	59	S
IS/Internships: Business, Management, Non-Profits, Seaport & Maritime Studies, International Trade	59	S
Political Economy and Social Movements: Race, Class, and Gender	70	F W
Postmodernity and Postmodernism: Barth, Baudrillard, DeLillo, Murakami, Pynchon, Said and World Cinema	72	F
<b>Junior or senior:</b> <i>(advanced level)</i>		
Human Rights and the Tragedies of History	56	F W
The Making of Global Capitalism, 1500-1914	62	W
Power Play(ers): Actions and Their Consequences	72	F W S
Stop Making Sense	80	F W S
Working Artists: The Business of Creativity and Art	87	S

**AFFILIATED FACULTY**

<b>Sara Sunshine Campbell</b> Mathematics Teacher Education
<b>Scott Coleman</b> Education, Psychology
<b>Jon Davies</b> Education
<b>John Robert Filmer</b> Maritime Studies, Business Management
<b>Terry Ford</b> Education, Multicultural Studies
<b>George Freeman, Jr.</b> Clinical Psychology
<b>John Gates</b> Public Administration, Native Studies
<b>Laurance R. Geri</b> Public Non-profit Management, International Affairs
<b>José Gómez</b> Law and Politics
<b>Amy Gould</b> Public Administration, Political Science, Women's Studies, Queer Studies
<b>Zoltan Grossman</b> Native American Studies
<b>Mukti Khanna</b> Psychology, Expressive Arts Therapy, Integrative Health
<b>Cheryl Simrell King</b> Public and Non Profit Administration, Community/Urban Studies
<b>Glenn Landram</b> Business, Management Science, Statistics
<b>Anita Lenges</b> Mathematics Education, Teacher Education, Equity Pedagogies
<b>Carrie M. Margolin</b> Cognitive Psychology
<b>Gary Peterson</b> Social Work
<b>Yvonne Peterson</b> Education, Native American Studies
<b>Zahid Shariff</b> Public Administration, Post-Colonial Studies
<b>David Shaw</b> Entrepreneurship, Asian and Global Business, Enology
<b>Doreen Swetkis</b> Public Administration
<b>Zoë Van Schyndel</b> Finance
<b>Sherry L. Walton</b> Education, Literacy
<b>Sonja Wiedenhaupt</b> Psychology, Education



## Sustainability and Justice

Many programs offered at Evergreen are designed to address real-world issues, and include analyses and action toward just communities, healthy environments and a more sustainable future. These **Sustainability and Justice** program and course offerings address such issues as climate change, food systems, cultural survival, meaningful and equitable work, racial and economic justice, applied ecology, green business and more. We examine the historical conditions that have given rise to particular constructions of social systems and structures, and the long trajectory of capitalism. We are interested in the sites and intersections of inequality through various understandings of race, class, gender, and sexuality. We explore possibilities for reinventing social, economic and physical structures, and reinvigorating the natural world that supports us all.

Our campus is often a laboratory for our work. Students can work to help meet the sustainability and justice goals of the college by examining energy, waste, purchasing and consumption practices, for example. Student work also focuses on meeting community needs in the broader South Sound region. The college's Center for Community Based Learning and Action (CCBLA) coordinates with academic programs to involve students in community-based work with a wide range of service, research and governance organizations in our area (<http://www.evergreen.edu/communitybasedlearning/>). In our work both on and off campus, we raise critical questions such as, Who does the work? Which communities—human and nonhuman—suffer most from climate change? Who goes hungry? What decision-making processes are most effective for social and environmental change? How does the veil of privilege limit what many of us can see or understand? And how can we tap our best creative resources for reimagining a new world?

Students can expect to gain skills in the areas of critical thinking, reading, listening and writing; research and quantitative reasoning; economic and media literacy; complexity and systems thinking. They learn hands-on skills in sustainable design, food production, creative and performative expression, and other forms of communication. And they develop their abilities to cultivate a compassionate curiosity about situations very different from their own, deepening their understanding of different life experiences and world views. We encourage you to have conversations with faculty offering these programs to find the learning style that best meets your interests and needs.



Photos: (inset) by Carlos Javier Sánchez '97, (bottom) by Karissa Carlson, (opposite) by Hannah Pietrick '10





## SUSTAINABILITY AND JUSTICE

	pg	quarter
<b>Core:</b> <i>Designed for freshmen</i>		
A History of "Race" in the U.S.: From Colonial Era to 2013	56	S
Writing Nature, Writing "Race"	87	F W
<b>All-level:</b> <i>(freshmen - seniors)</i>		
Agriculture & Conservation in the Pacific NW	35	F W
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Food, Health and Sustainability	51	F W S
Popular Uprisings: 1968, 2011 and the Road Forward	71	S
Public Health and Economic Development in Sub-Saharan Africa	74	F W
<b>Sophomores or above:</b> <i>(intermediate level)</i>		
Cultures of Solidarity	44	S
The Formation of the North American State	52	F
Gateways: Popular Education and U.S. Political Economy	53	F W S
Local Knowledge: Creating Inclusive Communities	61	F W
Making Effective Change: Social Movement Organizing and Activism	62	F W S
Nonfiction Media: Sustainability and Justice	68	F W S
Political Economy and Social Movements: Race, Class, and Gender	70	F W
Practice of Sustainable Agriculture: Spring	73	S
Student-Originated Studies: Function and Feeling in Sustainable Building	81	W S
<b>Junior or senior:</b> <i>(advanced level)</i>		
The Making of Global Capitalism, 1500-1914	62	W
Political Ecology of Land: Planning, Property Rights and Land Stewardship	70	F W
Power Play(ers): Actions and Their Consequences	72	F W S

## AFFILIATED FACULTY

<b>Peter G. Bohmer</b> <i>Political Economy</i>
<b>Savvina Chowdhury</b> <i>Feminist Economics</i>
<b>Robert Cole</b> <i>Systems Science, Sustainability</i>
<b>Peter Dorman</b> <i>Economics, Political Economy</i>
<b>Anne Fischel</b> <i>Film/Video</i>
<b>Karen Gaul</b> <i>Anthropology</i>
<b>Jennifer Gerend</b> <i>Land Use Planning, Geographic Information Systems</i>
<b>Jeanne E. Hahn</b> <i>Political Economy, Contemporary India</i>
<b>Cheri Lucas-Jennings</b> <i>Environmental Health, Law and Policy</i>
<b>Robert H. Knapp, Jr.</b> <i>Physics</i>
<b>Paul McMillin</b> <i>Information Studies, Historical Sociology</i>
<b>Laurie Meeker</b> <i>Film/Video</i>
<b>Lawrence J. Mosqueda</b> <i>Political Economy</i>
<b>Dave Muehleisen</b> <i>Sustainable Agriculture</i>
<b>Lin Nelson</b> <i>Environmental Health and Policy</i>
<b>Liza Rognas</b> <i>American History, Research Methods</i>
<b>Martha Rosemeyer</b> <i>Ecological Agriculture, Food Systems</i>
<b>Therese Saliba</b> <i>International Feminism, Middle East Studies, Literature</i>
<b>Steve Scheuerell</b> <i>Ecological Agriculture, Sustainability</i>
<b>Anthony Tindill</b> <i>Sustainable Design</i>
<b>Michael Vavrus</b> <i>Social Foundations of Education, Political Economy</i>
<b>Ted Whitesell</b> <i>Geography, Political Ecology, Conservation</i>
<b>Tony Zaragoza</b> <i>American Studies, Political Economy</i>



## 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 PROGRAM

**Junior or senior:** (*advanced level*)

Power Play(ers): Actions and Their Consequences 72 F W S

pg quarter

### 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*

**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/2012-13](http://www.evergreen.edu/catalog/2012-13).

## AESTHETICS

	pg	quarter
Art / Work	37	F W S
Arts in New York	38	S
Awakening the Dreamer, Pursuing the Dream	39	F W S
Creating Dance	44	F
Drawing from the Sea	46	W S
Gothic Constructions: Architecture and Literature	55	F W
Iconoclams	57	F W
Music, Math and Cybernetics: Things + Relations = Systems	67	F W
Rites of Passage: Ceramics and Fine Metalwork	76	F W S
SOS: Consciousness Studies	80	F W S

## AFRICAN AMERICAN STUDIES

The 1960s Turn	50	33	F W
A History of "Race" in the U.S.: From Colonial Era to 2013	56		S
Afrofuturism	35		S
Popular Uprisings: 1968, 2011 & the Road Foward	71		S

## AGRICULTURE

Advanced Research in Environmental Studies	33	F W S
Agriculture & Conservation in the Pacific NW	35	F W
Ecology of Grazing and Grasslands in the Pacific Northwest	47	S
Food, Health and Sustainability	51	F W S
Practice of Sustainable Agriculture: Spring	73	S

## AMERICAN STUDIES

The 1960s Turn	50	33	F W
Afraid to Laugh: The Psychology and Media of Fear and Humor	34	F W	
America Abroad	36	F W S	
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S	
Illustrations of Character: Literary and Philosophical Studies	57	S	
Making Effective Change: Social Movement Organizing and Activism	62	F W S	
Political Ecology of Land: Planning, Property Rights and Land Stewardship	70	F W	
Political Economy and Social Movements: Race, Class, and Gender	70	F W	
Popular Uprisings: 1968, 2011 & the Road Foward	71	S	
SOS: Consciousness Studies	80	F W S	
Writing Nature, Writing "Race"	87	F W	

## ANTHROPOLOGY

	pg	quarter
America Abroad	36	F W S
Ethnographic Research: Eyes in a Troubled World	50	F
Gender and Power in Cross-Cultural Context	54	S
Individual Study: East-West Psychology	58	S
The Making of Global Capitalism, 1500-1914	62	W

## ARCHITECTURE

Arts in New York	38	S
Gothic Constructions: Architecture and Literature	55	F W
SOS: Function & Feeling in Sustainable Building	81	W S

## ART HISTORY

Ancient Words and Works	74	F W
Art / Work	37	F W S
Creating Dance	44	F
Drawing from the Sea	46	W S
Greece and Italy: An Artistic & Literary Odyssey	55	F W S
Iconoclams	57	F W
Individual Study: Fiber Arts, Installation Art, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature	58	S
Rites of Passage: Ceramics and Fine Metalwork	76	F W S

## ASTRONOMY

Astronomy and Cosmologies	38	S
Science Seminar: The Universe and Beyond	77	W

## BIOCHEMISTRY

The Chemistry of Living Systems	42	F W
Food, Health and Sustainability	51	F W S
General Chemistry	54	S
Molecules, Genes and Health	65	S
Undergraduate Research in Scientific Inquiry	84	F W S



**BIOLOGY**

	pg	quarter
Biology of Ecotones and Extreme Environments: Living on the Edge	40	F
Dance: Body, Culture and Behavior	45	W S
Drawing from the Sea	46	W S
Earth and Life	46	F W S
Ecology of Grazing and Grasslands in the Pacific Northwest	47	S
Environmental Analysis	49	F W S
Field Ecology: Forests	50	S
Food, Health and Sustainability	51	F W S
Individual Study: Environmental Studies	58	S
Introduction to Natural Science: Navigating Observation and Theory	61	F W S
Molecules, Genes and Health	65	S
Practice of Sustainable Agriculture: Spring	73	S
Undergraduate Research in Scientific Inquiry	84	F W S
Vertebrate Evolution	85	W S

**BOTANY**

Advanced Research in Environmental Studies	33	F W S
Biodiversity Studies in Argentina	40	F W
Botany: Plants and People	41	W
Field Ecology: Forests	50	S
Food, Health and Sustainability	51	F W S
Picturing Plants	69	S
Practice of Sustainable Agriculture: Spring	73	S

**BUSINESS AND MANAGEMENT**

Boom or Bust: The U.S. Economy, 2013 & Beyond	41	W
Energy, Economics and Entrepreneurship	48	F W S
Entrepreneurship and Economic Development	48	F W
IS/Internships: Business, Management, Non-Profits, Seaport & Maritime Studies, International Trade	59	S
Working Artists: The Business of Creativity & Art	87	S

**CHEMISTRY**

The Chemistry of Living Systems	42	F W
Dancing Molecules	45	F
Earth and Life	46	F W S
Environmental Analysis	49	F W S
General Chemistry	54	S
Introduction to Natural Science: Navigating Observation and Theory	61	F W S
Molecules, Genes and Health	65	S
Transmutation: The Alchemy of Scientific Thought	83	S
Undergraduate Research in Scientific Inquiry	84	F W S

**CLASSICS**

Ancient Words and Works	74	F W
Greece and Italy: An Artistic & Literary Odyssey	55	F W S
Illustrations of Character: Literary and Philosophical Studies	57	S

**COMMUNICATIONS**

	pg	quarter
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Entrepreneurship and Economic Development	48	F W
Individual Study: East-West Psychology	58	S
Local Knowledge: Creating Inclusive Communities	61	F W
Making Effective Change: Social Movement Organizing and Activism	62	F W S
Nonfiction Media: Sustainability and Justice	68	F W S
Power Play(ers): Actions and Their Consequences	72	F W S
SOS: Consciousness Studies	80	F W S
Turning Eastward: Explorations in East-West Psychology	83	F W

**COMMUNITY STUDIES**

Advanced Research in Environmental Studies	33	F W S
America Abroad	36	F W S
Awakening the Dreamer, Pursuing the Dream	39	F W S
Cultures of Solidarity	44	S
Ethnographic Research: Eyes in a Troubled World	50	F
Local Knowledge: Creating Inclusive Communities	61	F W
Making Effective Change: Social Movement Organizing and Activism	62	F W S
Political Ecology of Land: Planning, Property Rights and Land Stewardship	70	F W
Power Play(ers): Actions and Their Consequences	72	F W S
SOS: Consciousness Studies	80	F W S

**COMPUTER SCIENCE**

Computability and Language Theory	43	F W
Computer Science Foundations	43	F W
Computing Practice and Theory	43	S
Music, Math and Cybernetics: Things + Relations = Systems	67	F W
Undergraduate Research in Scientific Inquiry	84	F W S

**CONSCIOUSNESS STUDIES**

Awakening the Dreamer, Pursuing the Dream	39	F W S
Computer Science Foundations	43	F W
Consciousness	44	W
Individual Study: East-West Psychology	58	S
Memories, Dreams and Beliefs	64	F W S
Mind-Body Medicine	65	F W
Psychology, Learning and Becoming	74	S
SOS: Consciousness Studies	80	F W S
Turning Eastward: Explorations in East-West Psychology	83	F W

**CULTURAL STUDIES**

	pg	quarter
Afrofuturism	35	S
America Abroad	36	F W S
American Indian Sovereignty: Competing Contexts	36	F W
Art / Work	37	F W S
Astronomy and Cosmologies	38	S
Ethnographic Research: Eyes in a Troubled World	50	F
Gender and Power in Cross-Cultural Context	54	S
Gender Performances	54	W
Gothic Constructions: Architecture and Literature	55	F W
Individual Study: East-West Psychology	58	S
Individual Study: Fiber Arts, Installation Art, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature	58	S
Music Intensive	66	F W
Nonfiction Media: Sustainability and Justice	68	F W S
Orissi Dance and Music of India	68	W
Political Economy and Social Movements: Race, Class, and Gender	70	F W
Popular Uprisings: 1968, 2011 & the Road Forward	71	S
The Postcolonial Novel	71	S
Postmodernity & Postmodernism: Barth, Baudrillard, DeLillo, Murakami, Pynchon, Said and World Cinema	72	F
Power Play(ers): Actions and Their Consequences	72	F W S
RBCD - Foundations for Sustainable Tribal Nations	76	F W S
Reality Check: Indian Images & [Mis]Representations	75	W
Self and Culture: Studies in Japanese and American Literature and Cinema	78	W
The Spanish-Speaking World: Cultural Crossings	79	F W S
Turning Eastward: Explorations in East-West Psychology	83	F W
Writing Nature, Writing "Race"	87	F W

**DANCE**

Arts in New York	38	S
Creating Dance	44	F
Dance: Body, Culture and Behavior	45	W S
Dancing Molecules	45	F
Orissi Dance and Music of India	68	W

**ECOLOGY**

Advanced Research in Environmental Studies	33	F W S
Agriculture & Conservation in the Pacific NW	35	F W
Biodiversity Studies in Argentina	40	F W
Biology of Ecotones and Extreme Environments: Living on the Edge	40	F
Drawing from the Sea	46	W S
Ecology of Grazing and Grasslands in the Pacific Northwest	47	S
Environmental Analysis	49	F W S
Field Ecology: Forests	50	S
Food, Health and Sustainability	51	F W S
Individual Study: Environmental Studies	58	S
Ornithology	69	F
Practice of Sustainable Agriculture: Spring	73	S

**ECONOMICS**

	pg	quarter
Boom or Bust: The U.S. Economy, 2013 & Beyond	41	W
Entrepreneurship and Economic Development	48	F W
Gateways: Popular Education and U.S. Political Economy	53	F W S
IS/Internships: Business, Management, Non-Profits, Seaport & Maritime Studies, International Trade	59	S
The Making of Global Capitalism, 1500-1914	62	W
Political Ecology of Land: Planning, Property Rights and Land Stewardship	70	F W
Political Economy and Social Movements: Race, Class, and Gender	70	F W
Popular Uprisings: 1968, 2011 & the Road Forward	71	S
Public Health and Economic Development in Sub-Saharan Africa	74	F W
Working Artists: The Business of Creativity & Art	87	S

**EDUCATION**

Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Gateways: Popular Education and U.S. Political Economy	53	F W S
Individual Study: East-West Psychology	58	S
Local Knowledge: Creating Inclusive Communities	61	F W
Power Play(ers): Actions and Their Consequences	72	F W S
Psychology, Learning and Becoming	74	S
SOS: Consciousness Studies	80	F W S

**ENVIRONMENTAL STUDIES**

Advanced Research in Environmental Studies	33	F W S
Agriculture & Conservation in the Pacific NW	35	F W
Botany: Plants and People	41	W
Drawing from the Sea	46	W S
Environmental Analysis	49	F W S
Individual Study: East-West Psychology	58	S
Individual Study: Environmental Studies	58	S
Ornithology	69	F
Political Ecology of Land: Planning, Property Rights and Land Stewardship	70	F W
Science Seminar: The Universe and Beyond	77	W
SOS: Consciousness Studies	80	F W S
SOS: Function and Feeling in Sustainable Building	81	W S
What is Ecology?	86	F W
Writing Nature, Writing "Race"	87	F W

**FIELD STUDIES**

Biodiversity Studies in Argentina	40	F W
Environmental Analysis	49	F W S
Field Ecology: Forests	50	S
Gender Performances	54	W
Individual Study: East-West Psychology	58	S
Ornithology	69	F
Picturing Plants	69	S
Practice of Sustainable Agriculture: Spring	73	S

<b>GENDER AND WOMEN'S STUDIES</b>	<b>pg</b>	<b>quarter</b>
Art / Work	37	F W S
Gateways: Popular Education and U.S. Political Economy	53	F W S
Gender and Power in Cross-Cultural Context	54	S
Gender Performances	54	W
Orissi Dance and Music of India	68	W
Political Economy and Social Movements: Race, Class, and Gender	70	F W
Popular Uprisings: 1968, 2011 & the Road Forward	71	S
Queer Pleasure and Politics	75	S

**GEOGRAPHY**

Advanced Research in Environmental Studies	33	F W S
Agriculture & Conservation in the Pacific NW	35	F W
Cultures of Solidarity	44	S
Making Effective Change: Social Movement Organizing and Activism	62	F W S
The Making of Global Capitalism, 1500-1914	62	W

**GEOLOGY**

Advanced Research in Environmental Studies	33	F W S
Earth and Life	46	F W S
Environmental Analysis	49	F W S

**GOVERNMENT**

Equality and the Constitution	49	S
Political Ecology of Land: Planning, Property Rights and Land Stewardship	70	F W
Political Economy and Social Movements: Race, Class, and Gender	70	F W
RBCD - Foundations for Sustainable Tribal Nations	76	F W S

**HEALTH**

Advanced Research in Environmental Studies	33	F W S
Dance: Body, Culture and Behavior	45	W S
Food, Health and Sustainability	51	F W S
Individual Study: East-West Psychology	58	S
IS: Psychology & Integrative Health	59	S
Mind-Body Medicine	65	F W
Molecules, Genes and Health	65	S
Public Health and Economic Development in Sub-Saharan Africa	74	F W
Turning Eastward: Explorations in East-West Psychology	83	F W

**HISTORY**

The 1960s Turn 50	33	F W
A History of "Race" in the U.S.: From Colonial Era to 2013	56	S
America Abroad	36	F W S
Ancient Words and Works	74	F W
Astronomy and Cosmologies	38	S
The Formation of the North American State	52	F
Gothic Constructions: Architecture and Literature	55	F W
Human Rights and the Tragedies of History	56	F W
Illustrations of Character: Literary and Philosophical Studies	57	S
Individual Study: East-West Psychology	58	S
Making Effective Change: Social Movement Organizing and Activism	62	F W S
The Making of Global Capitalism, 1500-1914	62	W

	<b>pg</b>	<b>quarter</b>
Music Intensive	66	F W
Political Economy and Social Movements: Race, Class, and Gender	70	F W
Popular Uprisings: 1968, 2011 & the Road Forward	71	S
Queer Pleasure and Politics	75	S
Reality Check: Indian Images & [Mis]Representations	75	W
Russia & Eurasia: Empires & Enduring Legacies	77	F W S
The Spanish-Speaking World: Cultural Crossings	79	F W S
Times and Works of Soseki, Mishima, and Murakami: Studies in Literature, History and Cinema	82	S
Transmutation: The Alchemy of Scientific Thought	83	S
What is Ecology?	86	F W
Writing Nature, Writing "Race"	87	F W

**HYDROLOGY**

Advanced Research in Environmental Studies	33	F W S
Environmental Analysis	49	F W S

**INTERNATIONAL STUDIES**

America Abroad	36	F W S
Ethnographic Research: Eyes in a Troubled World	50	F
The Formation of the North American State	52	F
Human Rights and the Tragedies of History	56	F W
Individual Study: East-West Psychology	58	S
Public Health and Economic Development in Sub-Saharan Africa	74	F W
Russia & Eurasia: Empires & Enduring Legacies	77	F W S

**LANGUAGE STUDIES**

Ancient Words and Works	74	F W
Biodiversity Studies in Argentina	40	F W
Russia & Eurasia: Empires & Enduring Legacies	77	F W S
The Spanish-Speaking World: Cultural Crossings	79	F W S

**LAW AND GOVERNMENT POLICY**

Advanced Research in Environmental Studies	33	F W S
American Indian Sovereignty: Competing Contexts	36	F W
Equality and the Constitution	49	S
Making Effective Change: Social Movement Organizing and Activism	62	F W S
Political Ecology of Land: Planning, Property Rights and Land Stewardship	70	F W
Power Play(ers): Actions and Their Consequences	72	F W S
RBCD - Foundations for Sustainable Tribal Nations	76	F W S

**LAW AND PUBLIC POLICY**

Boom or Bust: The U.S. Economy, 2013 & Beyond	41	W
Equality and the Constitution	49	S
Making Effective Change: Social Movement Organizing and Activism	62	F W S
Power Play(ers): Actions and Their Consequences	72	F W S

**LEADERSHIP STUDIES**

Making Effective Change: Social Movement Organizing and Activism	62	F W S
Power Play(ers): Actions and Their Consequences	72	F W S
RBCD - Foundations for Sustainable Tribal Nations	76	F W S
SOS: Consciousness Studies	80	F W S



**LINGUISTICS**

	pg	quarter
Creating Dance	44	F
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Gender Performances	54	W

**LITERATURE**

The 1960s Turn 50	33	F W
Afrofuturism	35	S
America Abroad	36	F W S
Ancient Words and Works	74	F W
Bridges: Poetry and Prints	41	S
Chinese Stories: Modern Fiction and Film	42	S
Gothic Constructions: Architecture and Literature	55	F W
Human Rights and the Tragedies of History	56	F W
Illustrations of Character: Literary and Philosophical Studies	57	S
Inexpressibility and its Discontents	60	F W
The Postcolonial Novel	71	S
Postmodernity & Postmodernism: Barth, Baudrillard, DeLillo, Murakami, Pynchon, Said and World Cinema	72	F
RBCD - Foundations for Sustainable Tribal Nations	76	F W S
Russia & Eurasia: Empires & Enduring Legacies	77	F W S
Self and Culture: Studies in Japanese and American Literature and Cinema	78	W
Sound and Fury Since Shakespeare	79	F
The Spanish-Speaking World: Cultural Crossings	79	F W S
Stop Making Sense	80	F W S
SOS: Consciousness Studies	80	F W S
SOS: Independent Projects in Literature, Philosophy, Myth/Religion and Writing for Freshmen	81	S
Times and Works of Soseki, Mishima, and Murakami: Studies in Literature, History and Cinema	82	S
Writing Nature, Writing "Race"	87	F W

**MARINE SCIENCE**

Advanced Research in Environmental Studies	33	F W S
Biodiversity Studies in Argentina	40	F W
Biology of Ecotones and Extreme Environments: Living on the Edge	40	F
Drawing from the Sea	46	W S
Individual Study: Environmental Studies	58	S

**MARITIME STUDIES**

Drawing from the Sea	46	W S
IS/Internships: Business, Management, Non-Profits, Seaport & Maritime Studies, International Trade	59	S

**MATHEMATICS**

Astronomy and Cosmologies	38	S
Computability and Language Theory	43	F W
Computer Science Foundations	43	F W
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Introduction to Natural Science: Navigating Observation and Theory	61	F W S
Methods of Mathematical Physics	64	F W S
Music, Math and Cybernetics: Things + Relations = Systems	67	F W
Trajectories in Animation, Mathematics, & Physics	82	F W
Trajectories in Electromagnetism and Calculus	83	S
Undergraduate Research in Scientific Inquiry	84	F W S

**MEDIA ARTS**

	pg	quarter
Arts in New York	38	S
Cultures of Solidarity	44	S
Local Knowledge: Creating Inclusive Communities	61	F W
Media Artist's Studio	63	F W S
Media Internships	63	F W S
Nonfiction Media: Sustainability and Justice	68	F W S
Picturing Plants	69	S
Power Play(ers): Actions and Their Consequences	72	F W S
Trajectories in Animation, Mathematics, & Physics	82	F W

**MEDIA STUDIES**

Afraid to Laugh: The Psychology and Media of Fear and Humor	34	F W
Art / Work	37	F W S
Chinese Stories: Modern Fiction and Film	42	S
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Making Effective Change: Social Movement Organizing and Activism	62	F W S
Media Artist's Studio	63	F W S
Media Internships	63	F W S
Nonfiction Media: Sustainability and Justice	68	F W S
Reality Check: Indian Images & [Mis]Representations	75	W

**MOVING IMAGE**

Media Artist's Studio	63	F W S
Media Internships	63	F W S
Nonfiction Media: Sustainability and Justice	68	F W S
Picturing Plants	69	S
Postmodernity & Postmodernism: Barth, Baudrillard, DeLillo, Murakami, Pynchon, Said and World Cinema	72	F
Self and Culture: Studies in Japanese and American Literature and Cinema	78	W
Times and Works of Soseki, Mishima, and Murakami: Studies in Literature, History and Cinema	82	S
Trajectories in Animation, Mathematics, & Physics	82	F W

**MUSIC**

Afrofuturism	35	S
Arts in New York	38	S
Individual Study: East-West Psychology	58	S
Individual Study: Individual Music Instruction	59	F W S
Music Intensive	66	F W
Music, Math and Cybernetics: Things + Relations = Systems	67	F W
Musical Theatre in Cultural Context	67	F W
Orissi Dance and Music of India	68	W

**NATIVE AMERICAN STUDIES**

American Indian Sovereignty: Competing Contexts	36	F W
Individual Study: Fiber Arts, Installation Art, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature	58	S
RBCD - Foundations for Sustainable Tribal Nations	76	F W S
Reality Check: Indian Images & [Mis]Representations	75	W
SOS: Consciousness Studies	80	F W S

<b>NATURAL HISTORY</b>	pg	quarter
Biodiversity Studies in Argentina	40	F W
Botany: Plants and People	41	W
Drawing from the Sea	46	W S
Mount Rainier: The Place and its People	66	F W
Ornithology	69	F
Picturing Plants	69	S
Science Seminar: The Universe and Beyond	77	W

<b>OUTDOOR LEADERSHIP AND EDUCATION</b>	pg	quarter
Mount Rainier: The Place and its People	66	F W

<b>PHILOSOPHY</b>	pg	quarter
Agriculture & Conservation in the Pacific NW	35	F W
Art / Work	37	F W S
Astronomy and Cosmologies	38	S
Human Rights and the Tragedies of History	56	F W
Illustrations of Character: Literary and Philosophical Studies	57	S
Individual Study: East-West Psychology	58	S
Popular Uprisings: 1968, 2011 & the Road Forward	71	S
Postmodernity & Postmodernism: Barth, Baudrillard, DeLillo, Murakami, Pynchon, Said and World Cinema	72	F
Sound and Fury Since Shakespeare	79	F
SOS: Consciousness Studies	80	F W S
SOS: Independent Projects in Literature, Philosophy, Myth/Religion and Writing for Freshmen	81	S
Turning Eastward: Explorations in East-West Psychology	83	F W

<b>PHILOSOPHY OF SCIENCE</b>	pg	quarter
Music, Math and Cybernetics: Things + Relations = Systems	67	F W
Science Seminar: The Universe and Beyond	77	W
Transmutation: The Alchemy of Scientific Thought	83	S
Vertebrate Evolution	85	W S

<b>PHYSICS</b>	pg	quarter
Astronomy and Cosmologies	38	S
Methods of Mathematical Physics	64	F W S
Science Seminar: The Universe and Beyond	77	W
Trajectories in Animation, Mathematics, & Physics	82	F W
Trajectories in Electromagnetism and Calculus	83	S
Undergraduate Research in Scientific Inquiry	84	F W S

<b>PHYSIOLOGY</b>	pg	quarter
Dance: Body, Culture and Behavior	45	W S
Inexpressibility and its Discontents	60	F W

<b>POLITICAL ECONOMY</b>	pg	quarter
Gateways: Popular Education and U.S. Political Economy	53	F W S
The Making of Global Capitalism, 1500-1914	62	W

<b>POLITICAL SCIENCE</b>	pg	quarter
A History of "Race" in the U.S.: From Colonial Era to 2013	56	S
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Equality and the Constitution	49	S
Ethnographic Research: Eyes in a Troubled World	50	F
The Formation of the North American State	52	F
Gateways: Popular Education and U.S. Political Economy	53	F W S
Making Effective Change: Social Movement Organizing and Activism	62	F W S
Political Economy and Social Movements: Race, Class, and Gender	70	F W
Popular Uprisings: 1968, 2011 & the Road Forward	71	S
RBCD - Foundations for Sustainable Tribal Nations	76	F W S
Reality Check: Indian Images & [Mis]Representations	75	W

<b>PSYCHOLOGY</b>	pg	quarter
Afraid to Laugh: The Psychology and Media of Fear and Humor	34	F W
Clinical Psychology: The Scientist-Practitioner Model	42	F W S
Consciousness	44	W
Individual Study: East-West Psychology	58	S
IS: Psychology & Integrative Health	59	S
Memories, Dreams and Beliefs	64	F W S
Mind-Body Medicine	65	F W
Psychology, Learning and Becoming	74	S
So You Want to be a Psychologist	78	S
Stop Making Sense	80	F W S
SOS: Consciousness Studies	80	F W S
Turning Eastward: Explorations in East-West Psychology	83	F W

<b>QUEER STUDIES</b>	pg	quarter
Queer Pleasure and Politics	75	S

<b>RELIGIOUS STUDIES</b>	pg	quarter
Consciousness	44	W
Individual Study: East-West Psychology	58	S
SOS: Consciousness Studies	80	F W S
SOS: Independent Projects in Literature, Philosophy, Myth/Religion and Writing for Freshmen	81	S
Turning Eastward: Explorations in East-West Psychology	83	F W

**SOCIOLOGY**

	pg	quarter
Awakening the Dreamer, Pursuing the Dream	39	F W S
Cultures of Solidarity	44	S
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Gender and Power in Cross-Cultural Context	54	S
Gender Performances	54	W
Individual Study: East-West Psychology	58	S
Making Effective Change: Social Movement Organizing and Activism	62	F W S
The Making of Global Capitalism, 1500-1914	62	W
Political Economy and Social Movements: Race, Class, and Gender	70	F W
Popular Uprisings: 1968, 2011 & the Road Forward	71	S
Postmodernity & Postmodernism: Barth, Baudrillard, DeLillo, Murakami, Pynchon, Said and World Cinema	72	F
Stop Making Sense	80	F W S

**SOMATIC STUDIES**

Consciousness	44	W
Creating Dance	44	F
Individual Study: East-West Psychology	58	S

**STUDY ABROAD**

America Abroad	36	F W S
Biodiversity Studies in Argentina	40	F W
Individual Study: East-West Psychology	58	S
The Spanish-Speaking World: Cultural Crossings	79	F W S

**SUSTAINABILITY STUDIES**

Elections, Education, Empowerment: Social Change Through Quantitative Literacy	47	F W S
Energy, Economics and Entrepreneurship	48	F W S
Food, Health and Sustainability	51	F W S
Individual Study: East-West Psychology	58	S
Making Effective Change: Social Movement Organizing and Activism	62	F W S
Nonfiction Media: Sustainability and Justice	68	F W S
Political Ecology of Land: Planning, Property Rights and Land Stewardship	70	F W
Practice of Sustainable Agriculture: Spring	73	S
RBCD - Foundations for Sustainable Tribal Nations	76	F W S
Science Seminar: The Universe and Beyond	77	W
SOS: Consciousness Studies	80	F W S
SOS: Function and Feeling in Sustainable Building	81	W S

**THEATER**

Arts in New York	38	S
Creating Dance	44	F
Inexpressibility and its Discontents	60	F W
Musical Theatre in Cultural Context	67	F W
RBCD - Foundations for Sustainable Tribal Nations	76	F W S

**VISUAL ARTS**

	pg	quarter
Art / Work	37	F W S
Arts in New York	38	S
Bridges: Poetry and Prints	41	S
Creating Dance	44	F
Drawing from the Sea	46	W S
Fiber Arts	50	F W
Greece and Italy: An Artistic & Literary Odyssey	55	F W S
Iconoclasm	57	F W
Individual Study: Fiber Arts, Installation Art, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature	58	S
Mount Rainier: The Place and its People	66	F W
Picturing Plants	69	S
Rites of Passage: Ceramics and Fine Metalwork	76	F W S
Trajectories in Animation, Mathematics, & Physics	82	F W
Working Artists: The Business of Creativity & Art	87	S

**WRITING**

Afrofuturism	35	S
America Abroad	36	F W S
Art / Work	37	F W S
Awakening the Dreamer, Pursuing the Dream	39	F W S
Bridges: Poetry and Prints	41	S
Equality and the Constitution	49	S
Field Ecology: Forests	50	S
Gender and Power in Cross-Cultural Context	54	S
Gothic Constructions: Architecture and Literature	55	F W
Human Rights and the Tragedies of History	56	F W
Illustrations of Character: Literary and Philosophical Studies	57	S
Individual Study: Fiber Arts, Installation Art, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature	58	S
Inexpressibility and its Discontents	60	F W
Mount Rainier: The Place and its People	66	F W
The Postcolonial Novel	71	S
Rites of Passage: Ceramics and Fine Metalwork	76	F W S
The Spanish-Speaking World: Cultural Crossings	79	F W S
Stop Making Sense	80	F W S
SOS: Consciousness Studies	80	F W S
SOS: Independent Projects in Literature, Philosophy, Myth/Religion and Writing for Freshmen	81	S
Trajectories in Animation, Mathematics, & Physics	82	F W
What is Ecology?	86	F W
Writing Nature, Writing "Race"	87	F W

**ZOOLOGY**

Advanced Research in Environmental Studies	33	F W S
Biodiversity Studies in Argentina	40	F W
Field Ecology: Forests	50	S
Individual Study: Environmental Studies	58	S
Ornithology	69	F
Vertebrate Evolution	85	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.

## FIELDS OF STUDY

Indicates subject areas that correspond to traditional disciplines and subjects.

## CLASS STANDING

States at which level of study the program is aimed: freshman, sophomore, junior and/or senior.

## PREREQUISITES

Lists conditions for eligibility for the program, such as studies you should have completed or a faculty review of a portfolio.

## FACULTY SIGNATURE

Indicates if faculty approval must be obtained before registering, and how to obtain it.

## CREDITS

Number of quarter hours that could be credited at successful completion of the program each quarter. Fewer than 16 credits allow for other options, e.g., an internship or language course.

## ENROLLMENT

Number of students who may enroll. Core programs typically allow 23 students per faculty; all-level allow 24; intermediate and advanced, 25.

## PLANNING UNITS

The planning unit or thematic planning group relevant to the program.

## Trajectories in Animation, Mathematics & Physics

### Fall and Winter quarters

**Fields of Study:** mathematics, media arts, moving image, physics, visual arts and writing

**Class Standing:** Freshman - Senior

**Prerequisites:** High school Algebra 2 or equivalent intermediate algebra course.

**Preparatory for studies or careers in:** animation, art, media, mathematics, physics and education.

**Faculty:** Ruth Hayes and Krishna Chowdary

*Animation follows the rules of physics — unless it is funnier otherwise.* - Art Babbitt, animator

What are the 'rules' of physics, and where do they come from? How do animators follow these rules? How do they know when to break them?

This challenging program will introduce you to the mathematical models that help describe and explain motion in the natural world. You will learn how to combine observation, reason and imagination to produce such models, explore the creative uses that can be made of them, and consider the new meanings that result. We hope to highlight similarities and differences between how artists and scientists make sense of, and intervene in, the world.

We do not expect prior experience in drawing, animation or physics; the program is designed to accommodate new learners in these areas. We do expect that you can read and write at the college level and have completed math through intermediate algebra. You will all engage in common work in drawing, animation, mathematics and physics, for 14 credits. You will also be asked to choose one of two more focused tracks for the remaining two credits, either in (1) drawing or (2) mathematics....

**Faculty Signature:** Contact...

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

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$75 per quarter for art and science supplies.

**Internship Possibilities:** none

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

**Thematic Planning Groups:** Expressive Arts and Scientific Inquiry

## PROGRAM IS PREPARATORY...

Indicates subject areas that correspond to traditional disciplines and subjects and might be a particularly useful step for future studies or careers.

## FACULTY

Lists members of the faculty team scheduled to teach the program. See faculty bios page 97.

## PROGRAM DESCRIPTION

How participants will approach the theme or question at the heart of the program. For more information, make an appointment with the faculty, ask for a copy of the syllabus, go to the Academic Fair or visit Academic Advising.

## ACCEPTS WINTER/SPRING ENROLLMENT

Indicates whether faculty approval must be obtained before registering for the second or third quarter of a continuing program, and other requirements for new students.

## SPECIAL EXPENSES FEES?

Lists expenses in addition to regular tuition and fees.

## INTERNSHIP POSSIBILITIES

States whether an internship is optional or required.

## SIMILAR PROGRAMS OFFERED

Gives the next opportunity to join a similar program.

**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

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## The 1960s Turn 50

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### Fall and Winter quarters

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

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** history, literature, and fields related to social and cultural analysis such as education, human services, government, policy, etc.

**Faculty:** Greg Mullins, TBD

On August 28, 1963, labor and civil rights groups commemorated the centennial of the Emancipation Proclamation with the historic March on Washington for Jobs and Freedom. The upcoming fiftieth anniversary of the march invites us to study the 1960s and question how events of those years shaped the world we inhabit today.

Images of the march, and especially of Dr. King at the Lincoln Memorial, have become iconic. We will study how and why such images become icons, and how icons function in culture and in politics. We will approach the march as a performance, and study how spectacle advances political aims. We will, for example, question whether images of the march have been deployed to decouple the organizers' demands for both jobs and freedom. Fall quarter will include an optional field trip to Washington, D.C., where we will study the urban geographies of place and power that are enabled and constrained by the National Mall's monuments and memorials.

Most of our work will be textual. For example, we will read novels, essays, memoirs and plays that engage and reflect upon this period. Authors may include James Baldwin, Amiri Baraka, Malcolm X, Dr. Martin Luther King, Jr., Alice Walker, Charles Johnson and Toni Morrison.

In order to understand the events of August 28, 1963 we will study the prior 100 years of segregation and especially social change in the 1950s. We will unfold the contexts of the civil rights movement by studying the literature, history and politics of the 1960s broadly. By way of appreciating the legacy of the march, we will study how public memory of it has been created, and for which purposes, over the past fifty years. In short, the march itself will be a focal point to which we repeatedly return, but our areas of study will range broadly across relevant decades and topics.

Our fall quarter work will include study of Jim Crow at the end of the 19<sup>th</sup> century, labor organizing in the 1930s, and counter culture in the 1950s. Analysis of the gender politics of civil rights organizations will open into a broader inquiry about feminism, the women's movement, and LGBTQ movements.

During winter quarter, we will continue these areas of study and focus on the legacies of the 1960s. Fifty years later, which promises have been delivered, and which are still outstanding? Individual or group projects will enable students to pursue areas of specific interest.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$1000 (optional) for a trip to Washington, D.C. in fall; \$25 for entrance fees in winter.

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

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## Advanced Research in Environmental Studies

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### 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 and careers in:** botany, ecology, education, entomology, environmental studies, environmental health, geology, land use planning, marine science, urban agriculture, taxonomy and zoology.

**Faculty:** Dylan Fischer, Abir Biswas, Lin Nelson, Erik Thuesen, Alison Styring, Martha Henderson and Gerardo Chin-Leo

Rigorous quantitative and qualitative research is an important component of academic learning in Environmental Studies. This independent learning opportunity is designed to allow advanced students to delve into real-world research with faculty who are currently engaged in specific projects. The program will help students develop vital skills in research design, data acquisition and interpretation, written and oral communication, collaboration and critical thinking skills - all of which are of particular value for students who are pursuing a graduate degree, as well as for graduates who are already in the job market.

**Abir Biswas** (geology, earth science) studies in nutrient and toxic trace metal cycles in terrestrial and coastal ecosystems. Potential projects could include studies of mineral weathering, wildfires and mercury cycling in ecosystems. Students could pursue these interests at the laboratory-scale or through field-scale biogeochemistry studies taking advantage of the Evergreen Ecological Observation Network (EEON), a long-term ecological study area. Students with backgrounds in a combination of geology, biology, or chemistry could gain skills in soil, vegetation, and water collection and learn methods of sample preparation and analysis for major and trace elements.

**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 ([academic.evergreen.edu/projects/EEON](http://academic.evergreen.edu/projects/EEON)). See more about his lab's work at: [academic.evergreen.edu/ff/fischerd/E3.htm](http://academic.evergreen.edu/ff/fischerd/E3.htm).

**Martha Henderson** studies rural Western landscapes as processes of geography and anthropology in Pacific Northwest areas of environmental stress and economic change. Research projects include Native American landscapes and environmental change, rural communities in a global perspective, and community leadership and decision-making. Students will engage in ethnographic and spatial data gathering and analysis including the use of geographic information systems. Local environmental histories, cultural diversity,

and changing resource bases will be examined. Archival and field research is encouraged.

**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 environmental stress and climate change. 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.

**Accepts winter and spring enrollment.** Contact faculty in area of interest for specific information.

**Faculty Signature:** Contact faculty in area of interest for specific information.

Credits: Variable credit options available.

Thematic Planning Groups: Environmental Studies



Photo by Karissa Carlson

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## Afraid to Laugh: The Psychology and Media of Fear and Humor

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### Fall and Winter quarters

**Fields of Study:** American studies, media studies and psychology

**Class Standing:** Freshman - Sophomore

**Preparatory for studies or careers in:** psychology, education and media studies.

**Faculty:** Carrie Margolin, TBD

From *Frankenstein* to *Freddy*. From Groucho to Leno. For over 100 years, audiences have screamed in terror or roared with laughter at what Hollywood has presented.

This program will look at the changes in what scares us, and what makes us laugh, over the course of American cultural history from the inception of filmmaking to present day. We will examine the psychology of fear, the psychology of humor, and the language and craft of filmmaking and other media used to convey these human emotions.

We will focus on fear during fall quarter. Audiences in 1910 were terrified by *Frankenstein*. *Phantom of the Opera* was a heart-pounder in 1925. Mass panic ensued in 1938 from the radio production of *War of the Worlds*. What were the cultural and historical factors that made these so fear-inducing? Today, we need much more than monsters or aliens to give us goosebumps. It takes twisted psychological demons and graphic violence to startle and thrill. How has society changed in its response to what is considered scary?

In winter quarter, we will switch to humor studies. As early as 1914, comedians such as Charlie Chaplin and the Keystone Kops provided merriment. Slapstick reigned supreme from the 1920s through the 1960s with the antics of *The Three Stooges*. Comedy branched out with the "Borscht Belt" stand-up comedians during that same era. Comedy continues into present day, from sit-coms to *Saturday Night Live*, with the acceptance of increasingly "off-color" and "dark" humor.

The program format may include lectures, workshops, films, seminars, guest presentations and group and individual projects. We will focus on clarity in oral and written communication, critical thinking skills, and the ability to work across significant differences.

**Credits:** 16

**Enrollment:** 46

**Thematic Planning Groups:** Expressive Arts, and Society, Politics, Behavior and Change

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## Afrofuturism

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### Spring quarter

**Fields of Study:** African American studies, cultural studies, literature, music and writing

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** the humanities or the arts, especially creative writing and music.

**Faculty:** Andrew Buchman, Chico Herbison and Joye Hardiman

Afrofuturism is an emergent literary and cultural aesthetic embraced by artists who have imagined alternative futures, while often grappling with aspects of race, gender and ethnicity. Rone Shavers and Charles Joseph offered a critical working definition of the genre, first named by Mark Dery around 1995, as follows: "Afro-Futurism...combines elements of science fiction, historical fiction, fantasy and magic realism with non-Occidental (non-Western) cosmologies in order to critique not only the present-day dilemmas of people of color, but also to revise, interrogate, and re-examine the historical events of the past." Artists often listed in an emerging Afrofuturist pantheon include authors Samuel R. Delany and Octavia Butler; visual artists Jean-Michel Basquiat and Rene Cox; and musicians Parliament-Funkadelic (including George Clinton and Bootsy Collins), Sun Ra, DJ Spooky (Paul D. Miller), and Janelle Monáe.

After laying the groundwork for explorations of the work of these and other artists, we will ask students to help us address these and other avenues for explorations of Afrofuturism, including race and digital culture; the role of technology in cultural formations; notions of Utopia, Dystopia, and the "post-historical" in Afrofuturistic literature; non-Occidental (non-Western) cosmologies and their uses in Afrofuturistic texts; trauma theory and its role in Afrofuturistic literary and cultural production; Afrofuturism's relationship to digital and/or urban music (i.e., drum and bass, garage, hip-hop, house, jungle, neo-soul, funk, dub, techno, trip hop, etc.); Black identity in Western literature, in light of Afrofuturism's general interrogation of identity and identity politics; Afrofuturism and its relation to previous race-based art movements and aesthetics (e.g., the Harlem Renaissance, Black Arts Movement, the New Black Aesthetic, etc.); Black Music as a source of Afrofuturistic discourse and/or liberation; the black superhero as Afrofuturistic rebel, and the black comic book as a "paraliterary" source of contemporary folklore; Afrofuturism from the perspective of film studies and/or video culture; and/or the social and cultural implications of a theory of Afrofuturism.

Because the artworks we will be dealing with will be both exciting, provocative and fine, we think that students will find this hard intellectual work deeply rewarding, sometimes in unexpected ways. We expect to learn from students, and to share an intellectual adventure in an emerging, engrossing artistic terrain.

**Credits:** 16

**Enrollment:** 75

**Thematic Planning Groups:** Culture, Text, and Language, and Expressive Arts

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## Agriculture and Conservation in the Pacific Northwest

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### Fall and Winter quarters

**Fields of Study:** agriculture, ecology, environmental studies, geography and philosophy

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** agriculture, conservation, science, philosophy and policy.

**Faculty:** Michael Paros, Steven Scheuerell

*"The question of all questions for humanity, the problem which lies behind all others and is more interesting than any of them, is that of the determination of man's place in nature and his relation to the cosmos." —T.H. Huxley*

Crop agriculture and animal production dominate human-managed ecosystems. Both provide forms of human sustenance yet simultaneously disrupt natural ecological functions. Tensions often exist between nature conservationists and agricultural communities. How do we balance biodiversity conservation and modern agricultural production? Is it possible to have both? Should public policy emphasize agricultural intensification to spare land for wildlife areas and keep conservation areas separate from human production activities? Can our planet afford to preserve culturally and biologically diverse agricultural systems? Are traditional agricultural practices vital to our sustainable future?

Faculty and students will challenge and develop their own personal ethical framework in an attempt to address the many questions that arise when we alter natural systems through agriculture. This will be accomplished through experiential field trips, reading, writing, scientific analysis and open discussion. Students will visit a variety of Washington and Oregon farming operations and conservation areas that illustrate the agricultural and environmental ethical dilemmas that society currently faces. Multiple perspectives from land stakeholders will be presented. Fall quarter will focus on the fundamental principles of conservation biology and ethical theory, while familiarizing students with basic agronomic practices. In winter quarter, students will develop a personal land ethic while analyzing tensions between agriculture and conservation specific to a particular locale.

This program will interest students who are open-minded and want to think critically about the agricultural sciences, conservation biology, and ethics.

**Accepts winter enrollment with faculty signature.** Enrollment in winter quarter is suitable for students who have a background in agriculture, conservation biology, and ethics, and have a willingness to review significant material covered during fall quarter. Students should email faculty prior to the start of winter quarter to arrange a meeting to discuss fall quarter material and their qualifications to join the program in winter.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$250 for overnight field trips in fall.

**Thematic Planning Groups:** Environmental Studies, Scientific Inquiry, Sustainability and Justice, Society, Politics, Behavior and Change



## America Abroad

### Fall, Winter and Spring quarters

**Fields of Study:** American studies, anthropology, community studies, cultural studies, history, international studies, literature, writing

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** the humanities and social sciences, community service, international relations, writing, law, media and teaching.

**Faculty:** Stacey Davis, Samuel Schrager and Eric Stein

*"Democracy...is the rock upon which we toil, and we thrive or wane in the communication of those symbols and processes set in motion in its name."* —Ralph Ellison

To educated Europeans around 1800 the new republic called The United States of America was founded on an incredible idea drawn from 18<sup>th</sup> century Enlightenment discourse: that human beings could govern themselves. The fraught implications of this democratic ideal have played out ever since. They loom large in the promise of a new start that drew 35,000,000 immigrants from the 1840s to the close of unrestricted immigration in the 1920s, and millions more who have come; in institutions that supported slavery, Jim Crow segregation, and Civil Rights movements; in the aspirations, of women and other lower-status groups. The meanings of American democracy, contested at home, have also been much scrutinized abroad. While American power has often been feared or resisted, other peoples often invoke or adapt democratic ideals to serve their own needs.

We will explore these complex relationships between the world-in-America and America-in-the-world. How are our identities as Americans shaped by ethnic, religious, gendered, class and place-based experiences (i.e.: by cultural hybridizations and ties to home cultures endemic in society)? How do Americans wrestle with democratic values in their lives? We will consider some of the contemporary manifestations of American presence and power in the world. Using an anthropological lens, we will reflect on people's often ambivalent readings of tourists and soldiers, American aid organizations and NGOs, Hollywood mediascapes, and American commodities. How ought we to understand American representations of foreign "others" in writing, cinema, or museum display, and how have Americans been represented as "others" in relationship to the larger world?

Students will study and work closely with faculty in the fields of history, anthropology, folklore, literature and creative non-fiction. We will focus on in-depth readings of texts, ethnography, writing, and academic research in preparation for major independent research. Students will undertake projects on a topic of their choice, either in the U.S. or abroad, in ongoing dialogue with peers and faculty. In the last half of spring we will reconvene to review students' written work in light of the leading issues of our inquiry.

Projects in foreign countries will be community-based, combining service learning with research on an aspect of American culture or on values and practices in another society. Faculty will assist students in identifying service opportunities, which include health, education, youth, agriculture, community development, women's empowerment and human rights. Thailand will be a featured destination for study, research and service work, with faculty providing language training and in-country instruction and support. Projects in the U.S. (locally or elsewhere) can be field research-based, with optional internships; or text-based, on a historical or literary topic.

**Credits:** 16

**Enrollment:** 75

**Required Fees:** Approximately \$125 for fall field trip. Approx. \$2-4k for 10 weeks study abroad to Thailand, mid-winter to mid-spring.

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

## American Indian Sovereignty: Competing Contexts

### Fall and Winter quarters

**Fields of Study:** Native American studies, cultural studies and law and government policy

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** Native American studies, law, public policy, and tribal government and policy.

**Faculty:** Kristina Ackley and Jose Gomez

American Indians have a relationship with the federal government unlike that of any other ethnic or political group in the United States. They have consistently organized at all levels to renew and defend their rights to self-governance and nationhood. In this two-quarter program, we will consider the various ways in which sovereignty has been understood and contested, taking as our broad starting points the competing contexts of Indigenous knowledge systems and the U.S. Constitution.

Recognizing that sovereignty must be placed within local, historical, cultural and global contexts, our theoretical readings and discussion will move from nation building in America to Native forms of nationalism, and emphasize the politics of indigeneity in an international context. We will examine the historical background and basic doctrines of federal Indian law, including the history of federal Indian policy, the foundations of tribal sovereignty, and federal roles in Indian affairs. Students will learn about Indigenous governments and the areas in which they exercise authority. We will examine the sources and limitations of federal power over indigenous peoples and tribes, state and federal constraints on tribal authority, and definitions of citizenship. We will also consider how contemporary Indigenous nations and communities capitalize on economic, political and intellectual resources.

In the fall, students will gain an understanding of the legal nature of the relationship between American Indians and the United States. Beginning with the American Constitution and the era of the early republic, the federal-Indian relationship will be discussed in terms of settler colonialism. Students will examine the ways that Indigenous communities have persisted and revitalized, developing intellectual traditions and structures based on their relationships to one another and to the land. Moving beyond the United States, we will consider the politics of indigeneity in Canada, New Zealand and Australia.

Winter will focus on topical issues that have emerged in the 20<sup>th</sup> and 21<sup>st</sup> centuries, including attempts to appeal to international law, treaty rights and co-management, sustainable landscapes and communities, Indigenous cultural representation, and the media. In major projects in the fall and winter quarters, students will work on a contemporary issue within Washington state that is of particular interest to local Indigenous nations. Working in legal teams, students will develop appellate briefs on real Indian law cases decided recently by the federal courts and will present oral arguments before a mock court. Students will also rotate as justices to read their peers' appellate briefs, hear arguments and render decisions.

**Accepts winter enrollment with faculty signature.** New students must complete a reading from the fall. Contact Kristina Ackley (ackleyk@evergreen.edu) for the reading and to obtain a signature.

**Credits:** 16

**Enrollment:** 50

**Thematic Planning Groups:** Native American and World Indigenous Peoples, and Society, Politics, Behavior and Change

## Ancient Words and Works

### Fall and Winter quarters

**Fields of Study:** art history, classics, history, language studies and literature

**Class Standing:** Freshman - Sophomore

**Preparatory for studies or careers in:** classical studies, archaeology, literature, history and mythology.

**Faculty:** Andrew Reece and Ulrike Krotscheck

The origins of western politics, philosophy, science, art, and history are deeply rooted in Greco-Roman Antiquity. This program introduces students to the foundations of these disciplines through the study of ancient Greece and Rome, their literature, society, art, architecture, language and culture.

We will study the texts and monuments of Greco-Roman antiquity, seeking to understand the works of its foremost thinkers and artists from the Bronze Age to the height of Roman imperial domination in the Mediterranean. Our inquiry will help us establish a strong foundation in the literary and artistic artifacts that have long shaped the European cultural legacy, and it will broaden our historical perspective on this vibrant, ever-changing, often violent part of the world. Through the disciplines of archaeology, art history, literary analysis, history and language study, we will survey ancient Greece and Italy in a comprehensive manner. At the same time, and at least as importantly, we will encounter the accomplishments of Homer, Sophocles, Thucydides, Virgil, Tacitus, Praxiteles, the architects of the Parthenon and the Pantheon, and others, not merely as relics to be appreciated but as vital, continually compelling invitations to think and feel our way into new points of view on the modern, as well as the ancient, world.

Students will interpret the textual and visual material in discussion and writing. As interpretive composition is crucial to our approach to this curriculum, we will provide many opportunities for writing and revising, with frequent faculty and peer review. Students will learn to draw on both material and textual evidence in their arguments. Recognizing the importance of language learning for cultural studies, we will offer elementary Greek or Latin to students in the program (which language depends on demand).

**Credits:** 16

**Enrollment:** 46

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



Photo by Hannah Pietrick '10

## Art/Work

### Fall, Winter and Spring quarters

**Fields of Study:** aesthetics, art history, cultural studies, gender and women's studies, media studies, philosophy, visual arts, writing

**Class Standing:** Freshman - Sophomore

**Preparatory for studies and careers in:** humanities, visual studies, gender studies, cultural studies, education and communications.

**Faculty:** Julia Zay, Shaw Osha Flores and Kathleen Eamon

*"Our guiding principle was that design is neither an intellectual nor a material affair, but simply an integral part of the stuff of life, necessary for everyone in a civilized society."* —Walter Gropius

*"Advertising is the greatest art form of the 20<sup>th</sup> century."*  
—Marshall McLuhan

This interdisciplinary visual studies and philosophy program is about art and work as both practices and discourses specific to modernity. In the spirit of the Bauhaus and its modernist art school curriculum, we will approach the subjects of art and work by stressing intellectual and theoretical pursuits with skills and techniques in visual and time-based art. This program offers foundational coursework in visual and cultural studies, art and media practice and 18<sup>th</sup>-20<sup>th</sup> century philosophy in order to better understand our own moment in history as the product of a continuum of ideas surrounding these themes. We will begin our study with important texts that respond to the gradual rise of industry as the dominant mode of production, and we will continue our examination of two "post-industrial" eras: post-World War Two, and our own. These eras are marked by the emergence of two possibly contradictory tendencies, as the idea of work becomes simultaneously "disenchanted" with the rise of manufacturing and yet highly romanticized with the possibility of greater egalitarianism, the idea of art emerges as both an aesthetic cultural experience in a market economy and as a critic of that same socio-political economy.

In fall quarter, students will gain an overview of the major theories and influential texts of modernity with an introduction to modern and contemporary visual and media arts concepts and practices as they relate to program themes of work and art. We will pursue these themes by thinking, looking and making. By reading often difficult theoretical texts in philosophy, cultural theory and art history we will trace specifically modern historical developments in western art and aesthetics.

In winter quarter, one of our central aims will be to attempt our own little utopian reconciliations by developing "schools," each of which will educate in a specific discipline (visual art, media or philosophy) and will then make collaborative "work" across those disciplines.

We will read a range of challenging and important theorists, and the variety of our objects and practices will require a lively curiosity and imagination. Possible authors include: G. W. F. Hegel, Karl Marx, Sigmund Freud, Michel Foucault, Pierre Bourdieu, Michel de Certeau, Judith Butler and Linda Nochlin. Possible filmmakers include Lizzie Borden, Chantal Akerman, Charles Burnett, Robert Bresson, the Maysles Brothers, Fritz Lang and John Sayles. We will also read from a variety of sources in art and media history and theory, and social theory. Program work will include research (both primary and secondary), writing, and the making of visual and media art.

**Credits:** 16

**Enrollment:** 69

**Required Fees:** \$150 for an overnight program retreat in fall.

**Internship Possibilities:** Spring quarter, with faculty approval.

**Thematic Planning Groups:** Culture, Text and Language, Expressive Arts, and Society, Politics, Behavior and Change

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## Arts in New York

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### Spring quarter

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

**Class Standing:** Freshman - Senior

**Preparatory for studies and careers in:** arts, visual arts, media arts, performing arts, aesthetics, photography, architecture, critical theory, humanities, cultural studies, social sciences, museum studies, material culture, the leisure and tourism industry.

**Faculty:** Ariel Goldberger

This program will study the intense and lively cultural life of New York City, the most active arts production center in the United States, and perhaps the world. Students and faculty will collaborate on final touches to the program in Olympia, then fly to New York for seven weeks (options from 4 to 10 weeks) to engage in program and individual project-related activities.

Program activities will consist of weekly cultural events and shows in as many art genres as possible followed by seminars on readings in contemporary art theory. The class will explore a wide range of sites and art forms in venues ranging from established world-renowned institutions to emergent art spaces.

Arts events may include visits to galleries in Chelsea, MOMA, DIA Arts Center, PS1, The Metropolitan Museum of Art, and emerging venues. The class will attend culturally relevant institutions such as the Japan Society, Asia Society, Jewish Museum, Harlem Studio Museum, and El Museo del Barrio to experience cultural diversity.

Performance venues may include Galapagos Space, PS 122, La MAMA, The Kitchen, HERE, off-off-Broadway, BAM, or emerging and more traditional venues. Dance events may include contemporary performances, experimental works, or festivals. The class may attend poetry readings at different venues such as The Bowery Poetry Club, the Nuyorican Poets Cafe, The New York Public Library, or Poets' House.

Individual projects will be based on personal learning goals and may include internships, work in the arts, writing or research. Students will convene during the final week for presentations of their individual projects to the class.

As part of the New York experience, students will be responsible for making all necessary arrangements for their travel, room and board, event tickets (once selected by the class) and individual projects. Each student's expenses will depend on individual resourcefulness.

**Faculty Signature:** Students interested in the program need to fill out a relatively simple application form and project proposal form and send it directly to professor Goldberger. The forms are available at [blogs.evergreen.edu/artsinny](http://blogs.evergreen.edu/artsinny), and from the program secretaries at the Seminar II Cluster Support office. Once you fill out the application please email it to professor Goldberger - or print it out and place it in his mailbox in the SEM II Cluster Support office. Professor Goldberger will contact you a week after receiving your completed forms. 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

**Required Fees:** \$350 for art event tickets.

**Internship Possibilities:** Students are welcome to propose internships in New York as a component of their individual projects.

**Thematic Planning Groups:** Consciousness Studies, Culture, Text, and Language, and Expressive Arts

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## Astronomy and Cosmologies

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### Spring quarter

**Fields of Study:** astronomy, cultural studies, history, mathematics, philosophy and physics

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** astronomy, natural sciences, history and philosophy of science, and education.

**Prerequisites:** Facility with algebra, good reading, writing and thinking skills. Willingness to work in teams and to use computers for web-based assignments and information. There is no prerequisite in physics.

**Faculty:** EJ Zita

We will learn beginning to intermediate astronomy through lectures, discussions, interactive workshops and observation, using naked eyes, binoculars and telescopes. We will learn about the evolution and structure of our universe and celestial bodies. How are stars born and why do they shine? What are some of the ways in which stars can die, and what new life can they contribute to? How do we know there is dark matter? How do we know that the universe is expanding—and accelerating? What evidence is there for the Big Bang?

Students may build and take home astronomical tools such as spectrometers and position finders. Student teams will research topics of personal interest through observations, readings and calculations; and will share their findings with classmates and the community. In previous programs, students have organized observation field trips to eastern Washington or beyond, to regions with clearer skies.

In seminars, we will discuss cosmologies: how people across cultures and throughout history have understood, modeled, and ordered the universe they perceive. We often study creation stories and worldviews, from those of ancient peoples (e.g. Greeks, Arabs, Chinese, Egyptians, Mayans...) to modern astrophysicists. Student teams will meet for pre-seminar discussions and assignments. Individuals will write short essays and responses to peers' essays.

Students taking this program must be willing to work in teams and to use computers for online information and completing assignments. There is no physics prerequisite. Students will be learning the introductory, algebra-based physics that underlies astronomy and astrophysics, and should have good algebra skills.

**Faculty Signature:** One month prior to registration, students must email faculty ([zita@evergreen.edu](mailto:zita@evergreen.edu)) with evaluation by faculty from the most recent quarter completed at Evergreen.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$30 for use of a spectrometer, solar motion demonstrator, and small telescope.

**A similar program is expected to be offered in 2014**

**Thematic Planning Groups:** Environmental Studies, Native American and World Indigenous Peoples and Scientific Inquiry



## Awakening the Dreamer, Pursuing the Dream

### Fall, Winter and Spring quarters

**Fields of Study:** aesthetics, community studies, consciousness studies, sociology and writing

**Class Standing:** Freshman

**Preparatory for studies and careers in:** the liberal arts, expressive arts, psychology, sociology, and cultural studies.

**Faculty:** Terry Setter and Cynthia Kennedy

*"The only myth that is going to be worth thinking about in the immediate future is one that is talking about the planet, not the city, not these people, but the planet, and everybody on it."*  
—Joseph Campbell

Joseph Campbell points out that our greatest challenge is how to live a humane existence in inhuman times. Awakening the Dreamer, Pursuing the Dream will focus on the individual's relationship to personal and cultural values, society, leadership and the creative process. This program is intended for students who seek to explore and refine their core values in a context where they can act upon them with increasing awareness and integrity.

The program faculty recognize that the social, ecological and psychological challenges of every era have required people to live their lives in the face of significant challenges and it is now widely recognized that crisis often precedes positive transformation. Therefore, this program will begin by focusing on how people in the past have worked to create a meaningful relationship between themselves and the world around them. We will explore movement, stories, and images of various creative practices and spiritual traditions from ancient to modern times to discover their relevance in our own lives. As students gain knowledge and skills, they will develop their own multifaceted approaches to clarifying their identity, then prioritizing and pursuing their dreams.

Throughout the year, the program will work with multiple forms of intelligence, somatic practices and integrative expressive arts approaches to learning. Students will explore the practices of music, movement (such as dance or yoga), writing, drawing and theater in order to cultivate the senses as well as the imagination and powers of expression. These practices will help us understand the deeper aspects of the human experience, which are the source of self-leadership, intentional living and positive change. Students will also investigate the relationship between inner transformation and social change through engagement in community service. Students will read mythology, literature and poetry while exploring ideas that continue to shape contemporary culture. We will also look to indigenous cultures to deepen our appreciation of often-overlooked wisdom and values. We will seek to develop a broader understanding of contemporary culture as a stepping stone to thinking critically about how today's dreams can become tomorrow's reality.

**Accepts winter and spring enrollment.** New students must complete readings and writing assignments to review content from the previous quarter(s). Please contact faculty for more information.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$85 per quarter for overnight retreats and art supplies.

**Thematic Planning Groups:** Consciousness Studies, and Culture, Text, and Language



Photo by Hannah Pietrick '10



## Biodiversity Studies in Argentina

### Fall and Winter quarters

**Fields of Study:** botany, ecology, field studies, language studies, marine science, natural history, study abroad and zoology

**Class Standing:** Junior - Senior

**Preparatory for studies or careers in:** biodiversity, conservation, biology, Latin American studies, natural history, Spanish language.

**Prerequisites:** 1yr Spanish and previous work in natural history and/or environmental science is required.

**Faculty:** Erik Thuesen

In the 19<sup>th</sup> century, European scientists such as Darwin, d'Orbigny and Bonpland traveled in Argentina and brought their knowledge of the flora and fauna back to Europe. The marine, desert and alpine environments of the Southern Cone harbor flora and fauna very different from similar environments in North America. We carry out intensive natural history studies of the unique organisms and ecosystems of Argentina, focusing on those of Patagonia.

Study abroad will commence in Buenos Aires with an intensive study of Spanish to prepare us for our travels and studies in Argentina. We will begin to study the flora and fauna of the Southern Cone while in Buenos Aires. We will take short trips to the sub-tropical province of Misiones and the coastal and mountain regions of Patagonia. We will study the natural history of Patagonia, beginning with field studies on the Atlantic coast and then moving to the Andean Lakes District. Students will conduct formal field exercises and keep field notebooks detailing their work and observations. We will read primary literature articles related to the biodiversity of Argentina and augment our field studies with seminars.

During winter (summer in the southern hemisphere), we will reinforce language skills with 2 weeks of intensive Spanish studies, examine montane and steppe habitats, work in groups to examine biodiversity topics. Clear project goals, reading lists, timelines, etc., will be developed during fall in order to insure successful projects in winter. Examples of group projects include: comparisons of plant/animal biodiversity between coastal, desert and alpine zones; comparative studies of the impacts of ecotourism activities on biodiversity; or examining community composition of intertidal habitats along a gradient from north to south, among others.

**Faculty Signature:** Students must complete an application survey. Applications received by the spring 2012 Academic Fair will be given priority. Qualified students will be accepted until the program fills.

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

**Credits:** 16

**Enrollment:** 15

**Required Fees:** \$5100 for lodging in Argentina (fall & winter) not including for 4 weeks in winter. It will cover 50% of food expenses, the majority of transportation expenses, and language training. Does not cover airfare (approx. \$1300), local transportation, and lodging/food/travel/homestay during winter break and while students are conducting projects. Additional costs are estimated to total \$3100. Total estimated costs for two-quarters (including expenses incurred over breaks) for food, lodging, transportation, Spanish Language instruction and fieldwork activities (guides, excursions, national park fees, museum fees, etc.) is \$8200. Non-refundable deposit of \$500.

**Thematic Planning Groups:** Environmental Studies

## Biology of Ecotones and Extreme Environments: Living on the Edge

### Fall quarter

**Fields of Study:** biology, ecology and marine science

**Class Standing:** Freshman - Sophomore

**Preparatory for studies or careers in:** ecology, marine biology and resource management.

**Faculty:** Amy Cook and Gerardo Chin-Leo

Boundaries between habitats (ecotones) and extreme environments (temperature, pressure and salinity) often contain diverse and productive ecosystems. This program will explore the physics and chemistry of these environments and examine the organism adaptations and ecological interactions that determine their unique biodiversity and productivity. In addition, we will examine the ecotones and extreme environments created by the expansion of human development into natural ecosystems. An understanding of the structure and function of ecotones and extreme environments can contribute to conservation biology efforts such as the design of parks and reserves and allow us to better understand how human-dominated landscapes influence natural landscapes.

Through lectures, workshops and field activities, students will learn how to identify local plants and animals and will learn about the composition and ecology of several common habitats in the Pacific Northwest including coniferous forest, freshwater stream and nearshore marine. Students will examine the ecotones between these communities by identifying the resident organisms, and describing the physical characteristics of the ecotones and the dynamics of biogeochemical cycles that cross community boundaries. Taking advantage of the Evergreen campus and nearby areas as natural laboratories, we will focus on the following ecotones: intertidal zones, the boundary between freshwater aquatic systems and terrestrial systems, the transition zone between marine and freshwater (estuaries) and the ecotones associated with human-dominated landscapes. In addition, we will examine the ecology of extreme environments such as hydrothermal vents and hypersaline lagoons and the physiological adaptations that organisms have made to live in these environments.

The program will provide students with the opportunity to broaden their understanding of biology and ecology, develop skills in several of the major techniques used in field ecology and improve their writing, quantitative and communication skills.

**Credits:** 16

**Enrollment:** 46

**Thematic Planning Groups:** Environmental Studies

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## Boom or Bust: The U.S. Economy, 2013 and Beyond

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### Winter quarter

**Fields of Study:** business and management, economics and law and public policy

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** economics, public policy, business and law.

**Faculty:** Bill Bruner

Over the past few years, the world economy has gone through a gut-wrenching recession from which it may now—at least at this writing—be recovering. Our objective in this program is to understand the current condition of the economy—with particular emphasis on the U.S. economy—in the context of economic cycles that have been a part of economic history for centuries. We will develop conceptual frameworks for explaining these cycles and apply these frameworks to analysis of current economic conditions. We will be concerned especially with the policy tools that might be used to smooth the ups and downs of the economy. Our studies will include introductions to macroeconomics, economic policy, economic indicators and economic history. No prior study of economics is required, but it won't hurt, either.

Students who enroll in this program must be prepared to read about current economic and business conditions on a daily basis in several different publications, both electronic and print-based. This might include the traditional—*Wall Street Journal* or *The New York Times*—government publications from such agencies as the Federal Reserve or the Department of Labor and a variety of web-based publications. Students should expect to become well informed about the economy and political developments. They should be prepared to draw conclusions about economic policies and defend those conclusions in vigorous discussions with their classmates.

The final project for the program will be an economic forecast for the U.S. economy for 2013 and beyond.

**Credits:** 16

**Enrollment:** 25

**Thematic Planning Groups:** Society, Politics, Behavior and Change



Photo by Carlos Javier Sánchez '97

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## Botany: Plants and People

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### Winter quarter

**Fields of Study:** botany, environmental studies, natural history

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** plant science, plant ecology, economic botany, agriculture, forestry, environmental education.

**Faculty:** Frederica Bowcutt

This program investigates people's relationships with plants for food, fiber, medicine and aesthetics. We will examine economic botany including agriculture, forestry, herbology and horticulture. We will also work through a botany textbook learning about plant anatomy, morphology and systematics. Lectures based on the textbook readings will be supplemented with laboratory work. Students will explore how present form and function informs us about the evolution of major groups of plants such as mosses, ferns, conifers and flowering plants. Students will get hands-on experience studying plants under microscopes and in the field. To support their work in the field and lab, students will learn how to maintain a detailed and illustrated nature journal. Students will write a major research paper on a plant of their choosing. Through a series of workshops, they will learn to search the scientific literature, manage bibliographic data, and interpret and synthesize information, including primary sources.

**Credits:** 16

**Enrollment:** 24

**A similar program is expected to be offered in 2014-15.**

**Thematic Planning Groups:** Culture, Text and Language, and Environmental Studies

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## Bridges: Poetry and Prints

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### Spring quarter

**Fields of Study:** literature, visual arts and writing

**Class Standing:** Freshman - Sophomore

**Prerequisites:** This lower-division program welcomes freshmen and sophomores who have had at least one visual arts and one writing class in high school or college.

**Preparatory for studies and careers in:** printmaking, bookmaking, poetry writing and editing, and publication layout and design.

**Faculty:** Bill Ransom and Joe Feddersen

Throughout history, images and text have collaborated as a bridge to understanding and as a vehicle toward deeper meaning than either provides alone. Traditionally, artists and poets have collaborated to present this deeper meaning through books. We will use desktop presses to create prints and will practice open- and closed-form poetry to complement these images. Participants in this program will create poems and images and will gather these into handmade books. Group collaboration will be expected for some projects, and in weekly seminars we will discuss program readings, which will include, among others, *Writing Poems* by Robert Wallace and Michelle Boisseau, *How to Read a Poem* by Edward Hirsch and *Book Binding for Book Artists* by Keith Smith and Fred Jordan.

Other activities of the program will include instructor critique of visual art and writing, and workshops that will focus on revision, peer critique and new work.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$30 for printmaking and bookmaking supplies.

**Thematic Planning Groups:** Culture, Text and Language and Expressive Arts

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## The Chemistry of Living Systems

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### Fall and Winter quarters

**Fields of Study:** biochemistry and chemistry

**Class Standing:** Junior - Senior

**Prerequisites:** One year of college-level general chemistry.

**Preparatory for studies and careers in:** chemistry, biochemistry, industrial or pharmaceutical research, medicine, dentistry, veterinary medicine, naturopathy, optometry and pharmacy.

**Faculty:** Paula Schofield and Lydia McKinstry

This upper-division chemistry program will develop and interrelate concepts in experimental (laboratory) organic chemistry and biochemistry. It will cover the chemistry material that is usually offered in Molecule to Organism. Throughout both quarters we will integrate topics in both subjects to gain an understanding of the structure-property relationship of synthetic and natural organic compounds. We will also examine the key chemical reactions of industrial processes as well as those reactions that are important to the metabolic processes of living systems.

There will be a significant laboratory component—students can expect to spend at least a full day in lab each week, maintain laboratory notebooks, write formal laboratory reports and give formal presentations of their work. Students will work collaboratively on laboratory and library research projects incorporating the theories and techniques of chemical synthesis and instrumental methods of chemical analysis. All laboratory work and approximately one half of the non-lecture time will be spent working in collaborative problem-solving groups. We also hope to attend a chemistry conference.

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. Each student will be expected to develop a sufficient basis of advanced conceptual knowledge and practical skills necessary for pursuing work in a chemistry-based discipline.

**Accepts winter enrollment with faculty signature.** Students will need to have had 1 quarter of organic chemistry and 1 quarter of biochemistry. Please contact faculty for more information.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$250 to attend a chemistry conference in fall.

**Thematic Planning Groups:** Scientific Inquiry

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## Chinese Stories: Modern Fiction and Film

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### Spring quarter

**Fields of Study:** literature and media studies

**Class Standing:** Sophomore - Senior

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

**Faculty:** Rose Jang

This program will take a journey through modern Chinese history by way of reading and viewing Chinese stories in fiction and film. The fiction of modern China found its first and most resounding voice in Lu Xun's short story, "The Diary of a Madman," in 1918, five years after the first independent screenplay was filmed in Shanghai, China. Since then, Chinese stories in the hands of many ingenious artists have enlivened life and documented modernization. Writers such as Ding Ling, Lao She, Mo Yan, Han Shaogong and Wang Anyi traced the joy, pain, suffering, dignity as well as everyday experiences of modern Chinese people, whose lives spanned some of the most turbulent and atrocious chapters of human history. Film directors Yuan Muzhi, Fei Mu, Zhang Yimou, Tian Zhuangzhuang, Jia Zhangke

and Li Yu, leading the way for continuously emerging new-wave film makers, retold Chinese stories through the unique lenses and distinct aesthetics of each film generation.

We will alternate between selective works of fiction and film, analyzing each work and genre independently as well as comparing them in aesthetic and thematic terms. Faculty will provide related historical and cultural information through lecture and additional readings. Students are required to analyze literary forms and film aesthetics and to explore their contents through reading, writing and seminar discussions. In addition to weekly papers in response to individual works, they will compose a final essay relating the artistic works of modern China to their historical and cultural contexts.

**Credits:** 16

**Enrollment:** 25

**Thematic Planning Groups:** Culture, Text and Language, and Expressive Arts

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## Clinical Psychology: The Scientist-Practitioner Model

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### Fall, Winter and Spring quarters

**Fields of Study:** psychology

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** psychology.

**Faculty:** George Freeman

In 1949, clinical psychologists defined a model of graduate training called The Boulder Model, also known as the scientist-practitioner model. The model asks that students' training include research and clinical skills to make more informed and evidence-based decisions regarding treatment. Using this model of the scientist-practitioner, students will co-design a course of study in clinical psychology. The intention of this program is to prepare students at the levels of theory and practice for further study and work in the field of human services.

Fall quarter, students will engage in a study of the history and systems of psychology, quantitative and qualitative research methods, and investigate regionally-based internships in preparation for winter and spring quarter placements. We will use the first week to co-design as a community meaningful and thoughtful assignments geared to support the group as well as individual goals. Mid quarter is comprised of independent and small group work outside the classroom setting. We return for the last three weeks to review, revise and present the culmination of the quarter's work. Winter quarter's focus on personality theory and psychopathology establishes the two foundational areas of study particular to clinical and counseling psychology. We will examine the Three Forces of psychology: psychodynamic theory, behaviorism, and humanistic psychology as well as the field of transpersonal psychology. Students will also be placed in area internships. These theories will serve to inform the experience of the internships and anchor students' practical learning in the latest findings and theories. Our final quarter will be dedicated to an exploration of couples therapy, family and group therapy, and graduate and employment opportunities. Students will continue their 15 hour/week internships started winter quarter through spring quarter. Each quarter will examine multicultural themes regarding race, gender, sexual orientation, class, religious identity and ability/disability.

**Credits:** 16

**Enrollment:** 25

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

**Thematic Planning Groups:** Society, Politics, Behavior and Change

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## Computability and Language Theory

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### Fall and Winter quarters

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

**Class Standing:** Sophomore - Senior

**Prerequisites:** Computer Science Foundations program or a strong mathematical background with two quarters of computer programming. Students with a strong mathematical background but little programming experience will be accepted in variable credit options.

**Preparatory for studies or careers in:** computability theory, computer science, education, formal language theory, mathematical logic, mathematics and programming language design.

**Faculty:** Sheryl Shulman and Neal Nelson

Computers are such an omnipresent and useful tool that it might seem like they can do anything. Through studying topics in advanced computer science, this program will explore what computers can do, how we get them to do it, and what computers can't do. It is designed for advanced computer science students and students with an interest in both mathematics and computer science.

Topics covered will include formal computer languages, systems of formal logic, computability theory, and programming language design and implementation. Students will also study a functional programming language, *Haskell*, learn the theoretical basis of programming languages and do an in-depth comparison of the properties and capabilities of languages in the four primary programming paradigms: functional, logic, imperative and object-oriented. Program seminars will explore selected advanced topics in logic, language theory and computability.

Topics will be organized around three interwoven themes. The **Formal Languages** theme will cover the theoretical basis of language definitions, concluding with a study of what is computable. The **Logic** theme will cover traditional logic systems and their limits, concluding with some non-traditional logic systems and their applications to computer science. In the **Programming Language** theme we will study both the theoretical basis and practical implementation of programming language definitions by comparing the implementations of the four programming language paradigms. Students will have an opportunity to conclude the program with a major project, such as a definition and implementation of a small programming language.

**Accepts winter enrollment with faculty signature.** This program has four threads of study with variable credit options. Full time students will be accepted if they have course work or experience equivalent to the fall quarter material.

**Credits:** 16

**Enrollment:** 17

**A similar program is expected to be offered in 2014-15**

**Thematic Planning Groups:** Scientific Inquiry

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## Computer Science Foundations

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### Fall and Winter quarters

**Fields of Study:** computer science, consciousness studies and mathematics

**Class Standing:** Freshman - Senior

**Prerequisites:** High School Algebra II

**Preparatory for studies and careers in:** computer science and mathematics, including computer programming, discrete mathematics, algorithms, data structures, computer architecture, and topics in technology and society.

**Faculty:** Sheryl Shulman and Neal Nelson

The goal of this program is 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 a liberal arts computer science curriculum.

In both 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. The *technology and society* theme explores social, historical or philosophical topics related to science and technology.

**Accepts winter enrollment with faculty signature.** Students must have completed the equivalent of at least one quarter of computer programming.

**Credits:** 16

**Enrollment:** 32

**A similar program is expected to be offered in 2013-14**

**Thematic Planning Groups:** Scientific Inquiry

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## Computing Practice and Theory

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### Spring quarter

**Fields of Study:** computer science

**Class Standing:** Sophomore - Senior

**Prerequisites:** Computer Science Foundations (including discrete mathematics) or equivalent experience.

**Preparatory for studies or careers in:** computer science.

**Faculty:** Richard Weiss and Judith Cushing

This project-oriented program for intermediate and advanced computer science students will weave together theory and practice of two domain areas (pattern analysis and modeling). For theory we will choose three computer science topics from: algorithms and their complexity, formal language theory, data mining, machine learning, database theory, data visualization, and cryptography, depending on class interests. We will meet in lecture, seminar, and workshops four times a week, and students will share responsibility for presenting and discussing concepts in the readings. One seminar group will focus on applying scientific visualization, data mining and statistics to modeling ecological data drawn from a Pacific Northwest forest. The other will apply statistics to machine learning and network analysis.

In addition to seminar, the program will include an introduction to the theory and practice of statistics, which students will apply to the domain area of their choice (learning/networks or ecology). Students will also be expected to complete a research paper or a programming or statistics project, and present their work. To facilitate this, we will organize small research groups that meet twice weekly to discuss progress. Projects will begin with a proposal and bibliography, and should be either small enough in scope to be completed in one quarter or a self-contained part of a larger project.

This program aims to give students from Computability, Computer Science Foundations, or Music, Math and Cybernetics opportunities to continue work begun in those programs. Students who have taken Computability will be expected to complete more advanced work.

**Credits:** 16

**Enrollment:** 50

**Thematic Planning Groups:** Scientific Inquiry



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## Consciousness

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### Winter quarter

**Fields of Study:** consciousness studies, psychology, religious studies and somatic studies

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** psychology, philosophy, neuroscience, mindfulness studies, humanities and social sciences.

**Faculty:** Ariel Goldberger

This class is devoted to researching and exploring the idea of consciousness from many disciplinary vantage points.

Participants will examine the latest developments in the study of consciousness in four thematic units focusing on the relationship of consciousness and neuroscience, psychology, mindfulness and spirituality. Modes of inquiry will include seminars, individual research, response projects and presentations. As a way to express Evergreen's collaborative focus, students will meet together on the first week of the quarter and will create a syllabus in collaboration with the faculty.

The class will follow contemplative educational practices as a way to develop concentration, mindfulness, and the equanimity to address the complex themes with a clear mind.

Students will also design a four-credit independent project based on individual interests. This project will be presented orally to the rest of the class by the last week of the quarter, and can include arts, presentation software, images and sound.

**Credits:** 16

**Enrollment:** 25

**Thematic Planning Groups:** Consciousness Studies, Culture, Text, and Language, and Society, Politics, Behavior and Change

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## Creating Dance

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### Fall quarter

**Fields of Study:** aesthetics, art history, dance, linguistics, somatic studies, theater and visual arts

**Class Standing:** Freshman - Senior

**Preparatory for studies and careers in:** dance and theatre.

**Faculty:** Robert Esposito

This program involves progressive study in modern dance composition/choreography. Prior dance experience at the beginner/intermediate level is helpful. Activities include Laban-based Nikolais/Louis technique, theory, improvisation, composition and seminar. Technique is based in anatomy and kinesiology, using a Pilates-based floor barre and Feldenkrais-based somatic work to develop core mobility and stability. Theory draws upon a wide range of aesthetic and scientific fields, emphasizing individual and group empowerment, artistic freedom, community and creative play. Students learn basic principles of dance composition: the design of space, time, shape and motion, drawing from their own life experience and past study to create original work. Seminar draws on texts in art history, linguistics, Gestalt psychology, poetics and current events. Seminar develops verbal and non-verbal skills in critical analysis, situating texts, art and performance works in their historical and sociocultural contexts.

This approach to creative dance includes units on diet, injury prevention, conditioning and somatic therapy. Writing will focus on the development of a journal using action language, visual art and poetics. The program culminates with a public concert of student, faculty and/or guest choreography.

**Credits:** 16

**Enrollment:** 25

**Thematic Planning Groups:** Consciousness Studies, Expressive Arts

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## Cultures of Solidarity

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### Spring quarter

**Fields of Study:** community studies, geography, media arts and sociology

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** community development, social movement organizing, education and media arts.

**Faculty:** Anne Fischel and John Baldrige

How do communities remain resilient in the face of oppression, exploitation, disempowerment, and the shock of what Naomi Klein has termed "disaster capitalism"? How do people come together—and hold together—in challenging times? Conversely, how do people organize to resist and transform their societies' embedded inequities? How do groups create, nurture and develop networks of mutual aid, cooperation and solidarity that uphold principles of justice and sustainability?

We will consider a range of communities seeking answers to these questions, in theory and in practice, to create and maintain cultures of solidarity. Key themes include: alternative economic models, such as producer and consumer cooperatives; the role of bottom-up, non-authoritarian education models in building durable, multigenerational lines of communication; challenges faced by indigenous, migrant, working class and other constituencies, including language, cultural and media literacy; and critical analysis of the concepts of sustainability, justice, culture and solidarity. Students will engage with communities in places as nearby as Olympia and Shelton and as far afield as Venezuela, Argentina, and the Basque region of Spain. We aim to learn how answers to theoretical questions can drive constructive practices in the real world.

This program offers a full-time and a half-time option. The central program components outlined above will be offered as part of the Evening & Weekend Studies curriculum, for 8 credits, for all students in the program.

Students enrolled in the full-time (16-credit option) will participate in additional daytime sessions. They will build on the central curriculum with projects that engage directly with local communities. Though we anticipate that some students will join the program to extend their work in the fall/winter program Local Knowledge, the full-time option is open to all registrants. Opportunities will be available to begin new projects or internships, or to join projects-in-progress from fall and winter quarters.

Credits for all students may include: political economy, labor studies, social movement studies, community studies, geography, sociology, ethnic studies, and education. Additional credits for full-time students may include: media production, art as social practice, participatory research, media analysis, or credits tailored to students' community projects.

**Faculty Signature:** An application is required for the 16-credit option to ascertain previous community work or coursework in community studies. Contact Anne Fischel (fischela@evergreen.edu) for more information.

**Credits:** 8, 16

**Enrollment:** 25

**Required Fees:** \$15 for entrance fees (16-credit option).

**Thematic Planning Groups:** Sustainability and Justice



Photo by Carlos Javier Sanchez '97

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## Dance: Body, Culture and Behavior

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### Winter and Spring quarters

**Fields of Study:** biology, dance, health and physiology

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** dance, anatomy, physiology, cultural anthropology, behavior, writing and education.

**Faculty:** Amy Cook and Kabby Mitchell

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

In winter we will examine the anatomical and physiological basis of dance and other demanding activities. Through labs, lectures and workshops we will look at the structure of the musculoskeletal, cardiovascular and respiratory systems and how these function both independently and together to allow us to do anything from walking across the street to performing the complex movements of dance. These ideas will be reinforced in dance workshops and students will be encouraged to learn through paying attention to what is happening in their own bodies. Students will begin to develop an understanding of the dance community and how it fits into a larger social and community context.

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

This program is for anyone who has an interest in dance, human biology and culture and students do not need to have a background in either dance or science to succeed in the program. In taking an

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

**Accepts spring enrollment with faculty signature.** Students entering the program in spring will need to do assigned background reading on the anatomy and physiology of the musculoskeletal system, respiratory system and cardiovascular system prior to entering the program. Interested students should contact Amy Cook (cooka@evergreen.edu).

**Credits:** 16

**Enrollment:** 48

**Thematic Planning Groups:** Expressive Arts and Environmental Studies

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## Dancing Molecules

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### Fall quarter

**Fields of Study:** chemistry and dance

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** performing arts, sciences and education.

**Faculty:** Rebecca Sunderman and Kabby Mitchell

In this program we will investigate the basic languages of dance and chemistry. We will explore the theoretical practices and dynamics of how science and dance are connected through properties of movement: vibrations, reactivity, heat, light and conductivity.

We envision seminar assignments, exams/quizzes, reflection writing, technical writing (lab-related) as part of our collective work, but no large research paper.

Students will participate in laboratory experiments and dance workshops, along with lectures, seminars, films, field trips and guest speakers. We want students to grasp the commonalities between these disciplines, to develop critical thinking skills, to become in tune with their bodies, and to realize their academic potential. No experience in either field is required.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$50 for event tickets.

**Thematic Planning Groups:** Expressive Arts and Scientific Inquiry

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## Drawing from the Sea

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### Winter and Spring quarters

**Fields of Study:** aesthetics, art history, biology, ecology, environmental studies, marine science, maritime studies, natural history and visual arts

**Class Standing:** Freshman - Senior

**Preparatory for studies and careers in:** visual arts, education, marine science, biology and ecology.

**Faculty:** Gerardo Chin-Leo and Lucia Harrison

This program will examine marine environments and life (The Sea) from the perspectives of science and visual arts. This program is designed for beginning students in either discipline. The Sea accounts for a major portion of the biomass and diversity of life and plays a major role in global cycles. The Sea also is a source of inspiration for artists, and artwork provides insights into the relationships of humans to this environment. Currently, The Sea faces major crises caused by human activities such as habitat degradation and natural resource over-exploitation. Science and art can contribute to effective solutions to these major environmental problems by providing an understanding of natural phenomena and insights into how nature is perceived and valued by humans. We will examine how both visual artists and marine scientists use close observation to study The Sea and produce images to communicate the results of their work. We will also study how scientific findings can provide a foundation for expressive art and how art can effectively convey the implications of scientific findings to how humans relate with nature.

Activities will develop concepts and skills of marine science and visual art and examine how each discipline informs the other. Lectures will teach concepts in marine science and aesthetics and develop a basic scientific and visual arts vocabulary. Labs and field trips to local Puget Sound beaches, the San Juan Islands and Olympic Peninsula will provide opportunities to experience The Sea and to apply the concepts/skills learned in class. Weekly workshops on drawing and watercolor painting will provide technical skills for keeping illustrated field journals and strategies for developing observations into polished expressive thematic drawings. Seminars will explore how scientific and artistic activities contribute to solving environmental issues. For example, we will study how the understanding of human relationships with The Sea can be combined with knowledge of the science underlying marine phenomena to promote effective political change (artists and scientists as activists). Other themes that explore the interaction of science and art will include the Sea as: a source of food, a metaphor for human experience, a place of work or medium of transportation, and a subject of inquiry. Most assignments will integrate science and art.

In winter quarter, we will focus on marine habitats including estuaries such as the Nisqually River estuary, the inter-tidal zone and the deep sea. Spring quarter will focus on the diversity and adaptations of marine life. Both quarters will include week-long overnight field trips. This program will include an outreach component where students will contribute to environmental education by developing and presenting science and art curriculum to local schoolchildren.

**Accepts spring enrollment.** Students should have familiarity with the oceanography material covered winter quarter. Please consult Gerardo Chin-Leo ([chinleog@evergreen.edu](mailto:chinleog@evergreen.edu)) for more information.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$300 per quarter for overnight field trips.

**Thematic Planning Groups:** Expressive Arts and Environmental Studies

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## Earth and Life

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### Fall, Winter and Spring quarters

**Fields of Study:** biology, chemistry and geology

**Class Standing:** Freshman - Sophomore

**Preparatory for studies or careers in:** biology, geology, earth science and environmental studies.

**Faculty:** Clarissa Dirks and Abir Biswas

Geologic changes throughout Earth's history have strongly influenced the evolution and development of all life on earth. This year-long interdisciplinary program in biology and geology will examine the development of our planet and the cycles and transformations of matter and energy in living and nonliving systems. Students will gain an understanding of biological and physical Earth processes on a variety of scales. We will study basic concepts in earth science such as geologic time, plate tectonics, earth materials, nutrient cycling, and climate change. Living systems will be studied on the molecular, cellular, organismal and ecosystem levels, emphasizing the strong connections between biological and geological processes.

Fall quarter will introduce students to fundamental principles in geology and biology by studying early Earth history and evolution. In winter quarter, we will investigate systems that highlight how earth processes support life. In spring quarter, students will use this background to engage in projects. Field trips will be an integral part of this program, allowing students to experience the natural world using skills they learned. Each quarter, program activities will include: lectures, small group problem-solving workshops, laboratories, field trips and seminars. There will be opportunities for small groups of students to conduct hands-on scientific investigations, particularly in the field. Students will learn to describe their work through scientific writing and presentations.

This program is designed for students who want to take their first year of college science using an interdisciplinary framework. It will be a rigorous program, requiring a serious commitment of time and effort. Overall, we expect students to end the program in the spring with a solid working knowledge of scientific and mathematical concepts, and with the ability to reason critically and solve problems. Students will also gain a strong appreciation of the interconnectedness of biological and physical systems, and an ability to apply this knowledge to complex problems.

Boating down the Colorado River through the Grand Canyon while conducting field work is a great way to learn about geological and ecological processes. All students in the program will participate in field work though only a select few (approximately 14 students) will be able to participate in the Grand Canyon river trip. For the river trip, students will be selected through an application and interview process. The expense of this trip is often prohibitive (\$1,700 plus airfare to and from Las Vegas); however, alternative less expensive options for independent projects will be available so that all students gain hands-on research experience in the field.

**Accepts winter enrollment.** Students must have one quarter each of college-level biology and college-level geology; college level chemistry recommended. Contact faculty for further information. **This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 46

**Required Fees:** Spring has three options: \$1,700 for a two-week trip to the Grand Canyon; \$450 for field research expenses in Arizona; or students may remain in Olympia and complete field research locally.

**Thematic Planning Groups:** Environmental Studies and Scientific Inquiry

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## Ecology of Grazing and Grasslands in the Pacific Northwest

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### Spring quarter

**Fields of Study:** agriculture, biology and ecology

**Class Standing:** Freshman - Senior

**Preparatory for studies and careers in:** animal agriculture, ecology, conservation, rangeland management, animal physiology/behavior.

**Faculty:** Michael Paros

This program provides students with the fundamental tools to manage livestock and grasslands by exploring the ecological relationships between ruminants and the land. We will begin learning about the physiology of grasses and their response to grazing and fire. Practical forage identification, morphology and production will be taught. Ruminant nutrition, foraging behavior, and digestive physiology will be covered as a precursor to learning about the practical aspects of establishing, assessing and managing livestock rotational grazing operations. We will divide our time equally between intensive grazing and extensive rangeland systems. Classroom lectures, workshops and guest speakers will be paired with weekly field trips to dairy, beef, sheep and goat grazing farms. An overnight trip to Eastern Washington allows students to practice skills in rangeland monitoring. Other topics covered include: co-evolutionary relationships between ruminants and grasses, targeted and multi-species grazing, prairie ecology and restoration, controversies in public land grazing, and perennial grain development.

**Enrollment Condition:** Email with a brief paragraph describing relevant academic background, farming experience, and why you want to take the course. Faculty will arrange a meeting to discuss their qualifications.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$250 for field trips.

**Thematic Planning Groups:** Environmental Studies, Scientific Inquiry

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## Elections, Education, Empowerment: Social Change Through Quantitative Literacy

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### Fall, Winter and Spring quarters

**Fields of Study:** American studies, communications, education, linguistics, mathematics, media studies, political science, sociology and sustainability studies

**Class Standing:** Freshman - Senior

**Preparatory for:** mathematics, statistics and social work.

**Faculty:** Brian Walter, Susan Fiksdal and Sara Sunshine Campbell

What can a poll tell us about the outcome of an election? Do test scores really indicate whether a public school is "good"? What do gas prices have to do with social equity? Why are food labels a social justice issue? Quantitative literacy is a powerful tool that allows one not only to understand complex real-world phenomena but also to effect change. Educator and social justice advocate Eric Gutstein says that reading the world with mathematics means "to use mathematics to understand relations of power, resource inequities, and disparate opportunities between different social groups and to understand explicit discrimination based on race, class, gender, language, and other differences."

We will "read the world with mathematics" as we consider issues of social justice, focusing on how quantitative and qualitative approaches can deepen our understanding. Work will develop students' knowledge of mathematics and examine issues of inequity using quantitative tools. Students will work on persuasive writing and develop a historical understanding of current social structures. Our goal is to expand students' sense of social agency, their capacity to understand issues related to equity, and their ability to take action and work toward social change.

In fall, we will study presidential and congressional national elections in the U.S. We'll look at quantitative approaches to polling and the electoral process, including study of the electoral college, and qualitative approaches to campaign advertising and political speeches. We'll examine the changing role of media by studying past campaigns and how they've impacted today's campaigns. This includes workshops in statistics and other quantitative approaches, in discourse analysis of ads, blogs and social media websites, and in writing, as well as lectures, films, book and synthesis seminars, and a final project including analysis of the 2012 national elections.

In winter, we will investigate common experiences students have with mathematical work by studying the U.S. education system and mathematics education. Bob Moses has said that mathematics education in our public schools is a civil rights issue. Economic access depends on math literacy, yet many students are marginalized by the curriculum and teaching practices. Our exploration of this issue will inform our learning as we develop our own mathematical literacy.

During spring, we will broaden our perspective to include issues related to other social structures, such as health care, government, politics, media and the economy. Through their own newly developed mathematical lenses, students will take on their own projects aimed at examining an issue of personal relevance, which will include field work as a way to apply their learning.

There are no mathematics requirements for this program. It is designed specifically to accommodate students who are uncertain of their mathematical skills, or who have had negative experiences with mathematics in the past. It is an introduction to college-level mathematics in the areas of statistics, probability, discrete mathematics, geometry and algebra. The program will also provide opportunities for students who wish to advance their mathematical understanding beyond the introductory level in these areas.

**Accepts winter and spring enrollment.**

**Credits:** 16

**Enrollment:** 72

**Thematic Planning Groups:** CTL, Scientific Inquiry, Sustainability and Justice, and Society, Politics, Behavior and Change



## Energy, Economics and Entrepreneurship

### Fall, Winter and Spring quarters

**Fields of Study:** business, management, sustainability studies

**Class Standing:** Freshman - Senior

**Preparatory for studies and careers in:** business, management, and education or non-profit organizations.

**Faculty:** Zoe Van Schyndel and Glenn Landram

This three-quarter all-level program examines how energy, economics, and entrepreneurship have influenced the growth of the United States as a nation, and the development of global economic enterprises. The theory and practical application of working through ethical issues will be examined primarily through the use of case studies. This methodology of how to examine ethical issues will include the consideration of legal requirements, economic outcomes and ethical principles.

In fall and winter quarters we will examine finance, accounting, quantitative methods and macroeconomics through two in-depth case studies that will show how American entrepreneurs think and work. In the fall, our case study will consider the golden age of American whaling, a mid-19<sup>th</sup> century version of global economic enterprise. We will experience the age of sail firsthand with a cruise in the San Juan Islands on the tall ship Zodiac. This experience will be bolstered by a visit to the Whale Museum on San Juan Island; these experiences are expected to serve as team building exercises and to provide perspective on our study of the whaling industry. In particular, the challenges and difficulties whalers faced in their pursuit of a renewable energy source will be compared to our present day pursuit of renewable energy. We will explore how late in the colonial era, the United States, with a strong seafaring tradition in New England, an advanced shipbuilding industry driven first by an entrepreneurial business model and later by a corporate factory ship model, became by the 1830s the pre-eminent whaling nation in the world. The impact of the whaling industry on U.S. culture, finances and global expansion will also be explored.

In the winter, our in-depth case study will cover energy development in the United States in the 20<sup>th</sup> century. This will include the benefits of inexpensive energy such as hydroelectric, coal and oil, why these energy sources may not be so affordable when all costs are considered, as well as the pitfalls and dependencies that accompanied the immediate economic benefits of these energy options.

In spring quarter we will engage in a capstone simulation project that will challenge students to apply finance, budgeting, marketing, quantitative methods and leadership to establish a sustainable, successful business. Teams will manage simulated businesses competing against each other and will have an opportunity to demonstrate their ability to synthesize many of the fundamentals of business in one comprehensive computer simulation.

The program format will include workshops, field trips, lectures, films, seminars, guest presentations and group and individual projects. This program can also serve as a preparatory course for continuing work in any master's degree, such as an MBA, requiring a strong quantitative foundation. Students who successfully complete the program will gain a solid introduction to business and management as a possible basis for more advanced study in business, or for jobs in the private sector, government or non-profit organizations. Students will also leave the program with an appreciation of emerging issues regarding energy policies, business and society.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$250 for a fall field trip on the Zodiac.

**Thematic Planning Groups:** Society, Politics, Behavior and Change

## Entrepreneurship and Economic Development

### Fall and Winter quarters

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

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** business, non-profit management and economics.

**Faculty:** John Filmer

Organizations fail or succeed according to their ability to adapt to fluid legal, cultural, political and economic realities. Strong, competent management leads to strong successful organizations. This program will explore the essentials of for-profit and non-profit business development through the study of classical economics, economic development and basic business principles. Critical reasoning will be taught to facilitate an understanding of economics and its application to the business environment. You will be introduced to the tools, skills and concepts you need to develop strategies for navigating your organization in an ever-changing environment.

Management is a highly interdisciplinary profession where generalized, connected knowledge plays a critical role. Knowledge of the liberal arts/humanities or of technological advances may be as vital as skill development in finance, law, organizational dynamics or the latest management theory. As an effective leader/manager you must develop the ability to read, comprehend, contextualize and interpret the flow of events impacting your organization. Communication skills, critical reasoning, quantitative analysis and the ability to research, sort out, comprehend and digest voluminous amounts of material separate the far-thinking and effective organizational leader/manager from the pedestrian administrator. Fall quarter will focus on these basic skills in preparation for projects and research during the winter.

During winter, you will engage in discussions with practitioners in businesses and various other private sector and government organizations. You will be actively involved in research and project work with some of these organizations and it will provide an opportunity to investigate and design exciting internships for spring quarter. Class work both quarters will include lectures, book seminars, projects, case studies and field trips. Texts will include *Essentials of Entrepreneurship and Small Business Management* by Thomas Zimmerer, *Basic Economics* by Thomas Sowell, *Asking The Right Questions : A Guide to Critical Thinking* by M. Neil Browne and Stuart Keeley, and *How to Read a Financial Report* by John A. Tracy.

Evergreen's management graduates enjoy a reputation for integrity and for being bold and creative in their approaches to problem solving, mindful of the public interest and attentive to their responsibilities toward the environment and their employees, volunteers, customers, stockholders, stakeholders and neighbors. Expect to read a lot, study hard and be challenged to think clearly, logically and often. Your competence as a manager is in the balance.

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Society, Politics, Behavior and Change

## Environmental Analysis

### Fall, Winter and Spring quarters

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

**Class Standing:** Sophomore - Senior

**Prerequisites:** One year college chemistry, and college algebra required. One year college biology with a molecular emphasis recommended.

**Preparatory for studies and careers in:** geology, hydrology, chemistry, microbiology, molecular biology, biochemistry, ecology, chemical instrumentation, environmental analysis and environmental fieldwork.

**Faculty:** Andrew Brabban, Clyde Barlow and Kenneth Tabbutt

"Beauty is in the eye of the beholder." For scientists, beauty may be at the scale of the landscape, the organism, or the atomic level. In order to describe a system, scientists are required to collect quantitative data. This is a rigorous program that will focus on investigations in geology and biology supported with analytical chemistry. Instrumental techniques and chemical analysis skills will be developed in an advanced laboratory. The expectation is that students will learn how to conduct accurate chemical, ecological and hydrogeological measurements in order to define baseline assessments of natural ecosystems and determine environmental function and/or contamination. Quantitative analysis, quality control procedures, research design and technical writing will be emphasized.

During fall and winter quarters, topics in physical geology, geochemistry, microbiology, molecular biology, freshwater ecology, genetics, biochemistry, analytical chemistry, GIS, and instrumental methods of chemical analysis will be addressed. Students will participate in group projects studying aqueous chemistry, hydrology, and the roles of biological organisms in the nutrient cycling processes of local watersheds. Analytical procedures based on EPA, USGS and other guidelines will be utilized to measure major and trace anion and cation concentrations. Molecular methods and biochemical assays will complement more classical procedures in determining biodiversity and the role of specific organisms within an ecosystem. Computers and statistical methods will be used extensively for data analysis and simulation and GIS will be used as a tool to assess spatial data. The program will start with a two-week field trip to Yellowstone National Park that will introduce students to regional geology of the Columbia River Plateau, Snake River, Rocky Mountains and the Yellowstone Hotspot. Issues of water quality, hydrothermal systems, extremophilic organisms and ecosystem diversity will also be studied during the trip.

Spring quarter will be devoted to extensive project work continuing from fall and winter. There will be a 5-day field trip to eastern Washington. Presentation of project results in both oral and written form will conclude the year.

### Accepts winter and spring enrollment with faculty signature.

New students must have substantive background in analytical chemistry, molecular biology, microbiology, biochemistry, water analysis and geology. Contact Andrew D. Brabban Ph.D. (brabbana@evergreen.edu) with a written petition or meet with faculty at the Academic Fair (December 2012 for winter; March 2012 for spring). New students will need to complete some catch-up work during break.

**Credits:** 16

**Enrollment:** 63

**Required Fees:** \$470 for a fall field trip to Yellowstone National Park and lab damage deposit; \$20 in winter for lab damage deposit; \$200 for a spring field trip to eastern Washington.

**A similar program is expected to be offered in 2014-2015**

**Thematic Planning Groups:** Environmental Studies and Scientific Inquiry

## Equality and the Constitution

### Spring quarter

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

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** law, education, public policy, political theory, history and political science.

**Faculty:** Jose Gomez

Equality is an ancient ideal, yet at best the United States has embraced it ambivalently throughout its history. Thomas Jefferson wrote in the Declaration of Independence that "all men are created equal," yet he owned slaves; the framers claimed to cherish equality, yet they chose not to enshrine it in the Constitution. Even the Fourteenth Amendment's guarantee of equal protection did not prevent the states from passing Jim Crow laws to maintain white supremacy or the Supreme Court from ruling that the amendment did not mean what it said. Women were denied the right to vote until the ratification of the Nineteenth Amendment in 1920. The struggle to secure equal rights for all Americans continues to this very day.

We will begin by taking a critical look at the early cases in which the Supreme Court eviscerated the ideal of equality by circumventing the Thirteenth, Fourteenth and Fifteenth amendments. Then we will study the many cases in the 20<sup>th</sup> and 21<sup>st</sup> centuries that have chipped away at Jim Crow and inequality. These involve struggles for equal rights in education, employment, public accommodations, housing, voting and university admissions. We will also examine the modern cases that have gone beyond race to fight discrimination based on sex, age, disability, indigence, alienage, wealth and sexual orientation.

Working in legal teams, students will develop appellate briefs on real equal protection cases and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, to hear arguments, and to render decisions. Students should expect rigorous study; the principal text will be a law school casebook.

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Society, Politics, Behavior and Change



Photo by Carlos Javier Sánchez '97

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## Ethnographic Research: Eyes in a Troubled World

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### Fall quarter

**Fields of Study:** anthropology, community studies, cultural studies, international studies and political science

**Class Standing:** Freshman - Senior

**Preparatory for studies and careers in:** anthropology, political science, community studies, and research in the social sciences.

**Faculty:** Rita Pougiales and Matthew Smith

Ethnographic research, attuned as it is to everyday cultural experiences and their meaning, equips us to not only inquire into those public issues we value but to also develop a substantive body of data that allows both deeper understanding as well as an informed interpretation. Ethnographic research is conducted in the midst of active cultural settings with the researcher gathering data in the traditional roles of both a “participant” in those settings and an “observer” of the cultural practices and meanings involved. This program includes an examination of and application of ethnographic research methods and methodologies, a study of varied theoretical frameworks used by anthropologists today to interpret and find meaning in data, and an opportunity to conduct an ethnographic project of interest. Students will also read and explore a wide range of ethnographies that demonstrate the application of ethnographic study in some of our most troubled settings locally and in the world. In particular, we will explore the interaction of ethnographic research and human rights advocacy, and how an ethnographer must prepare for such a project. All members of the program will develop and/or conduct an ethnographic project.

**Credits:** 16

**Enrollment:** 48

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

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## Fiber Arts

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### Fall and Winter quarters

**Fields of Study:** visual arts

**Class Standing:** Sophomore - Senior

**Prerequisites:** English Composition (or equivalent college-level writing course) is required. Courses in design, color theory, and art are recommended.

**Preparatory for studies or careers in:** weaving, needlework arts, basketry and felting, color theory, art history and criticism, visual arts and textile design.

**Faculty:** Gail Tremblay

This program is designed to introduce students to movements in contemporary fiber arts and to techniques that will allow them to create works of art using a wide variety of materials and processes. Over twenty weeks, students will study techniques for weaving, warp dyeing for ikat weaving, felting, embroidery, needle arts and basketry. Students will weave a sampler on the four-harness loom and design and make three pieces of artwork each, as well as one collaborative project with other students each quarter. Projects must use or incorporate at least three different techniques we are studying. There will be lectures and films about the history of 20<sup>th</sup>-century fiber art. All students are expected to produce a research paper with illustrations and footnotes each quarter as well as a 10-minute slide presentation about the work of a contemporary fiber artist.

**Credits:** 16

**Enrollment:** 20

**Thematic Planning Groups:** Expressive Arts

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## Field Ecology: Forests

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### Spring quarter

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

**Class Standing:** Junior - Senior

**Prerequisites:** Students must demonstrate at least one full year of college natural sciences including mathematics, biology, chemistry, botany and zoology.

**Preparatory for studies or careers in:** ecology, biology, natural resources, conservation and forest resources.

**Faculty:** Dylan Fischer and Alison Styring

This program will focus on intensive group and individual field research on current topics in ecological science. These topics will include forest structure, ecosystem ecology, effects of forest management, ecological restoration, riparian ecology, fire history, bird abundance and monitoring, insect-plant interactions, and disturbance ecology. Students will be expected to intensively use the primary literature and student-driven field research to address observations about ecological composition, structure and function. Multiple independent and group research projects will form the core of our work in local forests of the south Puget lowlands, national forests, national parks, state forests and other relevant natural settings. Students are expected to “hit the ground running” and should develop research projects for the entire quarter within the first several weeks of the program.

Through a series of short, intensive field exercises, students will hone their skills in observation, developing testable hypotheses, and designing ways to test those hypotheses. We will also explore field techniques and approaches in ecology, and especially approaches related to measuring plant and avian biodiversity. Students will have the option to participate in field trips to sites in the Pacific Northwest and the Southwest (U.S.). Research projects will be formally presented by groups and individuals at the end of the quarter. Finally, student research manuscripts will be created throughout the quarter utilizing a series of intensive multi-day paper-writing workshops. We will emphasize identification of original field research problems in forest habitats, experimentation, data analyses, oral presentation of findings, and writing in scientific journal format.

**Faculty Signature:** Applications will be available from the faculty at the beginning of winter quarter. Students must submit a 300-word essay demonstrating experience with technical writing. Students must also demonstrate at least one full year of college natural sciences, mathematics, biology, chemistry, botany and zoology.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$300 for an optional field trip.

**A similar program is expected to be offered in 2015**

**Thematic Planning Groups:** Environmental Studies



## Food, Health and Sustainability

### Fall, Winter and Spring quarters

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

**Class Standing:** Freshman - Senior

**Preparatory for studies and careers in:** ecological agriculture, genetics, biochemistry, nutrition, microbiology, and agriculture and food policy.

**Faculty:** Donald Morisato and Martha Rosemeyer

What should we eat? What is the link between diet and health? How do we define "organic" and "local" food? How are our agricultural practices linked to issues of sustainability?

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

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

In fall, we will introduce the concept of food systems, and analyze conventional and sustainable agricultural practices. We will examine the botany of vegetables, fruits, seed grains and legumes that constitute most of the global food supply. In parallel, we will study the genetic principles of plant and animal breeding, and the role of evolution in the selection of plant and animal species used as food by different human populations. We will consider concepts in molecular biology that will allow us to understand and assess genetically modified crops.

In winter, we shift our attention to cooking and nutrition. We will explore the biochemistry of food, beginning with basic chemical concepts, before moving on to the structure of proteins, carbohydrates and fats. We will study meat, milk, eggs, vegetables and cereal doughs, and examine what happens at a biochemical level during the process of cooking and baking. We will explore how our bodies digest and recover nutrients, and consider the physiological roles of vitamins and antioxidants, as well as the complex relationship between diet, disease and genetics. Finally, we will study the physiology of taste and smell, critical for the appreciation of food.

In spring, we will examine the relationship between food and microbes, from several different perspectives. We will produce specific fermented foods, while studying the underlying biochemical reactions. We will also consider topics in microbiology as they relate to food safety and food preservation, and focus on specific interactions between particular microbes and the human immune system.

**Accepts winter and spring enrollment with faculty signature.**

Students will need one quarter of college-level biology to join in winter, and two quarters to join in spring.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$50 per quarter for conference registration and supplies.

**Thematic Planning Groups:** Environmental Studies, Scientific Inquiry and Sustainability and Justice



Photo by Karissa Carlson



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## The Formation of the North American State

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### Fall quarter

**Fields of Study:** history, international studies and political science

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** history, political economy, political science, secondary education, graduate school and informed citizenship.

**Faculty:** Jeanne Hahn

This program will examine the movement of the North American colonies in their separation from Britain to the emergence of the United States through the election of 1800. It will investigate the conflict; the social, racial and class divisions; and the distinctly different visions of the proper social, economic and political system that should predominate in the new nation. Much conflict surrounded the separation of the settler colonies from Britain, including a transatlantic revolutionary movement, development of slave-based plantations and the birth of capitalism. Capitalism was not a foregone conclusion. We will study this process and pay close attention to the Articles of Confederation and the framing of the Constitution; in addition, we will investigate the federalist and anti-federalist debates surrounding the new framework, its ratification, and the political-economic relations accompanying the move from one governing structure to the other. This program will require close and careful reading, engaged seminar participation, and considered, well-grounded writing.

**Credits:** 16

**Enrollment:** 25

**Thematic Planning Groups:** Sustainability and Justice, Society, Politics, Behavior and Change

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## Freedom: Dialogue and Mysticism

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### Fall quarter

**Class Standing:** Freshman - Senior

**Faculty:** Bill Arney

*"It's difficult to talk about an ethic based on our relationships to others because we hardly have any relationships to others."*  
—Curtis White, *The Spirit of Disobedience*

How should we treat one another? We will look to Martin Buber (1878-1965) for answers. Because we are free, Buber said, we have to decide what to do in our relationships with others. But one has to decide with one's whole being—passionately, intentionally, forcefully, decide how to respond to the present situation, and decide without relying on rules, historical precedence or principles. Buber went further: not to decide on one's responsibility in this moment—to live in a state of decisionlessness—leaves one open to being managed, conditioned, controlled, not free.

Buber's early studies of mysticism taught him that one must focus on the inner life, on oneself, to be able to respond well to others. A person's aim of beginning with the self is, however, "the intention of establishing a living mutual relation between himself and them." The aim is "genuine dialogue," living life in and through what Buber called "I-Thou relationships." We will learn what Buber meant by "the life of dialogue" and trace his influences on education, psychotherapy, ethics and international relations.

In addition to our common work and contemplative practices, students will pursue, individually or in groups, an independent study that matters. An excellent introductory program for people interesting in teaching or psychotherapy.

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Consciousness Studies, Culture, Text, and Language, and Society, Politics, Behavior and Change

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## Freedom: Education

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### Winter quarter

**Class Standing:** Freshman - Senior

**Faculty:** Bill Arney

What is the aim of education? Self-awareness? Self expression? The good life? An above-average job in a congenial community? Culture? Collaborative and responsible participation in our diverse society? Creative disobedience? To become a life-long student? "The creation of possessions for all time, the creation of beauty and the discovery of significant truths, as well as the performance of good acts"? Before you answer, remember: You're college students, so *Don't be in a hurry; carry this question about with you, but do at any rate consider it day and night. For you are now at the parting of the ways, and now you know where each path leads. If you take the one, your age will receive you with open arms, you will not find it wanting in honors and decorations: you will form units of an enormous rank and file; and there will be as many like-minded standing behind you as in front of you... On the other path you will have few fellow-travelers: it is more arduous, winding and precipitous; and those who take the first path will mock you, for your progress is more wearisome, and they will try to lure you over into their own ranks.* (Friedrich Nietzsche)

We'll not hurry. We will take our time with good responses to our question. The answer you decide on could change your life.

The program will include an independent study of considerable significance, undertaken individually or in a group, and contemplative practices.

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Consciousness Studies, Culture, Text and Language, and Society, Politics, Behavior and Change

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## Freedom: Power

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### Spring quarter

**Class Standing:** Freshman - Senior

**Faculty:** Bill Arney

What is power and how should one live in it? Early in his career, Michel Foucault (1926-1984) described power's various practices of division: the separation of the sane from the insane, the pathological from the normal, the law-abiding citizen from the criminal. Later he described modern structures of power, a micro-physics of power, that induce people to become self managers: "He who is subjected to a field of visibility, and who knows it, assumes responsibility for the constraints of power; he makes them play spontaneously upon himself; he inscribes in himself the power relation in which he simultaneously plays both roles; he becomes the principle of his own subjection." Foucault even argued that the self and the soul are creations of power. Near the end of his life, he articulated a new project: "seeking to give new impetus, as far and wide as possible, to the undefined work of freedom." He re-imagined the possibility of self-fashioning, of the care of the self, of an art of living.

We'll follow Foucault's course and see where it leads us.

Students, alone or in groups, will complete independent work that will be more admirable than convincing. Contemplative practices, of course.

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Consciousness Studies, Culture, Text, and Language, and Society, Politics, Behavior and Change

## Gateways: Popular Education and U.S. Political Economy

### Fall, Winter and Spring quarters

**Fields of Study:** economics, education, gender and women's studies, political economy and political science

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** juvenile justice, education, political economy, community work and social work.

**Faculty:** Savvina Chowdhury

This program is part of the Gateways for Incarcerated Youth program. A fundamental principle of Gateways is that every person has talents given to them at birth; it is our job to encourage each other to search out and find our passions and gifts. Our work is guided by ideas of popular education. We recognize and value the knowledge and experience of each participant. The program works to strengthen notions of self and community through cultural awareness and empowerment. In connecting and building with people from other cultures and class backgrounds, each person becomes empowered to share their knowledge, creativity, values and goals.

This program offers Evergreen students the opportunity to be peer learners with incarcerated young men in a maximum-security institution. Students will address issues of diversity, equality and critical thinking, along with other issues that are chosen by the young men who are incarcerated. At the same time, the Evergreen students will deepen their understanding of the theory and practice of popular education. Students in this program will have the opportunity to reflect on how they themselves learn as well as how others learn, as they gain experience in the facilitation of discussions and workshops. Students will work on designing, implementing and assessing the workshops. In the process of collectively shaping the Gateways seminar, students will also learn how to organize productive meetings and work through conflict.

Each week the Evergreen students will visit one of two institutions for a cultural diversity and equality workshop, and a college class book seminar. Through the workshops we will explore various aspects of culture in order to understand ourselves and

others as an important part of analyzing contemporary society and building egalitarian relationships. In preparation for the workshop, each week the Evergreen students will meet to organize the workshop's activities. We will also take time each week to reflect on the previous workshop to assess how it worked and draw lessons for the next one. Throughout our work we will read, share and learn about various kinds of relative advantage ("privilege"), while also exploring cultural diversity and continually working to foster a space committed to equality.

In fall quarter, we will study some of the root causes of inequality to understand better the relationship between poor and working class people—especially poor and working class people of color—and the prison system. In winter and spring quarters, we will continue to deepen our understanding of political economy and popular education. Building on our experiences, reflections and studies, each quarter students will take increasing responsibility for designing, implementing, and assessing the program, workshops and seminars. This program requires that all participants be ready to fully commit themselves to our common work and show a willingness to help build a community of learners.

Students should expect to spend approximately 11 hours per week in class on campus and 5 hours per week off campus (including time at, and travel to and from, the institutions).

**Faculty Signature:** Students must interview with the faculty and submit an application. Applications received by the Spring 2012 Academic Fair will be given priority. For more information, contact Savvina Chowdhury.

**Accepts winter and spring enrollment with faculty signature.**

Interested students should obtain an application form in the program office in Sem 2 A2117 and leave the completed application in the faculty member's mailbox in Sem 2 A2117. Applications for winter should be submitted by Friday of week 3, fall quarter 2012; for spring, by the winter 2013 Academic Fair. Students will be considered for entry on a space available basis.

**Credits:** 16

**Enrollment:** 25

**Thematic Planning Groups:** Sustainability and Justice



Photo by Hannah Pietrick '10

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## Gender and Power in Cross-Cultural Context

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### Spring quarter

**Fields of Study:** anthropology, cultural studies, gender and women's studies, sociology and writing

**Class Standing:** Freshman - Senior

**Preparatory for studies and careers in:** humanities and social sciences.

**Faculty:** Toska Olson

Around the world, people's sex, gender and bodies have been socially constructed in ways that have had profound impacts on power and interpersonal dynamics. This program is a sociological and anthropological exploration of gender, masculinity, femininity and power. We will examine questions such as: How do expectations of masculine and feminine behavior manifest themselves worldwide in social institutions like work, families, schools and the media? How do social theorists explain the current state of gender stratification? How does gender intersect with issues of race, ethnicity, sexual orientation, and social class identity? One major component of our inquiry will be an investigation of how people move, adorn and utilize their bodies to shape and reflect gender and sexuality. We will examine topics such as prostitution, body modification, standards of beauty and reproduction.

We will study cross-cultural variation in gendered experiences and opportunities within several different social institutions. Lectures, sociological fieldwork exercises, and seminar readings will provide students with common knowledge about gender theory and gendered experiences in the United States and elsewhere. Students' collaborative research presentations will provide the class with information about gender in cultures other than their own.

This program involves extensive student-initiated research and puts a heavy emphasis on public speaking and advanced group work. Students will learn how to conduct cross-cultural library research on gender, and will produce a research paper that represents a culmination of their best college writing and thinking abilities. Students are invited to register for this program if they are excited about working closely in a small group and conducting a large-scale independent research project. Students should be prepared to spend at least 20 hours per week in the library conducting research for these projects.

Credit may be awarded in areas such as sociology of sex, gender, and bodies; cultural studies; anthropology of sex, gender, and bodies; student-originated studies; and collaborative research and presentation.

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Culture, Text, and Language, and Society, Politics, Behavior and Change

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## Gender Performances

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### Winter quarter

**Fields of Study:** cultural studies, field studies, gender and women's studies, linguistics and sociology

**Class Standing:** Freshman - Senior

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

**Faculty:** Toska Olson and Susan Fiksdal

What are the signals we learn and display to perform our gender? How do different cultures create and maintain gender differences? We will explore these questions and others through the lenses of sociolinguistics and sociology. We will examine the ways that masculinities and femininities are socially constructed through language and other symbolic interactions within the context of a variety of social situations. We will investigate the privileges displayed through gendered performances and examine how people reproduce, contest, or redefine the categories that come to define their identities.

Studies will involve weekly fieldwork that scrutinizes the social construction process occurring around us. Using concepts and methodologies from sociolinguistics and sociology, we will examine informal conversations, advertisements, children's toys and books, and several forms of media. Students should be prepared to read a variety of texts including journal articles, academic texts, ethnographies and short fiction. In a final project, students will write a detailed research proposal based.

**Credits:** 16

**Enrollment:** 48

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

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## General Chemistry

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### Spring quarter

**Fields of Study:** biochemistry and chemistry

**Class Standing:** Freshman - Senior

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

**Faculty:** Lydia McKinstry and Paula Schofield

This program provides the equivalent of a year-long course in general chemistry and will give students the chemistry prerequisite needed to pursue upper division work in chemistry, biochemistry and environmental science. The organizing theme is based on the cycles and transformations of matter and energy at a variety of scales in both living and nonliving systems. Use of quantitative methods will be emphasized, providing insights into these processes. Our work will emphasize critical thinking and quantitative reasoning, as well as the development of proficient writing and speaking skills. Activities will include lectures, small-group workshops, labs, and field trips. Students can expect to spend at least a full day in lab each week, maintain laboratory notebooks, write formal lab reports, and give formal presentations. Group work will include reading and discussion of topics of current or historical significance in chemistry. It will require a serious commitment of time and effort on the part of the student. Students will end the program with the ability to reason critically, solve problems, and have hands-on experience with general chemistry.

**Credits:** 16

**Enrollment:** 48

**Thematic Planning Groups:** Scientific Inquiry

## Gothic Constructions: Architecture and Literature

### Fall and Winter quarters

**Fields of Study:** aesthetics, architecture, cultural studies, history, literature and writing

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** literary studies and architecture.

**Faculty:** Trevor Speller and Anthony Tindill

In 1748, Horace Walpole purchased an estate in London. Over the next thirty years he converted that estate into a Gothic castle and planned "ruins." In 1765, Walpole wrote *The Castle of Otranto*, a novel widely regarded as the first true work of Gothic fiction. In an age of reason, Walpole's focus on the supernatural, feudal ruins and high passion pulled a medieval past into the order of the day, transforming it to meet the desires of a modern public both in print and in stone. From its beginnings, Gothic fiction shared a common link and a common bond with architecture.

For generations before Walpole, the architecture of the Gothic period was the equivalent of history books and literature. Architectural historian Jonathan Glancey writes, "The Architecture of the great medieval Gothic cathedrals is one of the glories of European civilization. Here was an attempt to lift everyday life up to the heavens—to touch the face of God—using the highest stone vaults, the highest towers, the most glorious steeples permitted by contemporary technology...it led to some of the most inspiring and daring buildings of all time." Though not written in actual words, Gothic architecture is written in structural form and religious allegory.

*We will ask ourselves:*

- What is the relationship between literature and architecture?
- How are space and form delimited, described, and invested with meaning?
- What roles does symbolism play in architecture?  
How does this relate to symbolism found in literature?
- How does the built environment feature in writing?
- What aspects of the built environment can be represented?  
What escapes representation?
- How does one 'read' Gothic architecture?  
What is the structure of a Gothic novel/fiction?

We will investigate examples of Gothic literature and architecture in Europe and the Americas from the twelfth century to the present, as well as the history, theory and interrelationship of these artistic modes. Students will be asked to attend lectures and seminars, write papers, take examinations, and develop work in studio that may include drawing, model-building and writing. In addition, students will visit examples of Gothic architecture in concert with their readings.

Architectural texts may include: *Believing and Seeing: The Art of Gothic Cathedrals* by Roland Recht, *The Construction of Gothic Cathedrals: The Study of Medieval Vault Erection* by John Fichen, and *Medieval Architecture (Oxford History of Art)* by Nicola Coldstream. Fictional texts may include texts from the medieval period to the present, including *The Castle of Otranto*, *The Monk*, *Vathek*, *Frankenstein*, *Dracula*, *The Rime of the Ancient Mariner*, and stories by Edgar Allen Poe, H.P. Lovecraft, Angela Carter and Joyce Carol Oates.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$100 for studio supplies (fall); \$900 (optional) in winter for a field trip to Washington, D.C.

**Thematic Planning Groups:** Culture, Text and Language, and Expressive Arts

## Greece and Italy: An Artistic and Literary Odyssey

### Fall, Winter and Spring quarters

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

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** history, literature, classical studies, the visual arts and the humanities.

**Faculty:** Bob Haft

The legacy of the Greek and Italian cultures in the Western world—from the Minoan world to that of the Italian Renaissance—continues to hold considerable sway over contemporary cultures. The great writings and powerful visual arts that were produced in Greece and Italy established standards of excellence which succeeding generations have both struggled against and paid homage to up to the present day. In this program, we will study the texts and monuments of two of the most dynamic and seminal cultures in European history: Classical Greece and Renaissance Italy. We will read and discuss writings from the periods we study (such as Homer's *Odyssey*, Aeschylus' *Oresteia* and Dante's *Inferno*), as well as contemporary offerings (such as Mary Renault's *The King Must Die*). Throughout the program we will learn about modern rediscoveries and re-interpretations of these periods, culminating in our own journey to Greece and Italy.

Fall quarter ("Naissance"), we will investigate the rise of the Greek *polis*, or city-state, from the ashes of the Bronze Age Aegean civilizations, as well as that of the Etruscans, in what is now Tuscany. In addition to reading primary source materials, we will study the architecture, sculpture and painted pottery that was produced, and we will all learn the rudiments of drawing.

Winter quarter ("Renaissance"), our focus will be on the Roman appropriation of Greek art and thought and the later Florentine rediscovery and interpretation of the Classical past. We'll study how 15th-century Italians used the ideas they found in classical literature and learning as the basis for revolutions both in artistic practices and the conception of humanity. We will also learn the basics of black and white photography.

During the spring ("Odyssey"), we will travel to Greece and Italy for six weeks, visiting, studying and holding seminars in sites and cities synonymous with the Classical world and the Renaissance. The first three weeks will be in Greece, where we will start in Crete, focusing our attention on the Minoan Civilization. Next, we will travel through mainland Greece, visiting numerous sites including Athens, Corinth, Olympia and Delphi. The last three weeks will be spent in Italy, using Florence as our main base but making side trips to nearby sites and cities, such as Fiesole and Siena.

**Accepts winter enrollment with faculty signature.** Students must have an interview with the faculty at the Academic Fair in December 2012 in order to obtain a signature. Acceptance into the program will depend on one's background in Greek art and literature. Students unable to attend the Fair should call (360) 867-6474 to schedule an interview appointment.

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

**Credits:** 16

**Enrollment:** 25

**Required Fees:** During spring quarter we will travel to Greece and Italy for six to seven weeks. Approximate cost (excluding airfare and most meals) is \$5,100.

**A similar program is expected to be offered in 2014-15**

**Thematic Planning Groups:** Culture, Text, and Language, and Expressive Arts



## A History of "Race" in the U.S.: From Colonial Era to 2013

### Spring quarter

**Fields of Study:** African American studies, history, political science

**Class Standing:** Freshman

**Preparatory for studies and careers in:** medicine/health, education, government, law, history, political science, cultural studies, sociology and media studies.

**Faculty:** Michael Vavrus

Despite claims that the U.S. is "post-racial," why does "race," nevertheless, continue to retain significance in our contemporary era? And more specifically, just what is "race"?

To address these question and others, this program explores the origins and manifestations of the contested concept of race. We further investigate the ways in which one's racial identification can result in differential social, economic and political treatment. To understand this phenomena, we analyze the 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.

Central to this program is a study of historical connections between European colonialism prior to U.S. independence as a nation and the expansion of U.S. political and military dominance globally since independence and into the 21<sup>st</sup> century. In this context students are provided 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 the concept of 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, on-line media). As part of this inquiry, we will examine the presidency 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 21<sup>st</sup> century racialized society. Visits to local cultural/ethnic museums are tentatively planned as part of this program.

**Credits:** 16

**Enrollment:** 23

**Required Fees:** \$25 for entrance fees to cultural museums and reading materials.

**Thematic Planning Groups:** Culture, Text, and Language, Society, Politics, Behavior and Change, Sustainability and Justice

## Human Rights and the Tragedies of History

### Fall and Winter quarters

**Fields of Study:** history, international studies, literature, philosophy and writing

**Class Standing:** Junior - Senior

**Prerequisites:** substantial studies in the humanities and/or social sciences.

**Preparatory for studies or careers in:** government, social services, NGO development, writing, philosophy and history.

**Faculty:** Nancy Koppelman and Joseph Tougas

History is unkind. This program will consider the possibilities for human rights in light of the tragedies of history.

The phrase "human rights" suggests high moral principles and political ideals. It champions the dignity of all persons who have ever lived based solely on their humanity. It calls forth an image of a world better than the one we are in now—a world in which ideals have become realities and people can hold high moral principles with complete integrity. But humanity existed long before human rights.

Historians show that in any particular historical moment, people can think and act only with the conceptual tools they have. Structural realities can cause people to harm one another because they do not have the ability or desire to challenge or resist them. As a result, violence, racism, anti-Semitism and sexism are central to our history. For most people who have ever lived, there was no hope for their human rights. What are we to make of these tragic features of history?

What if Hegel is right, and "history is the slaughter-bench of happiness"? Are suffering and injustice the costs of making progress toward a better world? When and how does moral idealism help or hinder aims of "social justice"? If we can find out, how might that knowledge shape efforts to make a better world in our own time?

Before human rights, suffering was thought to be caused by mysterious forces - divine or human. For example, when John Adams defended British soldiers who fired into an angry mob during the Boston Massacre of 1770, he noted that there are "state-quakes in the moral and political world" akin to earthquakes in the physical world. Our program will examine a range of "state-quakes," and particularly those that shaped the lot of Native peoples, the Puritans, American slaves and their owners, and generations of women, immigrants, and people devoted to the life of the mind. We will learn about the philosophical history of human rights from its precursors in the ancient world through the Enlightenment. We will consider the rise of the nation-state in the 19<sup>th</sup> and 20<sup>th</sup> centuries, tensions between political liberalism and pluralism, and the emergence of 21<sup>st</sup> century internationalism which seems to eclipse mutual obligations tethering citizens to states. Writing will focus on employing the skills of close analysis and developing sound arguments informed by our texts. Students will write lengthy term papers that could serve as writing samples in graduate school applications.

Students who have completed substantial studies in the humanities and social sciences and who are prepared for advanced level work are warmly invited to join this program.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$125 per quarter for entrance fees and overnight field trips.

**Thematic Planning Groups:** Culture, Text and Language, Society, Politics, Behavior and Change

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## Iconoclasm

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### Fall and Winter quarters

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

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** visual arts, art history, philosophy and aesthetics.

**Faculty:** Lisa Sweet and Elizabeth Williamson

Iconoclasm is about more than just destroying or defacing an existing image—it also creates its own symbolic content. This program addresses iconoclasm as both a contemporary and a historical phenomenon, asking questions such as: What perceptions and convictions inspire people to attack, deface or destroy images? What is achieved by burning a Quran or toppling a statue of a government leader?

This program is designed for students with interest in aesthetic philosophy and printmaking. Over the course of 20 weeks, we will explore several case studies of the destruction of images—from religious objects to ‘canonized’ works of art in museums, from iconoclasm borne of religious conviction, to more familiar forms associated with political dissent. We will also cover image-breaking as an artistic strategy. Our collective project will be to gain clarity on the impulses, expressions and consequences of iconoclasm.

Fall quarter will provide students with a framework for understanding the history and thinking embedded in instances of iconoclasm. Students will be introduced to texts and concepts through lecture and seminar, and will begin to process ideas addressing image destruction more intentionally through writing and revising critical essays. Students will also learn basic intaglio printmaking techniques, providing a hands-on context in which to understand both the power of images and some consequences of iconoclasm. Winter quarter will represent a deeper examination of events in which iconoclastic impulses go by other names: censorship, sacrilege, art history or art-making. During this second half of the program, students will also develop culminating projects synthesizing and advancing program concepts.

Though we will be looking at works of art in a historical context, this is not a traditional art history class, nor does it offer a chronological survey of Western art. About 40% of students’ time will be devoted to artistic practice and 60% to rigorous reading, writing and discussion. Students should be prepared to articulate the content of their artistic work, and to use creative modes of thinking to actively engage the theoretical materials presented in the program.

**Accepts winter enrollment.** Students seeking to enter the program in winter are strongly encouraged to contact faculty. Existing basic etching skills (preferably in the Evergreen printmaking studio) and selected foundational readings from fall quarter are necessary.

**Credits:** 16

**Enrollment:** 40

**Required Fees:** \$10.00 per quarter for use of the printmaking studio and related equipment.

**Thematic Planning Groups:** Culture, Text and Language, and Expressive Arts

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## Illustrations of Character: Literary and Philosophical Studies

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### Spring quarter

**Fields of Study:** American studies, classics, history, literature, philosophy and writing

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** literature, classics, philosophy, history, education, psychology, law and public service.

**Faculty:** Nancy Koppelman, Andrew Reece and Charles Pailthorp

*“What is character but the determination of incident? What is incident but the illustration of character?” —Henry James*

How do we determine what to do when faced with hard choices? Is our own happiness uppermost in our minds, or is something else—loyalty to a friend, say, or religious principles? How can we live with integrity in the face of temptation or tragedy? These ethical questions demand that we think carefully about character. Character comprises not only our distinctive qualities, but also our disposition to act in certain ways, for good or ill. Indeed, our word “ethical” derives from the Greek word for character, *ethos*, which, like our word, can refer to a literary figure (a character) or to an individual’s qualities and dispositions.

In this program, we study works of philosophy, history, drama and fiction that illuminate our understanding of character. We explore how character affects, and is affected by, desire, deliberation, action and suffering. We read literary and historical accounts that illustrate the character of people or a people. These accounts may portray profound moral dilemmas or day-to-day trials woven into the fabric of human experience. Texts in ethical philosophy will broaden our notions of character, particularly in relation to external goods, habit, happiness, friendship and duties. They provide powerful interpretive tools and a refined vocabulary for grappling with questions raised by our other texts. Authors will include Plato, Aristotle, Sophocles, Immanuel Kant, Soren Kierkegaard, Nathaniel Hawthorne and Edith Wharton, among others.

This program suits students who are prepared not only to think critically, but to investigate their own beliefs and submit them to rigorous scrutiny: that is, to practice ethical thinking as well as study it. Writing will be central to that practice, and students will write long and short essays submitted to peer and faculty review.

**Credits:** 16

**Enrollment:** 72

**Required Fees:** \$100 for entrance fees and supplies.

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

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### Individual Study: East-West Psychology

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#### Spring quarter

**Fields of Study:** anthropology, communications, consciousness studies, cultural studies, education, environmental studies, field studies, health, history, international studies, music, philosophy, psychology, religious studies, sociology, somatic studies, study abroad and sustainability studies

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** personality theory, abnormal psychology, Jungian psychology, ethics in psychotherapy, cross-cultural counseling, gerontology, Buddhist studies, Asian psychology, socially engaged Buddhism, Chinese spiritual paths, social work, education, transpersonal psychology, and studies in death and dying.

**Faculty:** Ryo Imamura

This is an opportunity for sophomore, junior and senior students to create their own course of study and research, including internship, community service, and study abroad options. Before the beginning of spring quarter, interested students should submit an Individual Learning or Internship Contract to Ryo Imamura, which clearly states the work to be completed. Possible areas of study are Western psychology, Asian psychology, Buddhism, counseling, social work, cross-cultural studies, Asian-American studies, religious studies, nonprofit organizations, aging, death and dying, deep ecology and peace studies. Areas of study other than those listed above will be considered on a case-by-case basis.

**Faculty Signature:** Email a contract draft/proposal.

**Credits:** 16

**Enrollment:** 25

**Internship Possibilities:** Counseling, social work, social services, gerontology, ecology, religious communities, humanitarian work and community services.

**Thematic Planning Groups:** Consciousness Studies, Culture, Text and Language, and Society, Politics, Behavior and Change

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### Individual Study: Environmental Studies

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#### Spring quarter

**Fields of Study:** biology, ecology, environmental studies, marine science and zoology

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** environmental science, ecology and biology.

**Faculty:** Erik Thuesen

This is an opportunity for advanced students to create their own course of study and research in environmental studies. Prior to the beginning of spring quarter, interested individual students or small groups of students must consult with the faculty sponsor about their proposed projects. The faculty sponsor will support students to carry out studies in environmental fieldwork, ecology, zoology and marine science. Students wishing to conduct laboratory-based projects or carry out extensive fieldwork should have the appropriate skills needed to complete the project.

**Faculty Signature:** Students should contact the faculty member via email as early as possible by sending an outline of proposed work. Preference will be given to those students submitting viable study plans by week 6 in winter quarter.

**Credits:** 16

**Enrollment:** 25

**Thematic Planning Groups:** Environmental Studies

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

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#### Spring quarter

**Fields of Study:** Native American studies, art history, cultural studies, visual arts and writing

**Class Standing:** Sophomore - Senior

**Prerequisites:** College-level writing program and enough previous academic work to merit an independent contract in the area of student work.

**Preparatory for studies and careers in:** the arts, art history, literature, creative writing, especially poetry, and the humanities.

**Faculty:** Gail Tremblay

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

**Faculty Signature:** Develop an Individual Learning or Internship Contract and submit their proposals prior to the beginning of the quarter.

**Credits:** 16

**Enrollment:** 25

**Internship Possibilities:** With faculty approval.

**Thematic Planning Groups:** Expressive Arts

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## Individual Study: Individual Music Instruction

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### Fall, Winter and Spring quarters

**Fields of Study:** music

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** many professions, as performing on a musical instrument is helpful for mental discipline.

**Faculty:** Arun Chandra

This is an opportunity for individual instruction on a musical instrument with a qualified instructor from the Olympia area. I can help you find an appropriate instructor, assuming one is available.

Each student will be expected to bear the cost of the individual lessons. Lessons will most likely occur off-campus, at the instructor's discretion. The instructor will provide a 1-paragraph evaluation of the student's work at the end of the quarter.

Each student will be expected to have one lesson a week, of a duration to be determined by the student and the instructor. At the end of the quarter, each student will be expected to perform one or two pieces (demonstrating what they have learned) in a collective, public recital on the Evergreen campus. From observing the performance, I will add my evaluation to the instructor's evaluation.

The level of the instruction (beginner, intermediate, advanced) is dependent on the entry level of the student. Intermediate and advanced students will be given preference.

**Faculty Signature:** Students must develop an Individual Learning Contract and submit their proposals to the faculty. **Accepts winter and spring enrollment with faculty signature.**

**Credits:** 2

**Enrollment:** 12

**Thematic Planning Groups:** Expressive Arts

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## Individual Study: Psychology & Integrative Health

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### Spring quarter

**Fields of Study:** health and psychology

**Class Standing:** Sophomore-Senior

**Preparatory for studies or careers in psychology:** the health professions, human services and education.

**Faculty:** Mukti Khanna

This opportunity allows students to create their own course of study in the form of an Individual Learning Contract or Internship. Working with the faculty sponsor, individual students or small groups of students design projects or internships and meet regularly with faculty to reflect on their work. Students pursuing individual studies or internships in psychology, integrative health, mind-body medicine, service learning, expressive arts therapy and cultural studies are invited to submit contracts through the online learning contract system to khannam@evergreen.edu. While this opportunity is oriented towards sophomores-seniors, freshman contracts will be considered if they are part of a group project or applying for an internship.

**Faculty Signature:** Interested students contact faculty.

**Credits:** 16

**Enrollment:** 25

**Internship Possibilities:** With faculty approval.

**Thematic Planning Groups:** Society, Politics, Behavior, and Change

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## Individual Study / Internships: Business Management Non-Profits Seaport & Maritime Studies International Trade

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### Spring quarter

**Fields of Study:** business and management, economics and maritime studies

**Class Standing:** Sophomore - Senior

**Prerequisites:** Basic course work in preparation for this course of study.

**Preparatory for studies or careers in:** agency administration, business, economics, leadership, management, maritime and seaport studies, and U.S. history.

**Faculty:** John Filmer

This is not a course! There is no classroom!

Individual Learning Contracts require students to take full responsibility for their learning, including a bibliography, the design of the syllabus, and learning schedule. The faculty sponsor merely acts as an educational manager and not as a tutor. Individual Learning Contracts traditionally offer students an opportunity to do advanced study in areas that are not usually possible through regular programs or courses at Evergreen and in which they already have established skills and/or background. Internships provide a different opportunity to apply prior learning but in this case, with the intent of developing applicable skills and people skills rather than focusing solely on advanced study or research.

John welcomes the opportunity to work with students interested in maritime studies including history, geography, sociology, literature and navigation and the technology of sailing vessels. He also can prove of great value to students interested in business and non-profit development, organizational management, project management, international business, financial analysis, international trade, maritime commerce, economics, intermodal transportation and seaport management. John also sponsors business and non-profit internships, legislative internships and internships with state and federal government agencies, port authorities, maritime and merchant marine firms, freight forwarders and other private sector organizations, including banks and financial houses.

**Faculty Signature:** Students should provide a short paragraph of professional goals and how this will build on their basic preparation.

**Credits:** 16

**Enrollment:** 25

**Internship Possibilities:** With faculty approval.

**Thematic Planning Groups:** Society, Politics, Behavior and Change



## Inexpressibility and its Discontents

### Fall and Winter quarters

**Fields of Study:** literature, physiology, theater and writing

**Class Standing:** Junior - Senior

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

**Faculty:** Marianne Bailey and Leonard Schwartz

In this program we will study the function of myth, the concept of art as ritual and the critique of language and representation in vanguard poetry, theater and opera. We are interested in the work of the artist as creator of new, unexpected artistic languages which attempt to communicate that which is inexpressible, that which lies behind and beyond ordinary words. We will consider how it is that a poet's words can say more than they mean, or that a symbol, as philosopher Paul Ricoeur writes, points toward a meaning otherwise inaccessible. The poets, dramatists, philosophers and theorists whom we will study never relent in their fascination with reconceiving their means of expression, and act with the reckless abandon of the free spirit described by Nietzsche in his essay "On Truth and Lie in an Extramoral Sense".

Two of the major figures under study in our work will be the composer Richard Wagner and the poet and theoretician of the theater, Antonin Artaud, both of whom dreamed of a work of art that would contain word, image, music, flesh and movement in a single medium; both realized ritualized spectacles, in opera and in theater, capable of the transformation of their participants. We will read extensively from Artaud's work, considering his poetry, his essays comprising *Theater and its Double*, as well as his records of personal quests to places which he considered privileged, in which the Marvelous or the divine was written on the face of the land. We will view and listen to both Wagner's *Ring Cycle* and his *Tristan and Isolde*. Wagner's "Total Art" or "Gesamtkunst" realized the 19<sup>th</sup> Century artists' dream of a perfect language, in which music, words, gestures and scenic symbols spoke as one single language. The philosophizing of Friedrich Nietzsche, embedded in the creative power of myth, will also be crucial for us in terms of conceptualizing the life-giving presence of myth in creative expression and the nature of language itself, as both problematic and world generating. Nietzsche's *Birth of Tragedy* also takes us back to the Greeks, their masterpieces of theater as communal ritual, their metaphor of the artist as "entheos" imbued with the god, and their art as arising from the whispering of a muse, or an Orpheus.

During fall quarter, our reading will include as well the Dark Romantic and Symbolist poets of the later 19<sup>th</sup> Century, their reconception of art, and their aesthetic and philosophical groundwork for 20<sup>th</sup> Century Modernism. In addition to our work on Artaud, Wagner and Nietzsche during both quarters, readings will be drawn from Baudelaire, Rimbaud, Mallarmé and Rilke in the European poetic tradition. During winter quarter, we will study Aimé Césaire, as well as Aioné and Kamau Brathwaite, contemporary Caribbean poets. We will read Robert Duncan, Barbara Guest, Alice Notley, Fanny Howe, Nathaniel Mackey and others from the contemporary American poetic tradition growing out of the Black Mountain School. We will study composers Strauss and Berg in the Modern Western operatic tradition, and daring theatrical creators such as Peter Weiss and Peter Brooks. Other theoreticians to be considered during both fall and winter might include Rene Girard's *Violence and The Sacred*, Blanchot's *The Space of Literature*, Bataille's *The Absence of Myth*, Sigmund Freud's *Civilization and its Discontents*, and Robert Duncan's *The Truth and Life of Myth*.

All students will read, write and analyze poetic, philosophical and critical texts, will discuss key theorists in aesthetics, and will choose between weekly workshop/seminars on either creative writing or on the key philosophical writings of Friedrich Nietzsche. Over the two quarters of this program, students will develop and complete a major personal project. This substantial body of work

students will develop over the first weeks of the quarter, and carry through over two quarters; this offers serious creative writers and dramatists, and students of theory, philosophy and literary interpretation the opportunity to undertake a collection of poetry, a play or performance/spectacle, an interpretive work on Nietzschean philosophy, or a research-based project on your choice of themes and artists in our curriculum.

This upper-division program demands a serious commitment of time and effort; the works which we will study are demanding, and the reading and writing will be significant.

**Accepts winter enrollment with faculty signature.** Students should email the faculty two short writing samples, at least one of them analytical, prior to the Academic Fair. Faculty will meet with students before or at the fair, and notify students of decisions by the end of the day Friday after the fair.

**Credits:** 16

**Enrollment:** 50



Photo by Steve Davis

## Introduction to Natural Science: Navigating Observation and Theory

### Fall, Winter and Spring quarters

**Fields of Study:** biology, chemistry and mathematics

**Class Standing:** Freshman - Senior

**Prerequisites:** Proficiency in intermediate algebra.

**Preparatory for studies or careers in:** biology, chemistry, mathematical sciences, environmental studies, teaching and health professions.

**Faculty:** Benjamin Simon, Rachel Hastings and Dharshi Bopegedera

This program is a rigorous introduction to important knowledge and skills students need to continue in the natural sciences and environmental sciences. We will cover key concepts in general chemistry, general biology, and pre-calculus mathematics. Students who have completed pre-calculus will have the option of pursuing work in introductory calculus.

The integration of biology, chemistry and mathematics will assist us in asking and answering questions that lie in the intersections of these fields. Such topics include the chemical structure of DNA, the mathematical modeling of biological population growth, and the equations governing chemical equilibria and kinetics. Our laboratory work in biology and chemistry will also allow us to observe phenomena, collect data, and gain first-hand insight into the complex relationship between mathematical models and experimental results.

Program activities will include lectures, laboratories, workshops, scientific writing and student presentations. Disciplines will be integrated throughout the year so students can understand the natural world from multiple perspectives.

During fall, we will focus on skill building in the laboratory and acquiring the basic tools in chemistry, biology and mathematics. By winter quarter, students will increase their ability to integrate disciplines, moving between established models and experimental data to ask and seek answers to their own questions.

The student presentations will require students to actively participate in conversations on current topics in science. Students will engage library research, writing and oral presentations to communicate their knowledge of these topics to others. A spring quarter component will be a library or laboratory research project and presentation of their findings at the college's annual Science Carnival. This opportunity will allow students to use their knowledge of science to teach schoolchildren (in K-12) in order to improve their own understanding of science.

This program is designed for students who want a foundation in science using an interdisciplinary framework. It will require a serious commitment of time and effort. Overall, we expect students to end the program in the spring with a solid working knowledge of scientific and mathematical concepts, and with the ability to reason critically and solve problems. Students will also gain a strong appreciation of the interconnectedness of biological, chemical and mathematical systems, and an ability to apply this knowledge to complex problems.

Upon completion of the program, students will have completed one year of general chemistry with laboratory, general biology with laboratory and two quarters of mathematics (precalculus and possibly calculus for students who are prepared).

#### Accepts winter and spring enrollment with faculty signature.

Students will need to demonstrate competency in biology, chemistry, and precalculus from the previous quarter(s) by exam. Contact the faculty at the Academic Fair or by email for further information.

**Credits:** 16

**Enrollment:** 72

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

**Thematic Planning Groups:** Environmental Studies and Scientific Inquiry

## Local Knowledge: Creating Inclusive Communities

### Fall and Winter quarters

**Fields of Study:** communications, community studies, education and media arts

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** education, literacy, media, community development, journalism, and work with non-profit organizations.

**Faculty:** Anne Fischel and Grace Huerta

This program links immigration studies, literacy, language acquisition, media, popular education and community development to build a foundation for participation and shared learning with local communities.

The community base of knowledge is an important foundation for creating justice and sustainability. How communities view themselves—their sense of place, history and identity—can influence how they assess problems and create solutions. How can we accompany local communities in this process? What can we learn, what can we teach, and what resources can we offer one another through the collaborative process?

Our region is experiencing a demographic and economic transition. Communities that formerly relied on resource extraction are seeking new forms of economic development. We will learn how shifts in population, culture and work are reframing narratives of community identity. We will construct dialogues with organizations that focus on education, advocacy, citizen participation and community development.

In fall we will learn about local immigration history in Shelton, including the raids and repression of the early 1990s, and the movement to create a dual-language school. Through reading, observation, community dialogues and research we'll seek to understand the diversity and richness of immigrant experiences. We'll learn about transformations of the local economy, including the demise of the timber industry and shifts in the laboring population. We will learn about challenges young people face, and approaches to literacy and language development, including dual-language and ESL teaching models. Some classes will be held off campus to build deeper community connections.

We will learn to analyze locally held knowledge and resources. We will develop case studies of our region, supplemented by research on other parts of the U.S. We will develop skills in video production, media analysis, oral history interviewing, and historical research. Through these studies we will build a base for collaborative community work. We are interested in projects that link media artists with researchers and community activists, and we encourage multi-disciplinary student teams that include a media arts component.

In winter we will develop projects that put into practice the skills, knowledge and relationships we have developed. We will continue to build our knowledge of the region through reading, research and site visits. Finally, we will work to articulate broad frameworks for community sustainability and justice.

Students who wish to continue their project work should consider registering for the spring program Cultures of Solidarity. This program will focus on alternative economic development with a focus on cooperatives.

**Accepts winter enrollment with faculty signature.** Please contact the faculty to discuss background and interest in community studies and the work covered in the program during fall quarter.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$50 per quarter for entrance fees and supplies.

**Internship Possibilities:** With faculty approval in winter quarter, if consistent with the focus and goals of the program.

**Thematic Planning Groups:** Sustainability and Justice

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## Making Effective Change: Social Movement Organizing and Activism

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### Fall, Winter and Spring quarters

**Fields of Study:** American studies, communications, community studies, geography, history, law and government policy, law and public policy, leadership studies, media studies, political science, sociology and sustainability studies

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** NGOs, advocacy, public policy, law and legal rights, education, public health, alternative justice systems, graduate school.

**Faculty:** Tony Zaragoza, Zoltan Grossman and Lin Nelson

Social movements don't just happen. They emerge in complex, often subtle ways out of shifting historic conditions, at first unnoticed or underestimated. Social movements—across the political spectrum—push us to examine a wide array of questions about ideas, communication and organization, and how people are inspired and mobilized to create change. We will explore what individuals and communities can do about whatever issues are of most concern to them.

We will examine methods of community organizing that educate and draw people into social movements, and methods of activism that can turn their interests and commitment into effective action. Key to this will be how movements construct and frame their strategies, using a toolkit of tactics. Our foundation will be the contemporary U.S. scene, but we'll draw on historical roots and lessons from the past, as well as on models from other countries. It will be crucial to look at the contexts of global, national and regional movements, and how they shape (and are shaped by) events at the local scale.

In fall we'll undertake a comparative exploration of strategies and tactics of various social movements in the U.S. and abroad, and critically analyze their effectiveness and applicability. We'll explore movements based around class and economic equality (such as labor rank-and-file, welfare rights and anti-foreclosure groups), as well as those based around identities of race, nationality and gender. We'll examine movements that focus on life's resources, from environmental justice to health, to education and housing. Our explorations will take us across the political spectrum, including how populist movements mobilize disillusioned people, including right-wing populists, such as the Tea Party, anti-choice and anti-gay movements, and anti-immigrant, anti-indigenous, and other white supremacist groups.

During winter, we'll explore the ways that movements emerge and grow, focusing on themes that cut across organizations, and developing practical skills centered on these themes. Our discussions will include how movements reflect and tell people's stories. Central to our study will be ways to communicate with people from different walks of life, using accessible language and imagery. We'll examine how groups use mainstream institutions to effect change critique the use of the internet and social media in networking, and share innovative uses of film, audio, art, and music. We'll assess the effectiveness and creativity of actions at different scales (rallies, direct actions, boycotts, etc.) and look at relationships between social movements with different organizing styles, and how they built alliances, as well as the internal dynamics within organizations.

Spring will be a time for in-depth projects: comparative critiques of movement strategies, critical social history of a movement, direct work with local or regional movement, critical exploration of movement literature, or development of media, including social media, short film, photography, web, and podcasting. Throughout, our work will be shaped by a range of community organizers, activists and scholars. Projects will use community-based research and documentation, with a view toward the sharing and presenting of work, in connection with partners and collaborators.

**Credits:** 16

**Enrollment:** 75

**Thematic Planning Groups:** Sustainability and Justice

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## The Making of Global Capitalism, 1500-1914

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### Winter quarter

**Fields of Study:** anthropology, economics, geography, history, political economy and sociology

**Class Standing:** Junior - Senior

**Prerequisites:** Previous work in the social sciences and political economy.

**Preparatory for studies or careers in:** history, political economy, political science, the non-quantitative social sciences, secondary education, graduate school and informed citizenship.

**Faculty:** Jeanne Hahn

Working together in a seminar format, students and faculty will establish an historical, theoretical and analytical understanding of the birth of capitalism in the crisis of 16<sup>th</sup> century European feudalism, its rise and consolidation in the late 18<sup>th</sup> and 19<sup>th</sup> centuries, the development of the global political economy, and its first structural crisis accompanied by a major burst of imperial expansion in the late 19<sup>th</sup> century. We will find this is a topic steeped in controversy. Capitalism has transformed the world materially, socially and ecologically. We will consider the interrelationships among these three categories as capitalism developed and changed through its formative period. Major analytical categories will be imperialism, colonialism, and globalism, the accompanying ecological transformation, and the rise of social classes in support of and resistance to these developments. We will study the rise of liberalism in its historical context, as well as its counterparts, conservatism and socialism. Understanding the trajectory, deep history and logic of historical capitalism will provide students with the insights and tools necessary to assess the current historical moment. The program will require close and careful reading and discussion as well as considered and well-grounded writing. Our work will be conducted at an upper-division level.

**Credits:** 16

**Enrollment:** 25

**Thematic Planning Groups:** Sustainability and Justice, and Society, Politics, Behavior and Change



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## Media Artist's Studio

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### Fall, Winter and Spring quarters

**Fields of Study:** media arts, media studies and moving image  
**Class Standing:** Junior - Senior

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

**Preparatory for studies or careers in:** media production and graduate studies in media production and media theory.

**Faculty:** Naima Lowe

This is an opportunity 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 their critical understanding of that style in relation to contemporary and historical media practices. 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, media/performance hybrids 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 Individual Study Plan that details the work they will complete each quarter.

Fall quarter will also involve opportunities for students to expand their media practice and theory skills through workshops, writing 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. Workshops and assignments in analytical and creative writing will push students to develop their rhetorical and research skills. 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 and media theorists 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. During these production heavy quarters, students will also be expected to develop significant written work in the form of artists' statements, peer critique, and the completion of a theoretical paper that will accompany their media project.

**Faculty Signature:** Acceptance determined through the submission of a written application and portfolio. We'll be looking for demonstrated technical ability, theoretical and historical grounding in media, critical thinking and writing skills, creativity, originality, and conceptual depth. Include copies of recent faculty evaluations or two letters of recommendation (for transfer students), and a DVD which contains two examples of their best work in film, video, installation, visual art or audio. All prospective students must complete the written application (available by April 2012 from Naima Lowe at [lowen@evergreen.edu](mailto:lowen@evergreen.edu)). Portfolios and applications received by the Academic Fair in May 2012 will be given priority. After the Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by e-mail of their acceptance into this program.

**Accepts winter enrollment with faculty signature (requirements above).** Portfolios and applications received by the Academic Fair in December 2012 will be given priority. **Does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 13

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

**Thematic Planning Groups:** Expressive Arts

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## Media Internships

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### Fall, Winter and Spring quarters

**Fields of Study:** media arts, media studies and moving image  
**Class Standing:** Junior - Senior

**Prerequisites:** Students entering this internship program should have experience in media production, the history and theory of media, and/or experience with audio production and the history and theory of audio technology and music.

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

**Faculty:** Naima Lowe and Peter Randlette

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 Center for Creative and Applied Media (CCAM), the rebuilt HD video and 5.1 surround audio production studios. For specific descriptions of the internships, please refer to <http://www.evergreen.edu/electronicmedia/eminternships.htm>.

**Faculty Signature:** Students may apply to a variety of internships in different areas of Electronic Media. Please contact Naima Lowe at [lowen@evergreen.edu](mailto:lowen@evergreen.edu) for information and an application for specific internships. The prerequisite skills and competencies will be demonstrated through the completion of an application that will include references, program evaluations, and a professional resume. Students will also be expected to demonstrate capacity to work in a professional working environment and as a member of various collaborative and creative teams.

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

**Credits:** 16

**Enrollment:** 8

**Thematic Planning Groups:** Expressive Arts



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## Memories, Dreams and Beliefs

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### Fall, Winter and Spring quarters

**Fields of Study:** consciousness studies and psychology

**Class Standing:** Junior - Senior

**Preparatory for studies or careers in:** psychology, social and human services, cultural studies and consciousness studies.

**Faculty:** Heesoon Jun and Donald Middendorf

In this interdisciplinary program, we will focus on personal and cultural explorations of the dynamic psyche. We'll explore consciousness by examining personal belief systems, dreams and memories. One of our goals will be to understand the relationship between personal and collective consciousness. Another goal will be to collaboratively and individually integrate what we know about the creative, spiritual and scientific elements of the psyche.

We will explore the intricate and complex dynamics of our personal and cultural psyche by examining the following questions. What is the psyche, what is consciousness, and what are their properties and dynamics? What impacts do our memories, dreams and beliefs have on our consciousness? Is our personal consciousness influenced by cultural consciousness or vice versa? Are there different types of consciousness? What are the relationships among the conscious psyche, the unconscious, and personal beliefs in constructing our sense of self? How do our beliefs structure our experience individually and *en masse*?

During fall quarter, we'll build a foundation for our year-long study by examining theoretical and historical perspectives of identity construction, depth psychology, and belief systems and their relationships to conscious and unconscious mental processes. Our texts will include Jung's autobiography *Memories, Dreams, Reflections*, and the journal *Scientific American Mind*. During winter quarter, we'll use this base to provide a foundation for a more in-depth analysis and interpretation of our personal and cultural Memories, Dreams and Beliefs and their relationship to emotions. These topics will be examined from a research perspective. One of our texts will be Van de Castle's *Our Dreaming Mind*. We'll study mindfulness teachings. In spring quarter, students will choose to work extensively with one of the faculty on more in-depth studies. Possible areas of exploration in spring quarter include psychology of dreams, culture and construction of self, memories and psychological disorders, beliefs and empowerment, Progoff in-depth journal work, and meditation theory and practice.

Students are expected to attend every program activity on time and fully prepared to participate. This is a full-time program (16 credits/quarter for three quarters) and students will be expected to work efficiently for a minimum of 40 hours each week (including class time). Activities will include lectures, seminar discussions, workshops, film critiques and self-reflective learning activities. Students will also be expected to keep a personal log of hours spent on academic activities, participate actively in seminar discussions, work in small groups, complete papers, take exams, and give presentations to the class. Be prepared to explore challenging and unfamiliar ideas in a cooperative and friendly manner.

**Faculty Signature:** Submit answers to questions found on our program website (blog). Submit hard copy only..

**Accepts winter and spring enrollment with faculty signature.** Signature requirements are same as for fall quarter.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$40 per quarter in fall/winter for out of print texts; \$20 for entrance fees in spring.

**Thematic Planning Groups:** Consciousness Studies

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## Methods of Mathematical Physics

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### Fall, Winter and Spring quarters

**Fields of Study:** mathematics and physics

**Class Standing:** Sophomore - Senior

**Prerequisites:** One year of calculus and calculus-based physics. Students with less physics should consult the faculty to discuss possible arrangements.

**Preparatory for studies and careers in:** mathematics, physics, chemistry and education.

**Faculty:** David McAvity

Close observation of the natural world reveals a high degree of underlying order. One of the ways scientists understand and explain this order is using the language of mathematics. Indeed, the degree to which the universe lends itself to a mathematical description is remarkable. The goal of this advanced program is to introduce the mathematical language and methods we use to describe and create physical models of our world. To that end, we will examine a number of key physical theories and systematically develop the mathematical tools that we need to understand them.

We will begin, in fall quarter, with a detailed study of classical mechanics—the mathematical description of the clockwork universe envisioned by Newton and others who followed him. We will focus initially on linear approximations for which analytical solutions are possible. The mathematical methods we will learn for this purpose include differential equations, vector calculus and linear algebra. In winter quarter we will move beyond linear approximations and study non-linear systems and chaos and the implications of these ideas for the determinism implied by classical mechanics. We will also extend the Newtonian synthesis to the realm of the very fast and very massive by considering Einstein's theories of special and general relativity. Mathematical topics associated with these ideas include differential geometry, tensor calculus and variational calculus. In spring quarter we will consider electrodynamics, the theory that governs the interactions between charged particles. We will also explore the quantum theory, which describes the physics at the atomic scale. In support of this work we will study boundary value problems and partial differential equations.

The work in this program will consist of lectures, tutorials, group workshops, student presentations, computer labs and seminars on the philosophy and history of mathematics and physics.

**Accepts winter and spring enrollment.** Students must have completed one quarter of differential equations and multivariable calculus. For winter, students must also have completed one quarter of advanced mechanics; for spring, one quarter of linear algebra.

**Credits:** 16

**Enrollment:** 25

**A similar program is expected to be offered in 2014-1015**

**Thematic Planning Groups:** Scientific Inquiry

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## Mind-Body Medicine

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### Fall and Winter quarters

**Fields of Study:** consciousness studies, health and psychology

**Class Standing:** Freshman - Senior

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

**Faculty:** Mukti Khanna, TBD

Mind-body medicine is an interdisciplinary field focusing on the applications of sociocultural, psychosocial, somatic and behavioral knowledge relevant to health and wellness. Fall quarter will explore historical foundations of mind-body medicine from diverse cultural and disciplinary perspectives. We will look at how mind-body medicine is being integrated into health care in disease prevention, health promotion, treatment and rehabilitation centers. Winter quarter will focus on energy psychology, qigong, expressive arts therapy, somatic practices, communication skills and mindfulness in psychotherapy.

Winter quarter will allow students to implement their own Cocreative Learning Plans with program modules and individual project or internship studies. Program modules in seminar readings and skills training in mind-body medicine practices will be offered for 4 credits each within the program for students who choose to integrate this focus in their winter program work. Students can take up to 4-16 credits of project or internship studies through the program in winter quarter. Student project and internship work will be presented in a program-wide fair at the end of the quarter.

**Accepts winter enrollment.** Students will need to submit a proposal (available from the program website) of a 4-16 credit project or internship.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$205 in fall for art supplies and an overnight field trip; in winter, \$75 for art supplies and \$110 (optional) for acutonics forks for students choosing a neurodevelopmental module.

**Thematic Planning Groups:** Society, Politics, Behavior and Change

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## Molecules, Genes and Health

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### Spring quarter

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

**Class Standing:** Junior - Senior

**Prerequisites:** Entering students should have two quarters of organic chemistry, and two quarters of biochemistry or cell/molecular biology. Students completing Chemistry of Living Systems in fall and winter will be well prepared for this program.

**Preparatory for studies or careers in:** biology, chemistry, health professions and biotechnology.

**Faculty:** James Neitzel, TBD

This program will explore the molecular events that determine the biological activity and toxicity of selected xenobiotic molecules—chemicals not normally produced by the body. These molecules include natural products, drugs and chemicals released in the environment by human activity. We will focus on specific molecules, which might include drugs like ethanyl estradiol (birth control pill), natural carcinogens like aflatoxin, and other toxicants like BPA (bisphenol A). For each molecule, we will examine in detail the molecular mechanisms by which they act on cellular or physiological processes. How do chemicals treat a disease or cause cancer? Are all people (or species) equally sensitive to these therapeutic and/or toxic effects? How are chemicals metabolized and what molecular targets does a xenobiotic molecule alter? How are genes affected by chemicals and how do the genes affect the way the chemicals act or their fate in the body? Can we use molecular structures to predict which molecules may bioaccumulate and cause cancer, while other molecules can be easily detoxified and excreted?

To help understand the actions of these molecules, this program will examine biochemical pathways used in the transformations of these molecules. We will examine cellular signal pathways in detail, as the biological actions of these molecules are often due to perturbations of these normal signal processes. We will also use tools from modern genetics and bioinformatics to examine how genetic differences can influence the effects of these chemicals. This will include current research in epigenetics that proposes mechanisms that explain how prior environmental exposures can influence an organism's current health.

We will emphasize data analysis and interpretation obtained from primary literature reports or agency databases. Quantitative reasoning will be a major component of class examples, workshop and homework assignments. Embedded in these activities are principles of cell biology and biochemistry, organic chemistry, genetics, physiology and epidemiology. Students who take this program and Chemistry of Living Systems in fall and winter will cover all of the major subject areas usually covered in Molecule to Organism.

**Credits:** 16

**Enrollment:** 48

**Thematic Planning Groups:** Scientific Inquiry

## Mount Rainier: The Place and its People

### Fall and Winter quarters

**Fields of Study:** natural history, outdoor leadership and education, visual arts and writing

**Class Standing:** Freshman - Senior

**Prerequisites:** All students must complete the "Agreement for the Mount Rainier Program" which asks faculty and students to refrain from alcohol and recreational drug use on all program activities. The agreement must be completed and submitted to faculty by the first day of class.

**Preparatory for studies or careers in:** environmental education and related fields.

**Faculty:** Jeff Antonelis-Lapp, Andrew Gilbert and Lucia Harrison

Mount Rainier, known locally as "the Mountain" or "Tahoma," dominates the landscape of the Puget Sound region and commands the attention, imagination and respect of its inhabitants. The relationship of people to the Mountain has varied widely: prized by Indigenous Peoples for a variety of activities; seen by European-American settlers as a potentially vast resource for timber and minerals; and visited as a wilderness and recreation destination for Puget Sound inhabitants and tourists from the world over.

We will begin week 1 with a 3-day on-campus orientation, followed immediately by a 10-day field trip to Mount Rainier National Park. Students must be prepared to camp in primitive conditions and able to undertake strenuous hikes and outdoor work. Field trip activities will include conservation service learning, studying the area's natural history, and creation of an illustrated field journal that provides the basis for further research, visual art work and creative nonfiction writing.

Once back on campus, students will receive an introduction to drawing and strategies for developing ideas visually. Each student will create a thematic series of expressive drawings, a scientific literature review, and a creative nonfiction essay inspired by the fall field trip. We will place Mount Rainier in its historical context by studying the history of the National Park system and the human prehistory of Mount Rainier, reaching back 8,000 years.

During winter quarter, we will broaden our study to include the park's neighbors within the Nisqually River watershed and examine the efforts of various stakeholders to create a cooperative management strategy that protects and sustains the watershed. A four-day field trip will take us back to Mount Rainier and other places in the upper Nisqually watershed. Other day-long field trips will introduce us to organizations and the work they pursue.

Also during winter quarter, we will study environmental education and local efforts to advocate for the Puget Sound region in general and local watersheds in particular. We will study the natural history of western Washington birds, learning to use them as a way to teach environmental education. We will assist public school students with water quality field monitoring and host 400 students at the Green Congress in mid-March. These and other program activities will equip students to develop a "sense of place" and continue to learn, teach and advocate for the natural world.

**Accepts winter enrollment.** Students entering in winter will have assignments over break to prepare for the quarter, and must agree to and complete an "Agreement for Mount Rainier Program."

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$200 for a field trip to Mount Rainier National Park in fall; \$300 for a field trip to Pack Forest in winter.

**A similar program is expected to be offered in 2014-2015**

**Thematic Planning Groups:** Environmental Studies

## Music Intensive

### Fall and Winter quarters

**Fields of Study:** cultural studies, history and music

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** performing arts and cultural studies.

**Faculty:** Sean Williams and Andrea Gullickson

This program is designed to give upper division music students a set of perspectives and musical practices that reflect and express the concerns and values of people in particular times and places. We will examine social changes that gave rise to shifts in the arts, focusing in particular on eras, places or phenomena of specific artistic interest. In addition to examining Western music forms, we will explore music in the context of multiple world traditions (classical, popular and vernacular) and the contexts that gave rise to them in Asia, South America, and Africa. We expect to ask provocative questions, including: What is the relationship between power, patronage and the performing arts? Does the artist change the culture, or does the culture call forth the artist? Is there a connection between ritual origins of the performing arts and their spiritual effects? How can we use written language to help us understand more about music?

Fall quarter begins with skill development in understanding the fundamentals of music worldwide: we will play and sing music, read music using multiple forms of notation, discuss what we are listening to, observe musicians engaged in practice and performance, and collectively develop our work in rhythm, timbre, melody, harmony and other realms by drawing from traditions in Europe, America, Brazil, Indonesia and West Africa. Three essays—covering different ways of writing about music—will be required during fall quarter. Our work through the rest of fall quarter and well into winter quarter will focus on issues common to musics and musicians everywhere, including race, class, gender, colonialism, liminality, physics, politics, religion, education and social structures. The genres we study might shift from chamber music to rock to jazz to opera; but also from samba to kabuki, gamelan or bluegrass. In each case we treat the entire genre of music as a whole: the instruments, voices, people and context all serve to inform your learning.

Winter quarter we will branch out into more specific areas of study; with faculty guidance, students will choose an issue, a place and a genre to study and write about in a single short essay early in the quarter. In addition, students will be expected to do independent study as part of a fieldwork project that will take them off campus for three weeks later in the quarter. During those three weeks, students will explore an individual musician, group, company or genre on their own, producing a significant essay (20 to 30 pages) and oral presentation at the end of the quarter. This individual research project can take place in Olympia or anywhere in the United States, and faculty will work with students on aspects of writing up research, revision and oral presentation in the last few weeks of the program.

Each week in both fall and winter quarter, program activities will include reading, focused listening, workshops, guest lectures, ear training, films, lectures and seminars. Skill development in musical performance (and occasionally movement) is expected; students will study a musical instrument or vocal tradition outside of class and demonstrate improvement over the course of the two quarters. At the end of each quarter, students will be asked to offer the results of their individual research and collaborative project work in both performances and presentations.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$200 per quarter for concert tickets and program book costs.

**Thematic Planning Groups:** Expressive Arts

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## Music, Math and Cybernetics: Things + Relations = Systems

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### Fall and Winter quarters

**Fields of Study:** aesthetics, computer science, mathematics, music and philosophy of science

**Class Standing:** Freshman - Senior

**Prerequisites:** A strong interest in technology, mathematical ways of thinking, and creative thought.

**Preparatory for studies or careers in:** music composition, music performance, computer science and mathematics.

**Faculty:** Arun Chandra and Richard Weiss

Systems are not only of things but the relations between them.

Mathematics offers an elegant language for the creation and analysis of relations and patterns, in and out of time. In its essence it is about order, continuity and difference.

Music (when not merely reproduction) comes into being when a composer desires, specifies and implements sounds in a system of relations. ("Style" being a short-hand for a particular system of sounds and their relations.)

Thus, music realizes the offer of mathematics when an implementation of desire involves systems of thought: what you want is what you get—but you have to want something! and articulate it! in a language! of things! and relations!—which is cybernetics.

*"Cybernetics is a way of thinking about ways of thinking, of which it is one."* —Larry Richards.

This program interleaves the composition of computer music with the mathematics and analysis of sound. We will explore how it relates to scientific methodology, creative insight and contemporary technology. We will address "things" such as music and sound, rhythms and pulses, harmonics and resonances, the physical, geometrical, and psycho-physical bases of sound, acoustics, and their differing sets of relations by which they become "systems".

A composer/musician and a computer scientist/mathematician will collaborate to offer a creative and practical, accessible and deeply engaging introduction to these subjects for interested non-specialists. Our math will be at a pre-calculus level, though students may do research projects at a more advanced level if they choose. Interdisciplinary projects could include creating music algorithmically with computers, or analyzing sound mathematically.

Cybernetics offers both a philosophy underlying systems of thought, as well as frameworks with which one can both analyze and create. This program is designed for those who find their art in numbers, their science in notes, their thoughts on the ground, and their feet in the stars. By combining music, mathematics and computer science, this program contributes to a liberal arts education, and appeals to the creativity of both buttocks of the brain.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$75 per quarter for performance tickets.

A similar program is expected to be offered in 2016-17

**Thematic Planning Groups:** Expressive Arts and Scientific Inquiry

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## Musical Theatre in Cultural Context

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### Fall and Winter quarters

**Fields of Study:** music and theater

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** theater, cultural studies, music composition and performance and other studies and careers demanding good written and oral communication skills.

**Faculty:** Rose Jang

Vocal performance and instrumental music have existed as primary vehicles of human emotion and communication since the dawn of history and across cultural boundaries. Whether it was the choral ode recited to the accompaniment of the lyre in the classical Greek age during 5<sup>th</sup> century BCE, or the ritualistic hymns sung to the solemn tune of Zheng around the same antiquity in China, music has since accompanied literary ingenuity and punctuated everyday life via melody and rhythm in different parts of the world. Musical theatre brings under its artistic umbrella the individual forms and aesthetics of music, dance, acting, poetry, dramatic literature and architectural environment.

Many parallels can be drawn between the musical theatres of the East and West. For example, Chinese opera evolved from classical roots, through the politically frenzied revolutionary opera of the Cultural Revolution of 1966-76, and then to the current revival and reinterpretation of traditional repertory beginning in the 1980s. European musical theatre followed its own torturous path; the Renaissance Italians imitated ancient Greek theatre by creating European opera, which was then parodied by English Ballad Operas in the early 18<sup>th</sup> century, and later adapted into satiric cabaret musicals such as Brecht & Weill's *The Threepenny Opera* two hundred years later.

In this program, we intend to study various forms of musical theatre in specific cultural context, from both Western and Eastern traditions, and aim to bring them alive by actively and seriously practicing voice, singing, acting, movement and music performance. In fall quarter, we will trace the evolution of musical theatre cross-culturally. Chinese, Japanese and other Asian musical theatre styles will be set in distinct contrast to the long trail of Western musical ventures from the classical Greek theatre, Renaissance theatre, and European opera to 20<sup>th</sup> and 21<sup>st</sup> century musical plays. We will try to understand the artistic merit and intention behind each work of musical theatre and comprehend the social, political or philosophical themes embodied by the unique combinations of music and stylized performance that each theatre adopts.

At the same time we are studying history and culture in lecture, seminar, reading and writing, we will also learn to sing, to act, to play music instruments, and to set poetic texts, which may have been preserved without extant music scores, to create new compositions in workshop and projects. Students will write songs based on Chinese texts in translation and stage fresh versions of classical Chinese musical drama using cultural knowledge and creative imagination.

Winter quarter will be devoted mainly to rehearsals and production work for a major production. Students will learn to gear all their creative and performative efforts to one complicated, full-length musical theatre piece, possibly Jeremy Barlow's setting of *The Beggar's Opera*, and stage it in a public performance at the end of the quarter.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$40 for admission to plays in fall.

**Thematic Planning Groups:** Expressive Arts



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## Nonfiction Media: Sustainability and Justice

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### Fall, Winter and Spring quarters

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

**Class Standing:** Sophomore - Senior

**Prerequisites:** Two quarters of an Evergreen program or equivalent. This program in media arts assumes no prior experience in media, but does require upper-division college-level critical thinking, reading and writing skills.

**Preparatory for careers in:** media, visual art, communication.

**Faculty:** Laurie Meeker, TBD

The foundational program for moving image practices at Evergreen. This program will continue to emphasize the study of media technology and hands-on production practices along with the study of film/video history and theory. Our work as filmmakers will be placed in the service of sustainability and justice. A number of programs have begun to center their inquiry on important issues facing us and our planet—climate change, environmental justice, the relationship between people and the land, the sustainability of human and natural communities—issues that are vital to our well-being and the health of the planet. How do we engage these issues as filmmakers and artists? Can our work make a difference?

Engaging media history and theory will be central to developing strategies of representation in our own work as producers of media. We will examine the history of documentary filmmaking to explore strategies developed to represent “reality.” We will study non-fiction filmmaking practices through screenings, readings, research projects, writing, and seminar. One thread of our inquiry will focus on media addressing sustainability and justice—how have filmmakers placed their work in the service of political struggle, sustainability, justice, and the environment? Another thread of our inquiry will address critical alternatives to mainstream media, including autobiography, experimental film and video art, and essayistic video. We will address the politics of representation in relation to race, class and gender. Most people agree that media has the power to educate, as well as influence. Can media artists contribute to social change? As artists, how do we enter the debates around social and political justice, around energy, the environment and climate change? How does political media function in the discourses surrounding these issues?

Students will develop media production skills as they engage a series of design problems thematically related to sustainability and justice, which provides a context for our work. The framework will be broadly defined, and students can expect to create work that uses a variety of strategies. We will explore a variety of production techniques, including audio production, cinematography, and digital media production. Collaboration, a skill learned through practice, will be an important aspect of this learning community. Students will be expected to commit to both independent and collaborative projects. Spring quarter will be devoted to developing independent projects through research, proposal writing and media production.

This program will link with other academic programs studying sustainability and justice, and we will work to develop collaborative projects addressing issues under the sustainability and justice umbrella.

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

**Faculty Signature:** Students must submit a written application and evaluation from a recent Evergreen program. Transfer students submit an unofficial transcript and a letter of rec. from a previous faculty. Qualified students will be accepted until the program fills. Students will be notified by email; a signature override will be posted so that accepted students can register.

**Credits:** 16

**Enrollment:** 44

**Required Fees:** \$300 per quarter for media production supplies.

**Thematic Planning Groups:** Sustainability and Justice

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## Orissi Dance and Music of India

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### Winter quarter

**Fields of Study:** cultural studies, dance, gender and women’s studies and music

**Class Standing:** Freshman - Senior

**Prerequisites:** Some previous training in dance or music would be useful, but is not expected.

**Preparatory for studies or careers in:** performing arts, cultural studies, Asian studies, South Asia, gender studies and postcolonial studies.

**Faculty:** Andrew Buchman and Ratna Roy

In this program we will focus on the dance and music culture of central eastern India, specifically the art-rich state of Orissa. While some music or dance background would be useful, it is not necessary. This is a culture and history offering, along with some practical hands-on experience in dance and music. We will immerse ourselves in this ancient culture of dance and music. Our readings will include themes such as gender, colonial history and post-colonial theory, and the current economic ferment that is transforming many aspects of Indian society today.

The first iconographical evidence of Orissa’s dance and music culture comes from 2nd-1st century BCE, and the culture thrived for centuries before it declined under colonial rule to be partially revived in the 1950s and 60s. This effort still continues, and we will be part of that effort.

**Credits:** 16

**Enrollment:** 48

**Thematic Planning Groups:** Culture, Text and Language, and Expressive Arts



Photo by Carlos Javier Sánchez '97

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## Ornithology

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### Fall quarter

**Fields of Study:** ecology, environmental studies, field studies, natural history and zoology

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** ornithology, zoology, ecology, natural history and wildlife biology.

**Faculty:** Alison Styring

Birds are the most diverse vertebrates found on the earth. We will explore the causes of this incredible diversity through a well-rounded investigation of general bird biology, the evolution of flight (and its implications), and the complex ecological interactions of birds with their environments. This program has considerable field and lab components and students will be expected to develop strong bird identification skills, including Latin names, and extensive knowledge of avian anatomy and physiology. We will learn a variety of field and analytical techniques currently used in bird monitoring and research. We will take several day trips to field sites in the Puget Sound region throughout the quarter to hone our bird-watching skills and practice field-monitoring techniques. Students will keep field journals documenting their skill development in species identification and proficiency in a variety of field methodologies. Learning will also be assessed through exams, quizzes, field assignments, group work and participation.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$300 (optional) for an overnight field trip to the Chelan Ridge Raptor Observatory early in the quarter (during the peak of raptor migration).

**Thematic Planning Groups:** Environmental Studies and Scientific Inquiry

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## Picturing Plants

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### Spring quarter

**Fields of Study:** botany, field studies, media arts, moving image, natural history and visual arts

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** animation, art, scientific illustration, botany and education.

**Faculty:** Ruth Hayes and Frederica Bowcutt

This program offers students opportunities to learn scientific and creative approaches to representing plants including field plant taxonomy, botanical illustration, observational and expressive drawing, and animation. Through lectures, lab exercises, design problems and field trips, students will learn to recognize the diagnostic characters of common plant families, and use dichotomous keys and field guides for plant identification.

In lectures, readings and critiques, participants will study the history of botanical illustration and explore aspects of how plants have been represented by artists and in popular culture. In workshops, students will practice skills in drawing, black and white illustration (pen and ink and scratchboard) and color illustration (watercolor) techniques. As living things, plants grow and change through time, and we experience them in time, so students will also learn a variety of analog and digital animation techniques to represent the temporal dimensions of plants. Students will practice these skills in the execution of a portfolio of illustrations and short animated sequences.

Several one-day field trips and one multi-day field trip are the core of this program. Participation in the field trips is required and will provide students access to a variety of habitats including prairie, coniferous forest, oak woodland, riparian woodland, saltwater marsh and freshwater marsh. During and after field trips, students will apply their taxonomy, drawing, illustration and animation skills in exercises and entries in field journals and sketchbooks.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$500 for overnight field trip and art and animation supplies.

**Thematic Planning Groups:** Culture, Text and Language, Expressive Arts and Environmental Studies

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## Political Ecology of Land: Planning, Property Rights and Land Stewardship

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### Fall and Winter quarters

**Fields of Study:** American studies, community studies, economics, environmental studies, government, law and government policy and sustainability studies

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** land use and environmental planning, policy development and fiscal analysis, environmental and natural resource management, and community development.

**Faculty:** Jennifer Gerend and Ralph Murphy

This program will provide an interdisciplinary, in-depth focus on how land has been viewed and treated by humans historically and in contemporary times. We will give special attention to the political, economic, social/cultural, environmental and justice contexts of land use. We will also look at land ethics, concepts of land ownership, and efforts to regulate land uses and protect lands that have been defined as valuable by society.

To understand the context, role and purposes of land use policy and regulation, the following topics and social science disciplines will be used to evaluate human treatment of land primarily in the United States: history and theory of land use planning; economic and community development; the structure and function of American government and federalism; public policy formation and implementation; contemporary land use planning and growth management; elements of environmental and land use law; economics; fiscal analysis of state and local governments; and selected applications of qualitative and quantitative research methods, such as statistics and GIS. Taken together, these topics will help us examine the diversity of ideas, theories and skills required for developing an in-depth analysis of land issues. Our goal is to have students leave the program with a comprehensive understanding of the complexity of issues surrounding land use planning, restoration, urban redevelopment, stewardship and conservation.

The program will include lectures, seminars, guest speakers, films, research methods workshops, field trips in western Washington and individual and group research projects and presentations. Fall quarter will focus on developing an understanding of the political and economic history that brought about the need for land use regulation. This will include understanding the political, legal, theoretical and economic context. Winter quarter will continue these themes into contemporary applications and the professional world of land use planning, such as the Washington Growth Management Act, historic preservation and shoreline management. Students will leave the program with the foundation to prepare them for internships or potential careers in land use policy and management.

**Credits:** 16

**Enrollment:** 50

**Thematic Planning Groups:** Environmental Studies and Sustainability and Justice

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## Political Economy and Social Movements: Race, Class, and Gender

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### Fall and Winter quarters

**Fields of Study:** American studies, cultural studies, economics, gender & women's studies, government, history, political science and sociology

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** political science, economics, education, labor and community organizing, law and international solidarity.

**Faculty:** Michael Vavrus and Peter Bohmer

We will examine the nature, development and concrete workings of modern capitalism and the interrelationship of race, class and gender in historical and contemporary contexts. Recurring themes will be the relationship among oppression, exploitation, social movements, reform and fundamental change, and the construction of alternatives to capitalism, nationally and globally. We will examine how social change has occurred in the past, present trends, and alternatives for the future. We will also examine different theoretical frameworks such as liberalism, Marxism, feminism, anarchism and neoclassical economics, and their explanations of the current U.S. and global political economy and key issues such as education, the media and the criminal justice system. Students will learn communication skills related to public debate and social change.

In fall, the U.S. experience will be the central focus, whereas winter will have a global focus. We will begin with the colonization of the U.S., and the material and ideological foundations of the U.S. political economy from the 18<sup>th</sup> century to the present. We will explore specific issues including the slave trade, racial, gender and economic inequality, the labor movement and the western push to "American Empire." We will carefully examine the linkages from the past to the present between the economic core of capitalism, political and social structures, and gender, race and class relations. Resistance will be a central theme. We will study microeconomics principles from a neoclassical and political economy perspective. Within microeconomics, we will study topics such as the structure and failure of markets, work and wages, poverty, and the gender and racial division of labor.

In winter, we will examine the interrelationship between the U.S. political economy and the changing global system, and U.S. foreign policy. We will study causes and consequences of the globalization of capital and its effects in our daily lives, international migration, the role of multilateral institutions and the meaning of trade agreements and regional organizations. This program will analyze the response of societies such as Venezuela and Bolivia and social movements such as labor, feminist, anti-war, environmental, indigenous and youth in the U.S. and internationally in opposing the global order. We will look at alternatives to neoliberal capitalism including socialism, participatory economies and community-based economies and strategies for social change. We will study macroeconomics, including causes and solutions to the high rates of unemployment and to economic instability. We will introduce competing theories of international trade and finance and examine their applicability in the global South and North. In winter quarter, as part of the 16 credits, there will be an optional internship for up to four credits in organizations and groups whose activities are closely related to the themes of this program or the opportunity to write a research paper on a relevant political economy topic.

Students will engage the material through seminars, lectures, films, workshops, seminar response papers, synthesis papers based on program material and concepts, and take-home economics examinations.

**Accepts winter enrollment with faculty signature.** Students who are knowledgeable about the fall quarter concepts, content and equivalent readings should contact the faculty.

**Credits:** 16

**Enrollment:** 50

**Thematic Planning Groups:** Sustainability and Justice, Society, Politics, Behavior and Change

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## Popular Uprisings: 1968, 2011 and the Road Forward

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### Spring quarter

**Fields of Study:** African American studies, American studies, cultural studies, economics, gender and women's studies, history, philosophy, political science and sociology

**Class Standing:** Freshman - Senior

**Prerequisites:** background or experience in social movements and in political economy or cultural studies strongly suggested.

**Preparatory for studies and careers in:** teaching social studies; organizing; working for an economic or social justice organization—locally, nationally or globally; graduate school in social sciences or cultural studies.

**Faculty:** Peter Bohmer and Elizabeth Williamson

1968 and 2011 were world historic years. In both cases, uprisings spread within and between countries. In 1968, major resistance to the existing order produced movements for liberation in Vietnam (Tet offensive); France (May, 1968); Czechoslovakia (Soviet invasion, August, 1968); Mexico, (Tlatelolco and Olympics) and the United States—including the rebellions after Martin Luther King's assassination, the Columbia University occupation, the protests against the Democratic Party Convention in Chicago, and the major growth of the women's and Black liberation movements. There were major uprisings in many other countries. New left theory and practice were integral to those movements. 1968 was perhaps the central year of the 1960s—a decade where the status quo was challenged culturally, socially and politically; a period of experimentation where countercultures emerged and revolution was in the air.

2011 was another major year of uprisings. Social movements against repressive governments and against social inequality spread from Tunisia to Egypt to Yemen, Syria, Libya, Bahrain—among many others. The nature and goals of the uprisings vary from country to country, but all are connected by an egalitarian and democratic spirit where youth play a major role. Inspired partially by the events in the Middle East, Wisconsin residents and especially public sector workers occupied the State Capital in the spring of 2011, and there were massive demonstrations against the frontal attack on public sector unions, and on education and social programs. These so-called "austerity measures" and the growing resistance to them are occurring all over the United States. There is also occupation of public spaces led by the young and independent of political parties, demanding the end of unemployment and the maintenance of social program in Greece, France, Spain and other countries in Europe.

In this program we will examine the political, economic, and cultural contexts of the uprisings in both of these periods—paying attention to local, national and global connections. We will study these uprisings, and the socio-political forces that helped shape them, through cultural and political economic analysis, fiction and non-fiction literature, movies, music, and participant experiences. Particular attention will be paid to developing research skills and writing for a broader audience.

In addition to developing a greater awareness of the historical impact of these uprisings, we hope to better understand the philosophy, goals, strategy and tactics of the organizers of these movements. We will conclude by comparing and contrasting 1968 to 2011 in order to develop lessons for the present and future.

**Credits:** 16

**Enrollment:** 48

**Thematic Planning Groups:** Culture, Text and Language, Sustainability and Justice, and Society, Politics, Behavior and Change

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## The Postcolonial Novel

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### Spring quarter

**Fields of Study:** cultural studies, literature and writing

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** literary studies.

**Faculty:** Trevor Speller

With the break-up of the British empire following the second World War, a new set of states emerged into the world, with particular cultural concerns. Grounded in commonwealth literature, this program will explore the particular aesthetic and political issues that accompany the writing of the novel. We will read novels ranging from the mid-nineteenth century to the late twentieth century, written by novelists from Ireland to India. We will consider the novel as an art form that establishes a genre, and one that breaks genre boundaries.

Our considerations will include what makes a novel "British," "colonial," or "postcolonial." How did this art form come to be? What is the relationship between politics and literature? How do writers express nationalist sentiment in fiction? What influence does Britain exercise on the literature of her former colonies? Are there differences in aesthetics that come with political emancipation? Do these novels constitute a national—or international—art form? This intersection of colonialism, nationalism and the novel will be an important focus of our attention, as well as conflicting contemporary views around the rise of the novel.

The reading list will tackle texts such as *The Moonstone*, *Heart of Darkness*, *Kim*, *A Passage to India*, *Burmese Days*, *Things Fall Apart*, *A Bend in the River*, *Midnight's Children* or *Troubles*. We will read excerpts from other works of fiction, critical views on the postcolonial novel, and contemporary literary theory. By the end of the program, students will have a firm foundation in postcolonial literature, exposure to significant strands of literary theory, and experience with upper-division literary research.

Students will be asked to read all texts, prepare a presentation, to lead class discussions, and produce a critical paper (15+ pp.), in addition to regular shorter assignments. Film versions of the texts may be shown. Students are strongly encouraged to have previous studies in literature and/or the humanities, and to have previously written a paper of significant length (10+ pp.) on a literary or historical topic. Lower-division students may be admitted pending an assessment of written work. The best work in this program will be useful for graduate school applications.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$50 for admission to film, museum, or other cultural venue.

**Thematic Planning Groups:** Culture and Text and Language



## Postmodernity & Postmodernism: Barth, Baudrillard, DeLillo, Murakami, Pynchon, Said & World Cinema

### Fall quarter

**Fields of Study:** cultural studies, literature, moving image, philosophy and sociology

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** literature, philosophy, sociology, cultural studies and film studies.

**Faculty:** Harumi Moruzzi and Zahid Shariff

For the West and Japan, the 19<sup>th</sup> century was a heady century that embraced the utopian notion of perfectibility of human society through science and technology. By the beginning of the 20<sup>th</sup> century this giddy sense of unremitting human progress and spread of democracy began to be challenged by various iconoclastic ideas (Freudian psychoanalytic theory, Einstein's theory of relativity and Heisenberg's uncertainty principle). A sense of confusion, anarchy and dread expressed itself in various art works in the early 20<sup>th</sup> century in similar ways to that of our own time, which suffered perhaps a more radical and real disillusionment regarding humanity and its future through the Holocaust and the atomic bomb explosions in Hiroshima and Nagasaki. Our contemporary experience, at the beginning of the 21<sup>st</sup> century, is still generally called the postmodern time or postmodernity. But what is postmodernity? We will explore the complexities of the concepts of postmodernity and postmodernism through lectures, book seminars, films and film seminars.

Students will examine postmodernity and postmodernism as manifested in the literary works of John Barth, Don DeLillo, Haruki Murakami and Thomas Pynchon as well as in the films directed by Godard, Lynch, and other contemporary filmmakers, while exploring the significance and implications of such literary and cinematic works through the various theoretical works of Baudrillard, Foucault, Jameson, Lyotard, Said and other influential thinkers.

**Credits:** 16

**Enrollment:** 50

**Thematic Planning Groups:** Culture, Text, and Language, and Society, Politics, Behavior and Change

## Power Play(ers): Actions and Their Consequences

### 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 or careers in:** social work, education, law, health care, public policy, media, history, management, environmental studies, literature, community activism and foreign policy.

**Faculty:** Young, Li, Smith, Sheppard and McCreary

The program will explore colonial, postcolonial and neocolonial issues as they are unfolding on local, national and global stages. Colonialism has resurfaced in new forms of neocolonialism that we encounter in our daily lives and work. Emphasis is placed on how to recognize which generations of peoples were oppressed and forced to submit to exploitation and state and/or corporate sponsored tyrannies. Moreover, studies will center on how peoples acquire mental resistance to their hegemony, how to assert individual, family and community values and identities, and how to decipher and reframe meanings from information channeled through mass media. How to analyze the powers at play in societal structures, how to empower oneself and community, and how to understand the ways

in which these structures of power and control impact the quality of life for ordinary people at home and abroad are some of the skills you will learn from "Power Player(s)."

This upper division program will examine local, national and foreign policy issues of the postcolonial and neocolonial world in education, health care, social welfare and the environment through interdisciplinary studies of law, bioethics, biomedical sciences, environmental science, the legislative process, organizational management, mathematics modeling, sociology, psychology, American and world history, media literacy, world literature and cultures. Research methods in social and natural sciences and statistics emphasized in this program will present you with a systematic approach and analytical tools to address real life issues in research practice throughout the activities of the program. Information and multimedia technology and biomedical laboratory technology will be employed in hands-on laboratory practice to enhance your academic capacity and power.

The theme for fall quarter is *identifying the problem and clarifying the question*. The first quarter of the program will be used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We will explore theories, history and practices of colonialism. Colonialism will be analyzed from the perspectives of both political economy and history. In seminars, we will read, discuss and analyze texts that will add to our understanding of the ways in which colonialism and neocolonialism have created unequal distributions of power, wealth and access to resources.

Winter quarter's theme is *researching the roots, causes, and potential solutions*. We will look at specific contemporary issues of power viewed from a variety of institutional perspectives, most notably in health, education, law, science, government, politics, youth, environment, community development, women's empowerment and human rights. Students will investigate specific issues of unequal distributions of power with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

In the spring, the theme will progress to *implementation*. The program will devote the final quarter to the design and implementation of projects to address the issues of unequal distributions of power identified in winter quarter. Seminar groups will combine their efforts to undertake actions to target current imbalances of power in the community. These actions may take the form of educational events, publications, multimedia presentations or art installations. Academic courses will assist in the successful implementation and evaluation of the student group activities.

**Accepts Enrollment for all quarters 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 2017-2018**

**Thematic Planning Groups:** Sustainability and Justice, Society, Politics, Behavior, and Change, and Tacoma Program

## Practice of Sustainable Agriculture

### Spring quarter

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

**Class Standing:** Sophomore - Senior

**Prerequisites:** high school biology and chemistry, ability to adhere to a structured work schedule, ability to follow detailed directions in a work environment, and ability/willingness to resolve conflicts in a group setting.

**Preparatory for studies or careers in:** farm and garden management; non-profits focused on food, land use and agriculture; State and County Extension; and state/federal regulatory agencies.

**Faculty:** David Muehleisen and Stephen Bramwell

What does it take to start up and run a small-scale agricultural business? Do you know how to grow organic food? Are you interested in contributing to the success of the campus Organic Farm? Join us on the farm for hard work and a wide-ranging examination of these and other questions.

This program which begins in spring, we will integrate the theoretical and practical aspects of organic small-scale direct market farming in the Pacific Northwest by working on the Evergreen Organic Farm through an entire growing season (spring, summer and fall quarters). All students will work on the farm a minimum of 20 hours per week. The program is rigorous both physically and academically and requires a willingness to work outside in adverse weather on a schedule determined by the needs of crops and animals.

Our exploration of critical agricultural topics will occur through a curriculum that is intricately tied to what is happening in the fields as the growing season progresses. The major focus of the program will be developing the knowledge and skills needed to start up and operate a small-scale agricultural operation based on a sound understanding of the underlying science and business principles. At the same time, hands-on farm work will provide the context for developing applied biology, chemistry and math skills.

Each quarter, we will cover a variety of seasonally appropriate topics needed to operate a sustainable farm business. In spring, we will focus on soil science and nutrient management, annual and

perennial plant propagation, greenhouse management, crop botany, composting, vermiculture and market planning. In summer our focus will be on entomology and pest management, plant pathology weed biology and management, water management and irrigation system design, animal husbandry, maximizing market and value-added opportunities and regulatory issues. Fall quarter's focus will be on season extension techniques, production and business planning, the use and management of green and animal manures, cover crops, and crop storage techniques and physiology.

Additional topics will include record keeping for organic production systems, alternative crop production systems, apiculture, aquaponics, urban agriculture, small-scale grain-raising, mushroom cultivation, and techniques for adding value to farm and garden products. Students will learn how to use and maintain farm equipment, ranging from hand tools to tractors and implements. Students will have the opportunity to develop their personal agricultural interests through research projects. Topics will be explored through on-farm workshops, seminars, lectures, laboratory exercises, farm management groups, guest lectures, field experimentation and field trips to regional agricultural operations.

Books include *Soul of the Soil*, *Crop Rotation on Organic Farms*, *The Organic Farmer's Business Handbook*, *Small-Scale Livestock Farming*, *Manage Insects on Your Farm: A Guide to Ecological Strategies*, and *The Winter Harvest Handbook*.

If you are a student with a disability and would like to request accommodations, please contact the instructor or the office of Access Services prior to the start of the quarter.

Students planning to take this program who are receiving financial aid should contact financial aid early in fall quarter 2012 to develop a financial aid plan that includes summer quarter 2013.

**Faculty Signature:** Interested students should apply by writing a letter that details how they have met the specific prerequisites. Applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by e-mail of their acceptance into this program.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$150 per quarter for field trips.

**Thematic Planning Groups:** Environmental Studies and Sustainability and Justice



Photo by Carlos Javier Sánchez '97

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## Psychology, Learning and Becoming

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### Spring quarter

**Fields of Study:** consciousness studies, education, psychology

**Class Standing:** Freshman - Sophomore

**Preparatory for studies and careers in:** psychology & education.

**Faculty:** Scott Coleman

This program introduces a broad spectrum of contemporary and classical psychological theories about learning and personality. It has the complementary intent of applying these theories to our understanding of ourselves as a unique learners and human beings. Our guiding questions will be both theoretical and personal, including: How can we make sense of human personality differences? How do people learn? Do I have a unique life calling? What is my learning style?

Topics of study will include developmental and educational psychology, depth psychology and personality theory. Our work will be informed by such thinkers as Sigmund Freud, Carl Jung, Roberto Assagioli, Daniel Siegel, Nancy Chodorow, James Hillman, Carl Rogers, Howard Gardner, Jacob Moreno, John Welwood, Helen Palmer, Ken Wilber, Erik Erikson, Lawrence Kohlberg, Richard Schwartz, John Bowlby and Mary Ainsworth.

In addition to reading, writing, and engaging in weekly seminars, our activities will include experiential workshops and individual and group projects, as well as regular assessments to support our growing understanding of the foundational concepts we will be learning. Learning about and from each other will be an essential feature of learning about the human psyche and its often surprising similarities and differences, so an emphasis will be placed on building a supportive learning community.

This program may be particularly useful for those with an interest in bringing a more focused and self-informed perspective to their future learning opportunities.

**Credits:** 16

**Enrollment:** 23

**Thematic Planning Groups:** Society, Politics, Behavior and Change

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## Public Health and Economic Development in Sub-Saharan Africa

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### Fall and Winter quarters

**Fields of Study:** economics, health and international studies

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** public health, international development studies, economics, public policy, political economy.

**Faculty:** Tom Womeldorff and Nancy Anderson

For generations, individuals from “richer countries” have travelled to “poorer countries” to help improve local living conditions, not always with positive or even measurable results. How do well-intentioned outsiders know if they are helping or hindering the progress of a community? We will critically assess the effectiveness of outsiders—individuals, organizations and governments—with particular focus on issues of public health and economic development in Sub-Saharan Africa. Is there a constructive role for “richer countries” in promoting and facilitating equitable development in the countries of Sub-Saharan Africa or does the history of colonialism doom any possibility of constructive interaction?

We will begin by examining the systematic underdevelopment of Africa by European colonial powers, and analyze the continent’s historical and current place in the capitalist world-system. We will develop an understanding of the complexities, paradoxes and contradictions shaping the possibilities for equitable development in post-colonial Sub-Saharan Africa. We will consider the evolution of theories of economic development and public health perspectives on human development. We will explore the forces that have shaped the health and human development of Sub Saharan Africa since World War II. How do we know that models designed to improve human development actually forward the stated goals? Does economic growth now followed by later income redistribution work or must equity be incorporated into economic goals from the outset? How do we measure success? Can governmental aid organizations, acting in the name of the “richer countries”, serve the best interests of the “poorer countries”? How can we best work with governments that do not promote equity or the well-being of their populations?

We will consider the role of governmental aid, multilateral agencies, and non-governmental organizations. We will consider a range of economic development initiatives from the World Bank to Kiva.org. The role of the World Health Organization, the relevance of the primary health care model, and the potential of the *Health for All* campaigns will be considered in the context of ongoing inequality and continuing indicators of poor health in several parts of Sub-Saharan Africa.

We will use a case study format to analyze the variation in equitable economic development and public health among several Sub-Saharan African countries, examining the influence of foreign aid in the achievement of these objectives. Students completing this program will have a foundation in economic development and public health that will help them critically assess community needs, strengths, and deficits. They will have the skills necessary to answer the question “Am I making a positive difference?” both at home and abroad.

**Credits:** 16

**Enrollment:** 48

**Thematic Planning Groups:** Sustainability and Justice, Society, Politics, Behavior and Change



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## Queer Pleasure and Politics

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### Spring quarter

**Fields of Study:** gender and women's studies, history, queer studies

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** history, gender and sexuality studies, careers in any field of education, human services, entertainment, etc. in which it would be wise to understand human diversity.

**Faculty:** Greg Mullins, TBD

Why is glitter queer? Why is drag glamorous? Why are Broadway musicals gay in both senses of that word? Why, for that matter, did a word that meant bright, showy, cheerful and carefree come to signal homosexuality?

Entertainments, recreation, social gatherings and stage spectacles have a long and deep relationship to sexual and gender identities, communities, and the politics that emerge from them. In this program we will examine the history of queer gender and sexuality in relation to bars, parks, baths, burlesque halls, balls, theaters, musicals, music festivals, softball teams, films and parades. Our approach will be primarily historical, as we consider how modern genders and sexualities are playfully forged via social interaction in places of entertainment. Our focus will be the United States in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

Historical texts will be complemented with theoretical readings that explore the relation between pleasure and politics. We will be especially interested in style, costume, humor, bacchanalia, outrageousness, spectacle, camp, play and the carnivalesque.

Students should emerge from the program with a sophisticated understanding not only of sexual and gender identity and community, but also of how sexual and gender politics have been advanced through visibility, spectacle and play.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$25 for entrance fees to performances.

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

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## Reality Check: Indian Images and [Mis]Representations

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### Winter quarter

**Fields of Study:** Native American studies, cultural studies, history, media studies and political science

**Class Standing:** Freshman - Senior

**Preparatory for studies and careers in:** art, cultural studies, education, geography, history, media studies, Native studies and political science.

**Faculty:** Frances V. Rains

This program will address historic and contemporary images and misrepresentations of Indians in a variety of media. Indian images from films, photographs, language, mascots, popular culture and commercial interests will be deconstructed and analyzed for meaning, significance, power, representation and issues of authenticity. Colonialism, U.S./Indian history, geo-politics, and economics will be decolonized through the lenses of Native resistance, Native sovereignty and Native political and economic issues. Essential to this exploration will be an investigation of the dynamics of "self" and "other."

Learning will take place through readings, seminars, lectures, films and workshops. Students will improve their research skills through document review, observations and critical analysis. Students will also have opportunities to improve their writing skills through weekly written assignments. Verbal skills will be improved through small group and whole class seminar discussions, and through individual final project presentations. Options for the final project will be discussed in the syllabus and in class.

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Culture, Text and Language, and Native American and World Indigenous Peoples



Photo by Hannah Pietrick '10



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## The Reservation Based Community Determined Program - Foundations for Sustainable Tribal Nations

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### Fall, Winter and Spring quarters

**Fields of Study:** Native American studies, cultural studies, government, law and government policy, leadership studies, literature, political science, sustainability studies and theater

**Class Standing:** Junior - Senior

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

**Faculty:** Michelle Aguilar-Wells

This program teaches course work from a Native based perspective within the context of the larger global society. Students at all reservation sites follow the same curriculum with opportunities to focus on local tribal specific issues. The overall theme provides students with a foundational knowledge base for tribal sustainability. In the broadest sense it includes: social, cultural, political, economic and environmental sustainability. At the end of the year, they will have a framework from which to explore restorative solutions and development for sustainability at the local, national and international levels. The theme for 2012-2013 is *Foundations for Sustainable Tribal Nations*.

In fall, students will review federal Indian law through study of historical and contemporary materials and case law. They will develop a foundation for understanding treaties, the trust relationship, legal precedents, sovereignty, threats to sovereignty, and Indian activism. Study of basic conflicts over jurisdiction, land rights, domestic relations, environmental protection and other areas will provide students with insight into court systems and the political will of governments.

During winter, students will study the identity formation and politics of several US presidents and world leaders through the lens of race, class, gender, nationality, education and other differences that advance or inhibit an individual's pathway to a place of privilege and power. Forms of theater will be used to study human behavior and political communication. Students will critically analyze multiple perspectives of colonization and oppression through review of American democracy and other world governmental structures.

Spring quarter, students will examine the intersection of social, environmental and economic practices on the sustainability of the planet's biological systems, atmosphere and resources using a variety of methods, materials and approaches to explore contemporary sustainability issues in tribal communities, the U.S. and abroad. Students will study social/cultural and environmental justice issues.

Over the program year, students from all sites meet thirteen Saturdays on campus at the Longhouse. Through case study and other methods the curriculum is enhanced and supported. Students participate in workshop-type strands and an integrated seminar that increases writing skills and broadens their exposure to the arts, social sciences, political science and natural science, and other more narrowly defined areas of study.

**Accepts enrollment for all quarters with faculty signature.** The RBCD program was developed for students who live or work on a reservation or have social or cultural ties to tribal communities. Please ask for an intake form from Admissions. Students will be asked to submit an essay, verify technology skills, and participate in an interview.

**Credits:** 12

**Enrollment:** 80

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

**Thematic Planning Groups:** Native American and World Indigenous Peoples

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## Rites of Passage: Ceramics and Fine Metalwork

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### Fall, Winter and Spring quarters

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

**Class Standing:** Junior - Senior

**Preparatory for studies or careers in:** arts and humanities.

**Faculty:** Jean Mandeborg and Evan Blackwell

Our long lives are marked by celebrations, ceremonies and often age-related events that we remember years later through associated objects and images. Artists are the ones who make the plaques, gravestones, amulets, awards, medals, lockets, etc. that pass through the memories of generations, and these objects are often made using ceramics or precious metals. Clay and metal are the materials we will focus on in this studio art program as we explore materials and technical processes that express our understanding of rites of passage. Which rites are public and which are private across cultures? How have these commemorations changed over time and been influenced by travel and technology?

This will be a rigorous studio-based program where students will spend one quarter focusing on ceramics and one quarter focusing on fine metalworking while continually experimenting with mixing media. There will be particular emphasis on the relationship between these two studios and the way surfaces such as glazes and enamels are fired over dimensional forms, and ways the process of casting can be used in either metal or ceramics. We will consider political aspects of the collection and processing of our materials, as well as the meaning associated with them in particular commemorative forms.

Art historical examples such as memento mori ("Remember your mortality") or milagros and ex votos will be closely examined through weekly writing, extensive readings and lively seminar discussion. Students should be prepared to constantly juxtapose theory and practice as they address both individual and collaborative assignments during fall and winter quarters.

During spring quarter each student will either pursue a theme-based project or an internship with a practicing artist or regional arts organization. It will be the student's responsibility to write a detailed proposal for an individual project and faculty will assist students in locating and developing internships. Both paths of study in the spring will build on the conceptual framework, technical skills and studio work ethic established during fall and winter. We hope spring quarter will be a time for students to connect their visual work to the social and political realities of these ideas outside the studio.

**Accepts winter and spring enrollment with faculty signature.**

Students should contact faculty via email or at the Academic Fair to arrange a portfolio review and submission of proposal.

**Credits:** 16

**Enrollment:** 40

**Required Fees:** \$100 per quarter for materials and supplies in the fine metals and ceramics studios. Students will take projects and unused supplies with them at the end of the program.

**Internship Possibilities:** Students may choose an internship with a practicing artist or regional arts organization in spring.

**Thematic Planning Groups:** Expressive Arts

## Russia and Eurasia: Empires and Enduring Legacies

### Fall, Winter and Spring quarters

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

**Class Standing:** Freshman - Senior

**Preparatory for studies and careers in:** education, diplomatic and security services, film, music, art, writing, international business, and graduate studies in international affairs and in Russian and Slavic literary, historical, political and area studies.

**Faculty:** Patricia Krafcik and Robert Smurr

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

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

Winter concentrates on some of the world's greatest literature from Russia's 19<sup>th</sup>-century Golden Age, read in tandem with vibrant historical accounts of the era. Works by Pushkin, Turgenev, Dostoevsky, Tolstoy, Chekhov and others enable us to explore Russia's provocative social, religious and revolutionary ideologies. We examine the rise of the Russian Empire's radical intelligentsia who rebelled against autocratic tsarist policies and the institution of serfdom, and also emphasize the diverse ways in which these activities led to the world-changing revolutions of the early 20<sup>th</sup> century.

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

Students will have the opportunity to explore in depth a topic of their choice for a final research paper in spring. They will also create professional posters based on research, and share their research in a series of term-end exhibits. Those who opt out of the Russian Language portion will have the option of completing additional research and writing full credit.

**Accepts winter and spring enrollment.** Contact faculty.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$75 per quarter for overnight travel & workshop.

**A similar program is expected to be offered in 2014-2015**

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

## Science Seminar: The Universe and Beyond

### Winter quarter

**Fields of Study:** astronomy, environmental studies, natural history, philosophy of science, physics and sustainability studies

**Class Standing:** Sophomore - Senior

**Prerequisites:** Good reading, writing, and thinking skills. Willingness to work in teams and use computers for web-based assignments and information. There is no prerequisite in physics or math.

**Preparatory for studies or careers in:** science, teaching, philosophy of science, politics and law.

**Faculty:** EJ Zita

We are interested in symmetries in nature and the universe, and in human understanding and interaction with nature. We will read books and articles on astrophysics, cosmology and/or the environment to explore topics such as these. Physicists have discovered new puzzles which your generation will solve. Why is the expansion of the universe accelerating? What are dark matter and dark energy? Why is there matter, space, and time? Why do these take the forms that we observe?

We will read about and discuss the beauty and importance of quantitative study of nature and our place in the natural world. Students will gain a deeper physical understanding of the universe, with little or no math.

We will share our insights, ideas, and questions about the readings and our wonder about the universe. Students will write weekly short essays and many responses to peers' essays. Students will meet with their team (of 3 peers) at least one day before each class to complete pre-seminar assignments.

Learning goals include deeper qualitative understanding of physics, related sciences and the scientific method; more sophisticated capabilities as science-literate citizens; and improved skills in writing, critical thinking, teamwork and communication.

**Enrollment condition:** Students must have recently completed at least one quarter at Evergreen.

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Environmental Studies and Scientific Inquiry

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

### Winter quarter

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

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** humanities, cultural studies and film studies.

**Faculty:** Harumi Moruzzi

This program is designed for students interested in cross-cultural exploration of the concept of self. Modernity in the West established the concept of a human being as a thinking subject through Descartes' seminal discourse in *Meditations on First Philosophy*. Since then, the concept of an autonomous, thinking and perceiving subject as the center of reality, as the source of truth, has been the dominant ideology in the West, particularly in the United States. With globalized communication and cultural exchanges, we have begun to question many ideas that have been taken for granted. The concept of self is one of these questioned ideas.

It is often said that American and Japanese culture represent mirror images of human values. For instance, while American culture emphasizes the importance of self-reliance and self-autonomy, Japanese culture dictates group cohesion and harmony. Certainly, the reality is not that simple; nevertheless, this dichotomized comparative presents an interesting context in which we can explore the concept of self—through the critical examination of American and Japanese literature, cinema and popular media.

Students will be introduced to the rudiments of film technical terms in order to develop a more analytical and critical attitude toward film-viewing experience. Students will be introduced to theories to familiarize themselves with approaches to the interpretation of literature. Then, students will examine representations of individual selves and cultures in American and Japanese literature through seminars and critical writings. Weekly film viewing and film seminar will accompany the study of literature in order to facilitate a deeper exploration of the topics and issues presented in the literary works.

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Culture and Text and Language

## So You Want to be a Psychologist

### Spring quarter

**Fields of Study:** psychology

**Class Standing:** Freshman - 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 Reno, Nevada on April 25-28, 2013.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$233-\$311 (depending upon the type of accommodations students require) for WPA membership/ registration fees and four nights hotel at the convention site.

**Thematic Planning Groups:** Society, Politics, Behavior and Change



Photo by Hannah Pietrick '10

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## Sound and Fury Since Shakespeare

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### Fall quarter

**Fields of Study:** literature and philosophy

**Class Standing:** Junior - Senior

**Preparatory for studies and careers in:** any field requiring competence in the use of language, textual evidence and interpretation, especially literature, philosophy, history, law, publishing, theatre arts and public service.

**Faculty:** David Marr

*"Out, out, brief candle! Life's but a walking shadow, a poor player that struts and frets his hour upon the stage  
And then is heard no more. It is a tale told by an idiot,  
full of sound and fury, signifying nothing."* —Macbeth

For centuries, thinkers have argued over the purpose of life. Some hold that the purpose is pleasure, and others to worship God and glorify him forever. Still others believe the aim is to alleviate human suffering, or to live free, or even to learn to die well. Along comes Shakespeare's *Macbeth* whose bleak vision says no to all such notions. We are born, we have our hour on the stage, we die: That's the human story. Could he be right? We will keep this disturbing question open, as we read Shakespeare's alongside masterpieces of prose fiction. Our method of inquiry will be close textual analysis of how the plays and novels are put together. The program will be a seminar on the patterns made of words, the aesthetic forms, writers use when they breathe life into their tales of human existence.

We will read nine plays of Shakespeare and *Moby-Dick*, *The Brothers Karamazov*, *The Magic Mountain*, *The Sound and the Fury*, and *The Plague*. This program is for the intellectually curious, diligent student eager to practice the craft of close reading. There will be weekly exams, seminar reports on the authors' lives and times, one essay on an assigned topic, and a comprehensive final exam.

**Credits:** 16

**Enrollment:** 25

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

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## The Spanish-Speaking World: Cultural Crossings

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### Fall, Winter and Spring quarters

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

**Class Standing:** Sophomore - Senior

**Preparatory for studies or careers in:** Latin American and international studies, literary/cultural studies, politics, history, education, film studies, writing, and human and social services.

**Faculty:** Diego de Acosta and Alice Nelson

Spain and Latin America share not only the Spanish language but also an intertwined history of complex cultural crossings. The cultures of both arose from dynamic and sometimes violent encounters, and continue to be shaped by uneven power relationships as well as vibrant forms of resistance. Students will engage in an intensive study of the Spanish language and explore the literature remembered, imagined and recorded by Spaniards and Latin Americans in historical context. Every week will include seminars, Spanish language classes, a lecture or workshop conducted in Spanish, and a Spanish-language film. Spanish language classes are integrated into the program. We welcome students with any level of Spanish, from true beginner to advanced.

In medieval Spain, Jews, Christians and Muslims once lived side-by-side during a period of relative religious tolerance and cultural flourishing known as the *convivencia*. Military campaigns and the notorious tribunals of the Spanish Inquisition eventually suppressed Jewish and Muslim communities, but their cultural legacies have persisted. In the late 15<sup>th</sup> century, Spain began a process of imperial expansion marked by violence against indigenous peoples and Africans forced into slave labor; these early clashes are strikingly documented in contemporary accounts. Subsequent colonial institutions, including imposed governmental structures, *encomienda*, religious missions and slavery were contested by diverse resistance movements. These dynamics culminated in Latin America's independence and they continue to be reexamined and reimagined within Latin American cultural production today.

Winter quarter, we will turn to literature from the 20<sup>th</sup> and 21<sup>st</sup> centuries. During this time, Spain and Latin America experienced oppressive dictatorships as well as the emergence of social movements. The questions of language, regional identity and difference have also defined several nations' experiences, from Catalonia and the Basque region in Spain, to various indigenous communities throughout Latin America. The context of economic globalization has given rise to unprecedented levels of international migration, with flows from Latin America to Spain and the US. All of these cultural crossings have involved challenges and conflict as well as rich and vibrant exchanges expressed in literature, art and cinema.

Spring quarter offers two options for study abroad: The Santo Tomás, Nicaragua program is coordinated with the Thurston-Santo Tomás Sister County Association; the Quito, Ecuador program is co-coordinated with CIMAS, an Ecuadorian non-profit. For students staying in Olympia, there will be Spanish classes and seminars focused on Latino/a communities in the US; and the opportunity for local internships and project work. All classes during spring will be conducted entirely in Spanish.

**Accepts winter and spring enrollment with faculty signature.**

Admission will be based upon a Spanish language assessment.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$75 per for overnight field trips. Optional 10 weeks travel - approx. \$5,600 for Ecuador or approx. \$3,200 for Nicaragua. A deposit of \$250 is due by Feb 1, 2013.

**Internship Possibilities:** Students remaining on campus in spring may intern with organizations serving local Latino/a communities.

**A similar program is expected to be offered in 2014-15**

**Thematic Planning Groups:** Culture and Text and Language



## Stop Making Sense

### Fall, Winter and Spring quarters

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

**Class Standing:** Junior - Senior

**Preparatory for studies or careers in:** literature, psychology, sociology, writing, the humanities and social sciences.

**Faculty:** Steven Hendricks and Laura Citrin

Through the lenses of social psychology, literature and literary theory, we will inquire into the process of constructing external and internal realities. How does our conception of self, other and society depend upon learned social routines, metaphors and narratives? How do the ritual discourses and behaviors of everyday life become part of who we are and what we are capable of doing and thinking? What myths allow us to go about our days as if they made any sense?

In fall quarter, we'll equip ourselves with the psychological and theoretical models for understanding reality, culture and self as constructions. In winter quarter, we'll take a critical look at processes of conformity and assimilation, attempting to understand the mechanisms by which ways of thinking, feeling and acting become naturalized. In spring quarter, we'll study key examples of transformations in our constructions of reality, emphasizing the imaginative and disruptive endeavors that challenge the true and the natural.

Our study of literature will range over 20<sup>th</sup> century novels, stories and essays, predominantly from Europe and the U.S.—works that challenge familiar literary forms and that relate strongly to themes and questions within our study of psychology. Creative writing work will give students another venue for understanding inquiries in literature and psychology. Our goal is not, however, to produce realistic psychological narratives; on the contrary, we'll look at how the conventions of psychological portraiture in novels frequently fail to take actual psychological insight into account, insights that challenge us more profoundly than the goal of realism. Our study of literary theory will focus on theorists whose work deals closely with the nature of literary meaning and the process of constructing the world through language. Over the year, we'll take in a sweep of 20<sup>th</sup> century theory, emphasizing the work of Roland Barthes as a thinker capable of making rich connections between the everyday mythologies of culture, the complexity of internal life, and the richness of literature.

Our study of psychology will enable us to examine how individuals construct their sense of self via observation of and interaction with others in social context. Possible social psychological themes to be explored include identity formation, social norms, social hierarchy, power, conformity, transgressions, obedience, prejudice, stigma, marginalization, groupthink, persuasion and moralization.

The program material will be taught via lectures, workshops, seminars, films and substantial reading of literature, theory and research studies. Writing- and research-intensive projects, as well as the reading of dense theoretical material, will make this a demanding program, designed for upper-level students prepared for more advanced work in the humanities and/or social sciences.

**Accepts winter enrollment and spring enrollment with faculty signature. Students must submit an application to be considered for spring enrollment.**

**Credits:** 16

**Enrollment:** 50

**Thematic Planning Groups:** Culture, Text and Language, Society, Politics, Behavior and Change

## Student-Originated Studies: Consciousness Studies

### Fall, Winter and Spring quarters

**Fields of Study:** American studies, Native American studies, aesthetics, communications, community studies, consciousness studies, education, environmental studies, leadership studies, literature, philosophy, psychology, religious studies, sustainability studies and writing

**Class Standing:** Sophomore - Senior

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

**Faculty:** David Rutledge

This program uses a Native American approach to pedagogy: it's a student-centered program. The philosophical center of the program is the work on educational liberation by Paulo Freire, especially *Pedagogy of the Oppressed* and *Education for Critical Consciousness*. The traditional center of the program is the historical contributions of the on campus Native American Studies program.

This program is for learners who have a research topic in mind, as well as for those who would like to learn how to do research in a student-centered environment. We ask participants to take a personal stake in their educational development. Within the program's spirituality and community theme and subjects, learners will pay special attention to what individual and group work they plan on doing, how they plan to learn, how they will know they learned it, and what difference the work will make in their lives and within their communities. Learners will be encouraged to assume responsibility for their choices. Faculty and learners together will work to develop habits of worthwhile community interaction in the context of the education process and liberation. We will be 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.

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Consciousness Studies and Native American and World Indigenous Peoples



Photo by Karissa Carlson

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## Student-Originated Studies: Function and Feeling in Sustainable Building

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### Winter and Spring quarters

**Fields of Study:** architecture, environmental studies and sustainability studies

**Class Standing:** Sophomore - Senior

**Prerequisites:** Critical reading and thinking and analytical writing adequate to support proposed research; experience in collaborative team project work; additional skills as required for proposed research.

**Preparatory for studies and careers in:** architectural design and construction, sustainability consulting and policy, and city and regional planning.

**Faculty:** Robert Knapp

This SOS confronts the question, What forms of building are both sustainable in environmental and societal terms, and life-enhancing in the experience of those who live and work in them? Sustainability is a pressing issue in this era of transition away from an industrial growth society. Established patterns of design and construction in the industrial world are energy-hungry, impact laden, often unhealthy, and merely adequate, not life-enhancing in experiential terms. As householders, businesspeople, designers and builders have begun to recognize these hard facts, experiments and initiatives of many kinds have sprung up to explore alternatives. New materials, like straw bales or bamboo; new construction methods, like the German Passiv Haus approach; renewed appreciation of traditional and indigenous modes of building; reworked design methods, using computer simulation, the Anglo-American pattern language approach, or other tools—all these and more are being actively pursued at sites all over the United States. Which ones have real potential for both sustainable function and enhancement of life? This program is for research on this theme.

The faculty will select 3-4 person student teams through a proposal process (see information on signature requirement). Research can include literature reviews, case studies, simulations and prototypes, and theoretical work; the emphasis will be on projects which can be finished in a single quarter; all research must lead to documentation which can be widely shared. Each team will meet weekly with faculty for review and support, and all teams will join in a required weekly seminar on the topic of function and feeling in buildings.

To provide greater access to the range of exploratory work spread across the United States, the program will be based in a different city each quarter—Berkeley (winter), and New York (spring). Students will be responsible for their own travel and accommodation. Registration will be by individual contract on a quarter-by-quarter basis.

### Accepts winter and spring enrollment with faculty signature.

Students will submit a proposal for team research, on a form available after May 1, 2012 by e-mail from the faculty (knapp@evergreen.edu); first selection for winter will occur one week after the winter quarter Academic Fair in December 2012, and continuously after that as space is available; first selection for spring will occur one week after the spring quarter Academic Fair in March 2013, and continuously after that as space is available. Workshops to support team formation will be held during Fall Quarter 2012; contact Rob Knapp after September 15, 2012 for further information.

**Credits:** 16

**Enrollment:** 12

**Internship Possibilities:** Internship are allowed, if compatible with team research proposal and required seminar meeting.

**Thematic Planning Groups:** Expressive Arts, Environmental Studies and Sustainability and Justice

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## Student-Originated Studies: Independent Projects in Literature Philosophy, Myth/Religion, and Writing for Freshmen

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### Spring quarter

**Fields of Study:** literature, philosophy, religious studies, writing

**Class Standing:** Freshman

**Preparatory for studies or careers in:** the humanities.

**Faculty:** Marianne Bailey

In this SOS, first year students will learn how to conceive, plan, structure and successfully carry through a major independent learning project. More importantly, they will have the pleasure and fulfillment of realizing their first major college level independent body of work. Students have an exciting array of humanities and artistic areas to work in. For example, I can foresee projects as different from one another as a well edited collection of stories or free form poetry, perhaps illustrated and bound in a beautiful book, or a research project in religious symbolism and ritual in Celtic or Haitian worldviews, or in archetypal characters such as the Trickster, the Underworld mediators, or the artist/Orpheus and his quest. A student could write and compile an innovative collection of essays and images dealing with a philosopher such as Nietzsche or Foucault; or with a philosophical topic, such as the human/nature relationship, or the power and nature of artistic language. Students could also plan and research a transformational, pilgrimage journey, keep a rich travel journal, make art quality photographs and present the pilgrimage experiences at the quarter's end to your colleagues in the class. Students could plan a multimedia spectacle or a short film based on artistic work as a small group in the style of the Surrealists.

In other words, if it is a challenging academic or artistic body of work which you find deeply fascinating and which will keep you going enthusiastically for a quarter, we can shape this idea and make it possible for you to carry it through. We will do this step-by-step, in close collaboration between professor and individual student, and with the support of a small group of other program students working in similar veins of inquiry or creation, who will serve as a critique and support group. At Evergreen this mode of intellectual and creative work is a hallmark of our belief in fostering self-direction, intellectual discipline and stamina, and in pursuing academic projects about which we are passionate. It is no easy feat, however, to master the fine art of writing and proposing, let alone bringing to fruition, a top quality independent learning project. The purpose of this SOS is first, to coach you through the conception stage, then, to help you to choose your readings and activities and make your schedule, and finally, to guide and support you along the path to completion of the best work of which you are capable.

During the first eight weeks of spring quarter, students will meet every week with their professor as an individual, and as a member of a small work and critique group. We will meet as a large group, as well. Students will report in writing and orally on their progress every week. In the final weeks of the quarter, all students will present their completed work to the group.

Students enrolling should have a first proposal of a project which they want strongly to undertake, including, at least, the kind of work you plan to do, for example: writing poetry, studying the work of a given writer or philosopher, and/or studying a particular kind of religious or mythic symbolism. This should be carefully written, typed and ready on the first day of class. The rest we will do during the first two weeks of the program. You may enroll in this program for 12 or 16 credits.

**Credits:** 16

**Enrollment:** 23

## Times & Works of Soseki, Mishima & Murakami: Studies in Literature, History & Cinema

### Spring quarter

**Fields of Study:** history, literature and moving image

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** humanities, Japanese studies, history and film studies.

**Faculty:** Harumi Moruzzi

This program is designed for students who are interested in the literary works of Soseki Natsume, Yukio Mishima and Haruki Murakami as well as modern Japanese history.

Nobody lives in a vacuum. Every person is a product of that person's time and place, even when he/she rebels against such a background. Most people in society conform to the current ideology of society in order to succeed and perhaps merely to get by, even when their society is moving toward spiritual bankruptcy. It is often believed that the artists and the intellectuals are the seers and prophets of the society that can shed light on the social and cultural problems, thus inspiring new directions for regeneration. Such may be a romantic view of artists and intellectuals. However, this premise often yields an advantageous framework through which we can examine the society and culture that produced these artists and intellectuals.

The highly esteemed Japanese writers, Soseki Natsume, Yukio Mishima and Haruki Murakami, are examples of such artists and intellectuals. They represent turbulent and paradigm-shifting periods in Japanese history: Meiji modernization, Post World War II devastation, and the advent of a rabid consumer society.

In this program, we study the literary works of these three writers in the context of their times, with respective culture and socio-economic structure, through lectures, films, seminars and individual and/or group projects/research.

At the beginning of the quarter, students will be introduced to the rudiments of film analytical terms in order to develop a more analytical and critical attitude toward film-viewing experience. Students will also be introduced to major literary theories in order to familiarize themselves with varied approaches to the interpretation of literature. Then, students will examine the selected works of Soseki Natsume, Yukio Mishima and Haruki Murakami through seminars and critical writings. Weekly film viewing and film seminar will accompany the study of literature and history in order to facilitate a deeper exploration of the topics and issues presented in their literary works.

**Credits:** 16

**Enrollment:** 24

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

## Trajectories in Animation, Mathematics & Physics

### Fall and Winter quarters

**Fields of Study:** mathematics, media arts, moving image, physics, visual arts and writing

**Class Standing:** Freshman - Senior

**Prerequisites:** High school Algebra 2 or equivalent intermediate algebra course.

**Preparatory for studies or careers in:** animation, art, media, mathematics, physics and education.

**Faculty:** Ruth Hayes and Krishna Chowdary

*"Animation follows the rules of physics—unless it is funnier otherwise."* —Art Babbitt, animator

What are the 'rules' of physics, and where do they come from? How do animators follow these rules? How do they know when to break them?

This challenging program will introduce you to the mathematical models that help describe and explain motion in the natural world. You will learn how to combine observation, reason and imagination to produce such models, explore the creative uses that can be made of them, and consider the new meanings that result. We hope to highlight similarities and differences between how artists and scientists make sense of, and intervene in, the world.

We do not expect prior experience in drawing, animation or physics; the program is designed to accommodate new learners in these areas. We do expect that you can read and write at the college level and have completed math through intermediate algebra. You will all engage in common work in drawing, animation, mathematics and physics, for 14 credits. You will also be asked to choose one of two more focused tracks for the remaining two credits, either in (1) drawing or (2) mathematics. Students who choose to focus on drawing will gain two quarters experience of college-level drawing. Students who choose to focus on mathematics will cover two quarters of calculus in this program. Which ever you choose, the work will be intensive in both art and science, and you should plan to spend on average up to 50 hours per week (including class time).

Through workshops, labs, seminars and lectures, you will learn basic principles of drawing, animation, mathematics and physics, while improving reading and writing skills. You will integrate these areas to represent and interpret the natural and human-created worlds, and to solve scientific and design problems in those worlds. For example, in physics labs and animation workshops you might record high-speed video to analyze motion or construct animation toys that play with the boundaries between motion and illusions of motion.

In fall we will introduce you to basic principles and practices of drawing, 2D analog animation and video production, as well as the fundamentals of physics, including kinematics, forces and conservation principles. To support this work, you will also study mathematics, including ratios and proportional reasoning, geometry, graphing, functions, and concepts of calculus. In winter, you will learn 2D digital animation techniques, focus in physics on special relativity (modern models of space, time and motion), and continue to learn concepts of calculus. The program will culminate in creative projects that integrate your new technical skills with your learning in art and science.

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

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$75 per quarter for art and science supplies.

**Thematic Planning Groups:** Expressive Arts and Scientific Inquiry

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## Trajectories in Electromagnetism & Calculus

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### Spring quarter

**Fields of Study:** mathematics and physics

**Class Standing:** Freshman - Senior

**Prerequisites:** One quarter each of differential calculus, integral calculus, and classical mechanics; Trajectories in Animation, Mathematics, and Physics meets these prereqs.

**Preparatory for studies or careers in:** mathematics, physics, engineering and education.

**Faculty:** Krishna Chowdary

The unification of electricity and magnetism and the development of calculus are among the most beautiful and elegant intellectual achievements in human history. Electromagnetism, one of the fundamental forces of nature, is vital for an understanding of phenomena ranging from life on earth to the light from stars. Calculus allows us to create accurate mathematical models that explain the world and predict the future.

Students can choose to study mathematics, physics, or both. In our study of mathematics, students with previous calculus will study some topics typically covered at the end of a year-long calculus sequence. Students may also choose to study mathematical proofs and the history of mathematics. In our study of physics, students will learn about electric forces, fields, and energy, circuits, magnetic forces, fields, and induction, and electromagnetic waves. Students may also choose to work on an independent project focusing on some electromagnetic phenomenon or device.

We will use lectures, on-line resources, seminars, workshops and labs to learn this material. Students will be evaluated through problem sets, papers, presentations, quizzes and exams. Plan to spend on average up to 50 hours per week (including class time).

**Credits:** 16

**Enrollment:** 24

**Thematic Planning Groups:** Scientific Inquiry

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## Transmutation: The Alchemy of Scientific Thought

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### Spring quarter

**Fields of Study:** chemistry, history and philosophy of science

**Class Standing:** Freshman - Sophomore

**Preparatory for studies and careers in:** science and education.

**Faculty:** Joseph Tougas and Rebecca Sunderman

We have inherited a scientific worldview that provides explanations for many phenomena that were great mysteries to earlier generations. It's easy to overlook how amazing it is that we can explain visible effects in terms of invisible objects such as molecules, atoms and electrons. How did this scientific worldview come to be? This program will follow the historical development of scientific thought from the teachings and practices of alchemy to modern chemistry. We will pay special attention to the meaning of scientific beliefs about the basic structure of material reality in different historical periods, as this structure can be discovered by observing the changes and transformations of visible substances. We will work hands-on in the laboratory with some of the "magical" transformation that so intrigued early scientific researchers. We will explore how the modern scientific method evolved and how it can be applied to everyday problems and puzzles, as we learn about concepts of chemistry—the periodic table of elements, chemical properties, and energy. This will give us material for philosophical reflection on the nature of knowledge, and how ideas about knowledge have changed historically. This program does not require any previous science or philosophy experience.

**Credits:** 16

**Enrollment:** 46

**Thematic Planning Groups:** CTL and Scientific Inquiry

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## Turning Eastward: Explorations in East-West Psychology

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### Fall and Winter quarters

**Fields of Study:** communications, consciousness studies, cultural studies, health, philosophy, psychology and religious studies

**Class Standing:** Freshman - Sophomore

**Preparatory for studies or careers in:** personality theory, abnormal psychology, Jungian psychology, cross-cultural counseling, ethics in psychotherapy, gerontology, Buddhist studies, Asian psychology, socially engaged Buddhism, Chinese spiritual paths, social work, education, transpersonal psychology, and studies in death and dying.

**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. Instead, Western psychology has chosen to analyze the mind as though it were an object independent of the analyzer, consisting of hypothetical structures and mechanisms that cannot be directly experienced. Western psychology's neglect of the living mind—both in its everyday dynamics and its larger possibilities—has led to a tremendous upsurge of interest in the ancient wisdom of the East, particularly Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

In direct contrast, Eastern psychology shuns any impersonal attempt to objectify human life from the viewpoint of an external observer, instead studying consciousness as a living reality which shapes individual and collective perception and action. The primary tool for directly exploring the mind is meditation or mindfulness, an experiential process in which one becomes an attentive participant-observer in the unfolding of moment-to-moment consciousness.

Learning mainly from lectures, readings, videos, workshops, seminar discussions, individual and group research projects, and field trips, we will take a critical look at the basic assumptions and tenets of the major currents in traditional Western psychology, the concept of mental illness, and the distinctions drawn between normal and abnormal thought and behavior. We will then investigate the Eastern study of mind that has developed within spiritual traditions, particularly within the Buddhist tradition. In doing so, we will take special care to avoid the common pitfall of most Western interpretations of Eastern thought—the attempt to fit Eastern ideas and practices into unexamined Western assumptions and traditional intellectual categories. Lastly, we will address the encounter between Eastern and Western psychology as possibly having important ramifications for the human sciences in the future, potentially leading to new perspectives on the whole range of human experience and life concerns.

**Accepts winter enrollment.** Students should bring a basic knowledge of personality theory and abnormal psychology. Interested students should contact Ryo Imamura (imamura@evergreen.edu or (360) 867-6482) or meet with him at the Academic Fair.

**Credits:** 16

**Enrollment:** 23

**Thematic Planning Groups:** Consciousness Studies, Culture, Text, and Language, and Society, Politics, Behavior and Change



## 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:** Kevin Francis, Abir Biswas, Michael Paros, Clyde Barlow, David McAvity, Benjamin Simon, Judith Cushing, Dharshi Bopegedera, Rebecca Sunderman, EJ Zita, Donald Morisato, Clarissa Dirks, James Neitzel, Sheryl Shulman, Neal Nelson, Lydia McKinstry, Paula Schofield and Andrew Brabban

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** (biology) studies the toxicity of chemical mixtures as representative of multiple exposures to environmental pollutants. Research projects focus on toxicological interactions among endocrine disruptors, specifically on estrogen pathways, and involve laboratory toxicology methods using *in vitro* cell cultures.

**Abir Biswas** (geology, earth science) studies nutrient and toxic trace metal cycles in terrestrial and coastal ecosystems. Potential projects could include studies of mineral weathering, wildfires and mercury cycling in ecosystems. Students could pursue these interests at the laboratory-scale or through field-scale biogeochemistry studies taking advantage of the Evergreen Ecological Observation Network (EEON), a long-term ecological study area. Students with backgrounds in a combination of geology, biology or chemistry could gain skills in soil, vegetation and water collection and learn methods of sample preparation and analysis for major and trace elements.

**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 and ecology informatics) studies how scientists might better use information technology and visualization in their research, particularly in ecology and environmental studies. 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 can be harnessed to improve the individual and collaborative work of scientists. Such technologies include visualizations, plugins, object-oriented systems, new database technologies, and "newer" languages that scientists themselves use such as python or R.

**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.

**Mike Paros** (biology, veterinary medicine) is interested in animal health and diseases that affect the animal agriculture industry. Currently funded research includes the development of bacteriophage therapy for dairy cattle uterine infections, calf salmonellosis, and mastitis. A number of hands-on laboratory projects are available to students interested in pursuing careers in science.

**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 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 faculty member in their area of interest for details on obtaining a signature.

**This program accepts new enrollment in winter and spring with faculty signature.**

**A similar program is expected to be offered in 2013-14**

**Thematic Planning Groups:** Scientific Inquiry

## Vertebrate Evolution

### Winter and Spring quarters

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

**Class Standing:** Junior - Senior

**Prerequisites:** At least one quarter each of college-level biology and college-level writing.

**Preparatory for studies or careers in:** biology, veterinary medicine, health-related fields and evolutionary biology.

**Faculty:** Heather Heying

Evolution provides an explanation for the extraordinary biological diversity on this planet. In this program, we will focus on macroevolutionary processes, specifically speciation and the evidence it leaves behind. In doing so, we will address several philosophical questions, including: How do we make claims of knowledge in an historical science such as evolution? We will investigate questions that may seem simple at first—What is a species?—but turn out to have myriad, conflicting answers. This complexity, and our attempts to discern the pattern in that complexity, will be our focus.

We will use the vertebrates as our model with which to study evolution, reviewing both the history and diversity of this clade. Innovations have marked the history of vertebrates, including the origins of cartilage, bone, brains, endothermy, and the amniotic egg, which allowed for the invasion of terrestrial habitats. The transformation of existing structures to take on new functions has been another notable feature of vertebrate evolution: from swim bladder into lungs, hands into wings, and scales into both feathers and hair.

Classroom work will include workshops and lectures in which active participation by all students will improve the learning community for all. In the wet lab, we will study the comparative anatomy of vertebrate skulls and skeletons, and dissect cats and sharks. In the computer lab, we will use software designed for systematic character analysis, and students will generate and analyze morphological datasets. There will be two multi-day field trips. Students will present short lectures on topics in anatomy or physiology (e.g. circulatory system, muscle physiology). Students will also conduct extensive research on a current unresolved topic in vertebrate evolution, and will present that research in both a paper and a talk.

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

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$150 per quarter for entrance fees and overnight field trips.

**Thematic Planning Groups:** Environmental Studies and Scientific Inquiry



Photo by Hannah Pietrick '10

## Washington State Legislative Internships

### Winter and Spring quarters

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

**Class Standing:** Junior - Senior

**Prerequisites:** One year of interdisciplinary study at Evergreen.

**Preparatory for studies or careers in:** community studies, government, law, political science, public interest advocacy, public policy, social issues and sociology.

**Faculty:** Cheri Lucas-Jennings

This is an opportunity to explore the broad conditions that shape legislation. We will examine models, evidence and debates about the sources, causal connections and impacts of evolving systems of law, regulation, governance and a broad array of community response. Each student will be learning through work as an intern with a legislator and her or his staff. This will involve intensive staff-apprenticeship activities, especially legislative research and draft development, bill-tracking and constituent correspondence.

Students apply to become interns for the 2013 Washington State Legislative session in the fall of 2012. Information sessions will be held spring quarter and in early October. Applications are available at [www.leg.wa.gov/internships](http://www.leg.wa.gov/internships). Two copies of the complete application, including personal essay; a letter of reference from faculty (discussing research and writing skills), and a personal (character, work-habits) reference are due on October 26th by 5pm to the Office of Academic Advising, Olympia campus. Students will interview and be informed of acceptance by late November.

Each student accepted as an intern will develop an internship learning contract, profiling legislative responsibilities and linkages to academic development. In regular in-capitol seminars, each student intern will translate her or his activities in the Legislature into analytic and reflective writing about the challenges, learning and implications of the work; students will make presentations about their learning and participate in various workshops. Each intern will keep a journal, submitted to the faculty sponsor on a regular basis, and a portfolio of all materials related to legislative work. Drawing broadly from the social sciences, we will explore relationships between elected officials, legislative staff, registered lobbyists, non-governmental organizations, citizen activists and district constituents. Students will learn through a range of approaches—responsibilities in an 8:00-5:00 work-week, guest presentations, seminars, workshops on budget, media panels and job-shadowing regional officials and activists of choice. Interns will participate in a final mock hearing floor debate on current legislative issues.

The 2013 session will involve student-interns for both winter and spring quarters. Each quarter will comprise a different 16-credit contract. In spring quarter, students can develop an 8-credit Legislative Internship Contract, augmented by another 8-credit project or program involving specific post-session research and writing. Student performance for the two-quarter internship is evaluated by the faculty sponsor, field supervisors and legislative office staff.

**Faculty Signature:** Applications to the Legislative Internship program must be awarded by Capitol Senate and House of Representatives Education Program staff. These are available at [www.leg.wa.gov/internships](http://www.leg.wa.gov/internships) and are due by October 26: to be addressed to Jean Eberhardt in the Office of Academic Advising L2153. Students will be informed by late November of acceptance. An information session will be held on campus each spring and in early October. Check with Academic Advising for date and location.

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

**Credits:** 16

**Enrollment:** 25

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

**Thematic Planning Groups:** Society, Politics, Behavior and Change and Sustainability and Justice

## What is Ecology?

### Fall and Winter quarters

**Class Standing:** Freshman - Sophomore

**Prerequisites:** High-school algebra, trigonometry and calculus; high-school chemistry and biology.

**Fields of Study:** environmental studies, history, writing

**Faculty:** Dylan Fischer, Matthew Smith and Bill Ransom

What does the word “ecology” mean to you? Ecology is understood differently in different fields of study. For example, in the sciences, ecology is a broad field of study which draws together information from evolution, biology, zoology, botany, chemistry, geology and atmospheric science. In this context, ecology means the “study of the house”, or the study of organisms and their interactions with each other and the abiotic world. Popular use of the word ecology does not imply this context, and in fact most of our experiences with the natural world are far more personal.

In this program we will explore human interactions with ecology and the natural world from the point of view of the scientist, the historian, and the creative writer. In this two-quarter experience we will explore what it means to interact with, and modify, the natural world, and what that means for ecology. We will provide introductions to the fields of ecology, creative writing, and environmental history over two quarters. Our introduction to ecology will include textbook readings, quizzes, lectures and field trips designed to introduce basic physical, biological, ecological and chemical processes that govern ecosystems. These processes are intimately tied to patterns in biodiversity, evolution, population cycles and symbioses. In local field trips we will learn about human history and adaptations in plant and animal species occurring in prairies and forests of the Northwest. In seminars we will explore books that deal explicitly with human-ecology interactions, controversies and misunderstandings. And through writing workshops, students will engage in refining their own writing about the natural world through scientific, historic and creative lenses. Finally, in seminar we will discuss both fiction and non-fiction books covering ecological controversies to explore how human activities are affecting ecosystems.

At the end of this program students should emerge well versed in what the field of ecology is all about, and how human interactions and interpretations of ecology can change both ecosystems and people.

**Accepts winter enrollment with faculty signature. Extra work over December break may be required.**

**Credits:** 16

**Enrollment:** 69

**Required Fees:** \$150 per quarter for overnight field trips.

**Thematic Planning Groups:** Culture, Text, and Language and Environmental Studies

## Working Artists: The Business of Creativity and Art

### Spring quarter

**Fields of Study:** business and management, economics, visual arts

**Class Standing:** Junior - Senior

**Preparatory for studies or careers in:** arts administration, business, visual art, political economy and economics.

**Faculty:** Tom Womeldorff and Lisa Sweet

What does it mean to be a working artist? How does the need to make money influence our artistic expression? Are artistic freedom, authenticity and purity of expression inevitably tarnished once art is produced in anticipation of sale? From the buyer's perspective, what exactly is being bought? Is it the *pure* aesthetics of the object or is it the name of the artist being purchased, or even an intimate relationship with the artist herself? How do the artist, the gallery and the buyer determine the appropriate price? What roles do galleries and other intermediaries play in uniting the artist with the connoisseur? These are not new questions. In fact, artists such as Michelangelo depended on patronage; their artistic expression was defined and constrained by those paying them to be artists. Today this process reaches into every corner of the globe; Australian aborigines, for example, have rescaled their art to easily fit in suitcases of their tourist buyers.

We will explore these issues in this program, designed for students interested in the intersection of art and business. Our focus will be the economic, cultural and production dynamics involved in making a living as an artist or entrepreneur in the art world. We will critically explore the commercial relationships and market transactions among artists, gallerists, collectors and patrons.

This program is *not* a preparatory course on how to make a living as an artist, on marketing strategies, or establishing portfolios and promotional materials.

Artists who sustain life-long artistic practice and make a living in the process do so by undertaking daily—often uninspiring—practices. We will similarly engage in daily practice as artists in business, developing skills in observational drawing and personal finance. Our regular rigorous practice will serve both as metaphors for the daily work of artistic production, and as opportunities for improving foundational skills necessary for the business of art.

In addition to seminar, lecture, workshops, writing and exams, each week will include twelve hours in drawing and personal finance. Sharpen your pencils, grab your calculators and join us, 8:23 am sharp.

**Credits:** 16

**Enrollment:** 40

**Required Fees:** \$150.00 for field trips.

**Thematic Planning Groups:** Culture, Text and Language, Expressive Arts, and Society, Politics, Behavior and Change

## Writing Nature, Writing "Race"

### Fall and Winter quarters

**Fields of Study:** American studies, cultural studies, environmental studies, history, literature and writing

**Class Standing:** Freshman

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

**Faculty:** Chico Herbison

*"What then, is Earth to American people of color?"*

— Alison H. Deming & Lauret E. Savoy, *The Colors of Nature*

This program explores nature writing by people of color in the United States. Deming and Savoy provide an eloquent and passionate starting point, as well as critical unifying themes and issues, for our exploration: "[if nature writing] examines human perceptions and experiences of nature, if an intimacy with and response to the larger-than-human world define who or what we are, if we as people are part of nature, then the experiences of all people on this land are necessary stories, even if some voices have been silent, silenced, or simply not recognized as nature writing."

We will begin our quest by addressing the many meanings of "nature" and, by extension, "nature writing." Our journey's next phase will involve an introduction to, and brief overview of, the American nature writing tradition. Students will read selections from some of the country's best-known nature writers, including Henry David Thoreau, Ralph Waldo Emerson, John Muir, Mary Hunter Austin, Wendell Berry, Rachel Carson, Barry Lopez, Annie Dillard and Terry Tempest Williams. Fall quarter will conclude with introductory readings on the historical and cultural relationships between people of color and nature. Students will engage with program readings, not only to develop a stronger appreciation of, and respect for, nature writing, but also to strengthen their critical thinking, reading and academic writing skills.

In winter quarter, our selection of texts will foreground major works of nature writing by people of color, including writings by Toni Morrison, Leslie Marmon Silko, Ruth Ozeki, Percival Everett, and by those anthologized in *Black Nature: Four Centuries of African American Nature Poetry*. Students will continue to hone their academic writing skills; however, they will have the opportunity to explore "the colors of nature" through a variety of other writing forms: fiction, poetry, music lyrics, and creative nonfiction, among others. By winter quarter's end, students will be equipped to respond, in a variety of ways, to that question posed above: "What then, is Earth to American people of color?" Only at that point can we begin to address the enduring question, "What then, is Earth to all people?"

Program activities will include lectures, workshops, seminars, film screenings, guest presentations and field trips. Students should be prepared to devote at least twice as many hours outside of class, as those spent in class, to program readings, writing and other assignments.

**Credits:** 16

**Enrollment:** 24

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

**Thematic Planning Groups:** Culture, Text and Language, Environmental Studies and Sustainability and Justice



# Graduate Studies

## MASTER OF ENVIRONMENTAL STUDIES (MES)

**Martha Henderson, Director**

**Gail Wootan, Assistant Director (360) 867-6225 or wootang@evergreen.edu**

Master of Environmental Studies (MES) degree 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 visit [www.evergreen.edu/mes](http://www.evergreen.edu/mes).



Photo by Carlos Javier Sánchez '97

## MASTER OF PUBLIC ADMINISTRATION (MPA)

**Lee Lyttle, Director**

Evergreen's dynamic Master of Public Administration (MPA) program has been noted by US News and World Report as one of the nation's top Public Affairs Graduate Schools, in the 2012 edition of "Best Graduate Schools". Hundreds of Evergreen MPA graduates are working throughout Washington State and the Pacific Northwest in responsible positions within state, local, tribal and federal governments, education, nonprofit organizations and for-profit firms. MPA students gain important knowledge and skills that can be put to work right away; they learn how to be effective advocates for change, becoming graduates who are in high demand. In the MPA program you'll explore and implement socially just, democratic public service in a dynamic learning community that you create with your faculty and fellow students. Coursework covers critical elements of administration such as budgeting, strategic planning, human resources and information systems, public law, leadership and ethics, multicultural competencies, political and policy analyses and research methods.

For more information about the MPA program's Tribal Governance concentration please visit [www.evergreen.edu/mpa/tribal](http://www.evergreen.edu/mpa/tribal) or contact **Erin Genia, Assistant MPA Director - Tribal Cohort**, at [geniae@evergreen.edu](mailto:geniae@evergreen.edu) or at (360) 867-6202.

For more information about the MPA program's Public and Non Profit Administration concentration or Public Policy concentration, please visit [www.evergreen.edu/mpa](http://www.evergreen.edu/mpa) or contact **Randee Gibbons, Assistant MPA Director - General Cohort**, at [gibbonsr@evergreen.edu](mailto:gibbonsr@evergreen.edu) or at (360) 867-6554.

## MASTER IN TEACHING (MiT)

**Sherry Walton, Director**

**Maggie Foran, Admissions and Advising (360) 867-6559 or foranm@evergreen.edu**

Evergreen's Master in Teaching (MiT) Program is a nationally recognized teacher preparation program leading to Residency Teacher Certification in Washington state and a Master's degree. The program aspires to develop teachers who can put principles of effective and meaningful classroom teaching into practice, and who can create classrooms that are culturally responsive and inclusive, democratic and learner-centered, developmentally appropriate and active. Graduates are knowledgeable, competent professionals who assume leadership roles in curriculum development, assessment, child advocacy and anti-bias work.

For complete information on endorsements, admissions requirements and procedures, please consult the current Master in Teaching catalog or visit [www.evergreen.edu/mit](http://www.evergreen.edu/mit).



# Admissions

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

## 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 [admissions.evergreen.edu/special](http://admissions.evergreen.edu/special).

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 five page application from a PDF file found at [admissions.evergreen.edu/apply](http://admissions.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 [admissions.evergreen.edu/transferdegrees](https://admissions.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 [admissions.evergreen.edu/transfer](https://admissions.evergreen.edu/transfer) 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. Admission counselors are available to assist special students with academic advising and registration information. For an overview, refer to [admissions.evergreen.edu/adultstudent](https://admissions.evergreen.edu/adultstudent).

### 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 [admissions.evergreen.edu/transfer](https://admissions.evergreen.edu/transfer)



# 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, meal plans, health clinic services, charges or late fees from other departments (e.g. Library, Media Loan, Lab Stores, Childcare Center, Parking, etc.) 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 logging onto their [my.evergreen.edu](http://my.evergreen.edu) student account.

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/APPEALS

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

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

**50 percent to the 30th day**

**No refund after the 30th calendar day**

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

## ESTIMATED EXPENSES

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2011–12 nine-month academic year.

	RESIDENT	NON-RESIDENT
<b>Tuition and Fees</b>	\$6,909	\$18,090
<b>Books and supplies</b>	972	972
<b>Housing and meals</b>	9,000	9,000
<b>Personal needs</b>	1,704	1,704
<b>Transportation</b>	1,224	1,224
<b>Total</b>	\$19,809	\$30,990

**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 2011–12 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	\$2,303 per quarter	\$6,030 per quarter
	19	\$2,508	\$6,593
	20	\$2,713	\$7,156
<b>Part-time Undergraduate</b>	9 or fewer	\$230.30 per credit; 2 credit minimum	\$603 per credit; 2 credit minimum
<b>Full-time Graduate</b>	8 MPA & MES	\$2018.40 per quarter	\$5,346.40 per quarter
	16 MIT	\$2,523 per quarter	\$6,683.00 per quarter
<b>Part-time Graduate</b>	9 or fewer**	\$252.30 per credit; 2 credit minimum	\$668.30 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)	\$68		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 92.

## 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 92.)

## 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 92.)

## 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 1.)

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, MES and MIT programs, please contact the appropriate program. Contact information is on page 88.

**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 2011. A more extensive description of their areas of expertise can be found on the Academic Advising Web site: [www.evergreen.edu/faculty](http://www.evergreen.edu/faculty).

**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 Tubingen, Germany.

**Clyde Barlow**, *Chemistry*, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

**Marcella Benson-Quaziana**, *Psychology*, 2000; B.S., Health and Physical Education, 1977 and M.A., Athletic Administration, 1980, University of Iowa; M.S.W., Social Work, UW, 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, 1989 and Ph.D., 1996, Ecology, University of California, Davis.

**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, 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, University of California, Riverside; Ph.D., Economics, University of California, Riverside, 2005.

**Sally J. Cloninger**, *Emerita*, Film and Television, 1978; B.S., Syracuse University, 1969; M.A., Theater, 1971 and Ph.D., Communications-Film, 1974, Ohio State University.

**Robert Cole**, *Physics*, 1981; B.A., Physics, University of California, Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

**Scott Coleman**, *Education*, 2001; Master in Teaching Director, 2001-2006; B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; Ph.D., Instructional Systems Technology, Indiana University, 1989.

**Amy Cook**, *Fish Biology*, 2001; B.S., The Evergreen State College, 1990; Ph.D., Biological Sciences, University of California, Irvine, 1998.

**Stephanie Coontz**, *History and Women's Studies*, 1974; B.A., History, University of California, Berkeley, 1966; M.A., European History, University of Washington, 1970.

**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 Washington, 2001.

**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 (Painting) 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 & American Literature, Brandeis University, 1971; M.A., Communication, 1986 and Ph.D., Communication, 1992, University of Massachusetts, Amherst.

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**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.

**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.

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**Karen Gaul**, *Sustainability Studies*, 2006; B.A., Theology and Philosophy, Carroll College, 1984; M.T.S., Harvard Divinity School, 1987; M.A., Anthropology, University of Massachusetts, 1989; Ph.D., Anthropology, University of Massachusetts, 1994.

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**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 and 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.

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**Lucia Harrison**, *Public Administration*, 1981; Director, Graduate Program in Public Administration, 1990-93; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin, Madison, 1976; Ph.D., Educational Administration, University of Wisconsin, Madison, 1979.

**Mark Harrison**, *Theater*, 2004; B.A., English, University of California, Santa Barbara; M.A., Dramatic Art, University of California, Santa Barbara, 1975; Ph.D., Performance Studies, New York University, 1989.

**Rachel Hastings**, *Mathematics*, 2005; B.A., Physics and Mathematics, Harvard University, 1991; Ph.D., Applied Mathematics, Cornell University, 1998; Ph.D., Linguistics, Cornell University, 2004.

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**Chauncey Herbison**, *African American Studies*, 2007; B.A., American Studies, East Asian Languages and Cultures, English, University of Kansas, 1972; M.A., American Studies, University of Kansas, 1980; Ph.D., American Studies, University of Kansas, 2006.

**Heather E. Heying**, *Vertebrate Natural History*, 2002; B.A., Anthropology, University of California, Santa Cruz, 1992; Ph.D., Biology, University of Michigan, Ann Arbor, 2001.

**David Hitchens**, *Emeritus*, History, 1970; Campus Adjudicator, 1987-89; B.A., History, University of Wyoming, 1961; M.A., History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.

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**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.

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**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 Kozick**, *Education*, 1991; B.S., Education, Northern Illinois University, 1971; M.S., Curriculum/Instruction, University of Oregon, 1980; Ph.D., Human Development/Family Studies, Oregon State University, 1986.

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**Carrie Margolin**, *Psychology*, 1988; B.A., Social Science, Hofstra University, 1976; Ph.D., Experimental Psychology, Dartmouth College, 1981.

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**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.

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**Donald Morisato**, *Genetics/Molecular Biology*, 2002; B.A., Biology, Johns Hopkins University, 1979; Ph.D., Biochemistry and Molecular Biology, Harvard University, 1986.

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**Neal N. Nelson**, *Computing and Mathematics*, 1998; B.A., Mathematics, Washington State University, 1974; M.S., Computer Science, Washington State University, 1976; Ph.D., Computer Science, Oregon Graduate Institute, 1995.

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**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.

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**Susan Preciso**, *Literature and Writing*, 1998; B.A., English, Portland State University, 1986; M.A., English, Portland State University, 1988.

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**Bill Ransom**, *Creative Writing*, English, Sociology, Education, 1997; Academic Dean 2007-2012, B.A., Education/Sociology, University of Washington, 1970; M.A., English, Utah State University.

**Andrew Reece**, *Classical Studies*, 2003; A.B., Classical Studies, Earlham College, 1991; M.A., Classical Studies, Indiana University, 1993; Ph.D., Classical Studies, Indiana University, 1998.

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**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, UC Berkeley, 1986.

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**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.

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**David S. Shaw**, *Entrepreneurship*, 2008; B.A., International Relations, Pomona College, 1981; M.S., Food Science, UC 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.

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**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 and Public Policy, George Mason University, 2001.

**Rob Smurr**, *Russian History*, 2007; B.A., Political Science, University of California, Davis, 1984; Russian Language & 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.

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**Rebecca Sunderman**, *Physical Inorganic Chemistry*, 2003; B.S., Chemistry, Eastern Oregon State College, 1996; Ph.D., Inorganic/Physical Chemistry, Oregon State University, 2001.

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**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.

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**Jules Unsel**, *Librarian*, 2006; B.A., U.S. History, 1991 and M.A., U.S. History, 1993 University of Kentucky; 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.

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**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, UCLA.

**Sherry L. Walton**, *Education*, 1987; Director, MIT 2006-present, B.A., Education, 1970 and M.Ed., Developmental Reading, 1977, Auburn University; Ph.D., Theories in Reading, Research & 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, MES 2005-2008, B.A., Environmental Biology, University of Colorado, Boulder, 1973; M.A., Geography, University of California, Berkeley, 1988; Ph.D., Geography, University of California, Berkeley, 1993.

**Sonja Wiedenhaupt**, *Social Psychology*, 1999; B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D., Social/Personality Psychology, 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, University of California, 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.

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**Michael Zimmerman**, *Ecology*, 2011; Provost and Academic Vice President, 2011-present; A.B., Geography, University of Chicago, 1974; Ph.D., Ecology, Washington University, 1979..

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# Public Service At Evergreen

Evergreen's public service centers, funded by the Washington legislature, address the desire to build relationships and form networks that promote and enhance the college's integrative and collaborative approach to learning, in a variety of settings among a variety of groups. The centers serve as a conduit between Evergreen and a wider community, enriching and broadening the exchange of knowledge in an ever-widening circle.

**The Center for Community-Based Learning and Action**, Evergreen's newest center, established in 2003, provides opportunities for students to gain skills and experience in civic engagement. It is a primary contact among students, faculty, academic programs and community organizations. The center provides workshops, one-on-one support, publications and online resources to enable students to engage effectively in community building work in local communities. It serves as a clearinghouse for opportunities for involvement with the community and an archive of past college/community projects. Additionally, the center supports scholarship in service learning, participatory research and civic leadership and faculty development around integration of community-based learning in their pedagogy.

[www.evergreen.edu/communitybasedlearning](http://www.evergreen.edu/communitybasedlearning)

**The Evergreen Center for Educational Improvement** focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The center welcomes inquiries and ideas for innovative projects to improve teaching and learning in K-12 education.

[www.evergreen.edu/ecei](http://www.evergreen.edu/ecei)

**The "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.



Photo by Hannah Pietrick '10

## SEEKING DIVERSITY, SUSTAINING COMMUNITY

Evergreen is committed to diversity because we believe strongly that our students' experiences are enhanced and their lives enriched in a multicultural environment. Within academic programs and outside them, Evergreen faculty and staff work with students to create a welcoming environment—one that embraces differences, fosters tolerance and understanding, and celebrates a commitment to cultural, ethnic and racial awareness.

We believe that the attitudes, behaviors and skills needed to overcome intolerance and to create healthy individuals, communities and nations begin when people engage in dialogues that cut across ethnic, cultural, class and lifestyle differences. Seminars, collaborative projects, individualized evaluation of students' progress and opportunities to work with people who have different worldviews, ethnic or class backgrounds are the foundations of teaching and learning at Evergreen—and all promote what we call "teaching and learning across differences."

We put our ideas about diversity into practice in many ways. There is a wide variety of student organizations working on issues of justice and cultural expression and a diverse faculty and staff. Primary texts and guest lectures by scholars and activists from different ethnic and cultural communities are employed, and field trips and community projects are designed to engage students and faculty in dialogue with diverse segments of our communities. Internships with social change organizations, support services for students of color, and study-abroad opportunities that include immersion in local culture and reciprocity of learning and service, further our commitment.



# Services and Resources

Evergreen's commitment to you means sound advice, genuine support, good information and easily accessible resources are available to you. We encourage you to take advantage of these services.

## Student Affairs

Art Costantino, Vice President

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

SEM II, E2129, (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

SEM II, E2129, (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/studentaffairs/studentconduct.htm](http://www.evergreen.edu/studentaffairs/studentconduct.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/policy/sexualharassment](http://www.evergreen.edu/policies/policy/sexualharassment).

### 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.



Photo by Karissa Carlson

#### **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.

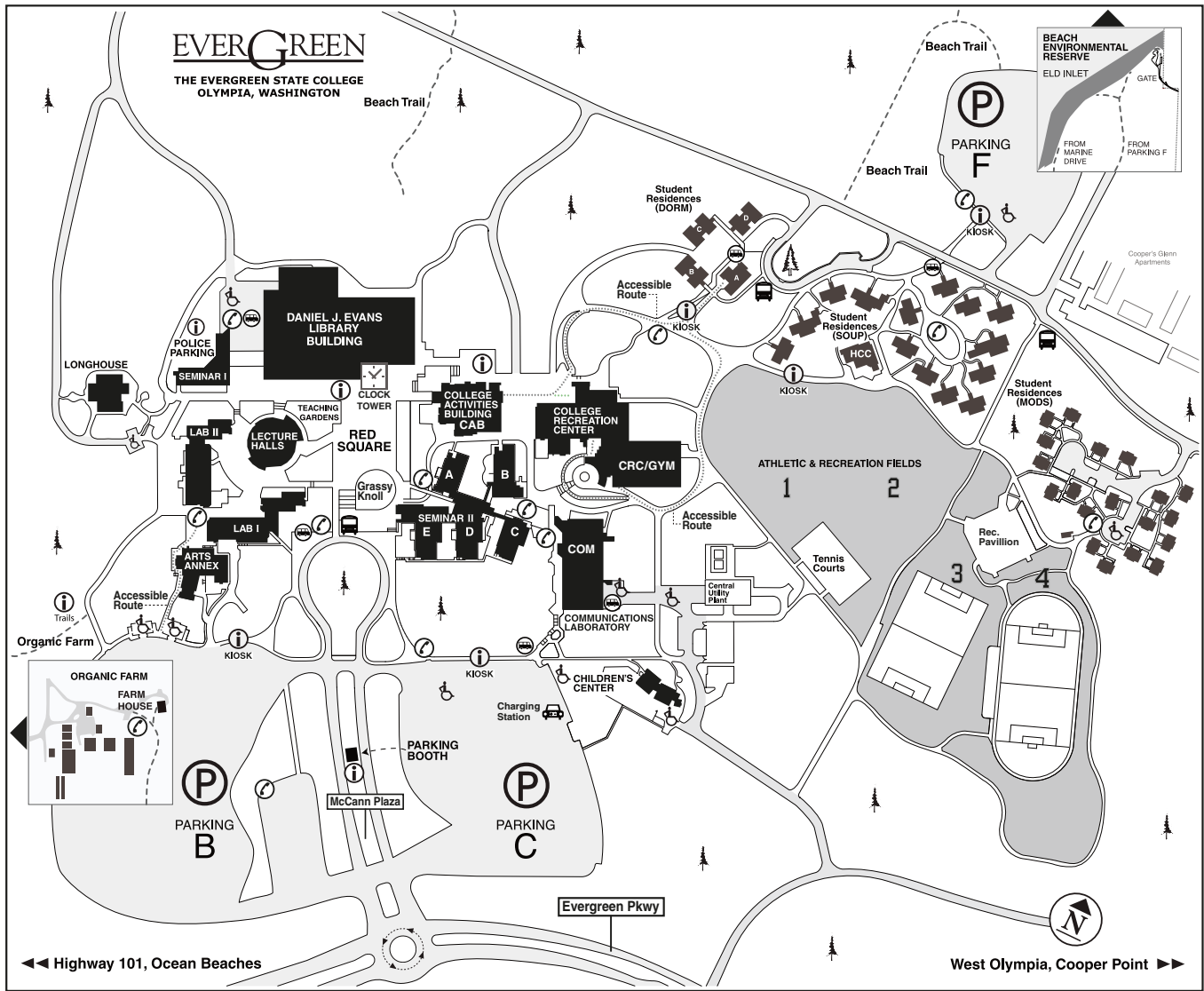
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**The Evergreen State College Catalog Production Team**

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Design: Alyssa Parker '06

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.



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