

CATALOG

2017–2018



the
evergreen
state
college
olympia, washington

Academic Calendar

2017–18

	Fall 2017	Winter 2018	Spring 2018	Summer 2018	
				First Session	Second Session
Quarter Begins	September 25	January 8	April 2	June 25	July 30
Quarter Ends	December 15	March 23	June 15	August 3	September 7
Tuition Deadline	September 29	January 12	April 6	June 29	June 29
Evaluation Week	December 11–15	March 19–23	June 11–15	July 30–Aug. 3	September 3–7
Breaks	Thanksgiving Break November 20–26	Winter Break Dec. 16–Jan. 7	Spring Break March 24–April 1	No classes Martin Luther King Jr. Day, Presidents Day, Memorial Day, Independence Day, Labor Day, or Veterans Day.	

New Student Orientation: Dates will be posted at evergreen.edu/events/orientation

Commencement: June 15, 2018

evergreen.edu/campuscalendar

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.



the evergreen state college

Evergreen's mission statement encompasses four core themes:
Integrated, interdisciplinary learning; individuals engaged in community; environmental stewardship and social justice; and diversity and equity.

Our Mission

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.

The Five Foci

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

1 INTERDISCIPLINARY STUDY

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

2 COLLABORATIVE LEARNING

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

3 LEARNING ACROSS SIGNIFICANT DIFFERENCES

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

4 PERSONAL ENGAGEMENT

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

5 LINKING THEORY WITH PRACTICAL APPLICATIONS

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



Six Expectations of an Evergreen Graduate

These principles infuse the Evergreen curriculum and guide academic planning for both faculty and students.

1 ARTICULATE AND ASSUME RESPONSIBILITY FOR YOUR OWN WORK

A successful Evergreen graduate will know how to work well with others, not only in the workplace or social contexts, but as an active participant in the struggle for a more just world. You will assume responsibility for your actions as an individual and exercise power responsibly and effectively.

2 PARTICIPATE COLLABORATIVELY AND RESPONSIBLY IN OUR DIVERSE SOCIETY

A successful Evergreen graduate will understand that by giving of yourself you make the success of others possible. A thriving community is crucial to your own well-being. The study of diverse worldviews and experiences will help you to develop the skills to act effectively as a local citizen within a complex global framework.

3 COMMUNICATE CREATIVELY AND EFFECTIVELY

A successful Evergreen graduate will know how to listen objectively to others so as to understand and accept a wide variety of viewpoints. By developing a genuine interest in the experiences of others, you will learn to ask thoughtful questions, to communicate persuasively, and express yourself creatively.

4 DEMONSTRATE INTEGRATIVE, INDEPENDENT, CRITICAL THINKING

A successful Evergreen graduate will appreciate and critically evaluate a range of topics, across academic disciplines. As you explore these disciplines, you will develop a greater curiosity toward the world around you, and its interconnections, that will enhance your skills as an independent, critical thinker.

5 APPLY QUALITATIVE, QUANTITATIVE, AND CREATIVE MODES OF INQUIRY APPROPRIATELY TO PRACTICAL AND THEORETICAL PROBLEMS ACROSS DISCIPLINES

A successful Evergreen graduate will understand the importance of the relationship between analysis and synthesis. Through being exposed to the arts, sciences, and humanities, and coming to your own critical understanding of their interconnectedness, you will learn to apply appropriate skills and creative ways of thinking to the major questions that confront you in your life.

6 DEMONSTRATE DEPTH, BREADTH AND SYNTHESIS OF LEARNING AND THE ABILITY TO REFLECT ON THE PERSONAL AND SOCIAL SIGNIFICANCE OF THAT LEARNING

A successful Evergreen graduate will be able to apply the personal frame of reference you develop as a result of this unique education in order to make sense of the world. This understanding will allow you to act in a way that is both easily understood by and compassionate toward other individuals across personal differences.

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This catalog is updated regularly; for the most current information please visit evergreen.edu/catalog/2017-18



Students in the program Contested Bodies: Representations of Martyrdom meet for a small-group seminar session. (Shauna Bittle)

A Different Place to Learn

Evergreen is unlike any other college in the country. Students have an unusual amount of freedom to explore, develop, and articulate their own sense of direction. With freedom, of course, comes responsibility. Evergreen's faculty look forward to helping you embrace both.

COORDINATED STUDIES PROGRAMS

A single academic program at Evergreen is a full course load that integrates different subjects. Its interdisciplinary design reflects the complexity of the world around us.

Programs can include lectures, labs, readings, seminars, field study and research projects, and may last one, two, or even three quarters, developing themes across the span of the program.

Each program is designed to engage students in a collaborative exploration of a central theme by faculty teams who bring widely varied disciplines to the mix: i.e.; digital media and philosophy, literature and environmental studies, fine arts and biology, or business, literature, and economics.

Collectively, our programs form a curriculum that is new and different, dynamic and relevant.

Programs are team-taught and integrate subjects under a theme like this one:

MADNESS AND CREATIVITY (see page 49 for full description)

A faculty who loves literature, one who loves psychology, and one who loves art team up to explore the psychological mechanisms that urge us to explore new avenues, to see what others have not seen, to create what no one has yet created:

54 freshmen will join them to form a learning community that will:

- ➔ Combine readings on art theory, imaginative literature, and purely scientific psychological case studies
- ➔ Study psychology, literature, the arts, imagination, and the creative impulse
- ➔ Inquire into the impact of abnormal psychology on creativity
- ➔ Visit art museums and hear guest speakers to explore different artistic methods
- ➔ Complete creative projects including a short film, essays and creative writing, and a poster design.



To accomplish comparable studies at other colleges and universities, you would need to take several separate classes. Interdisciplinary, coordinated studies programs weave together subjects in a real way.

ACADEMIC PATHWAYS

Instead of declaring a major and sticking to a list of strictly compartmentalized courses, you will chart your own path through our curriculum. You can choose to focus and connect your studies together into an area of emphasis. This is Evergreen's answer to the traditional college major. Upon graduation, you can list an area of emphasis on your résumé, graduate school applications, or any other documents that ask for your major.

Along the way, you will meet with academic advisors and faculty, who will help you figure out what to take to meet your graduate school requirements and professional goals.

“Don’t expect Evergreen to be the cookie-cutter college experience. I’ve put a lot of time and energy into figuring out my academic path. I’m not following a prescribed set of courses that I have to take in order to be something. My studies have led me to some pretty fascinating subjects. Having the freedom to choose what I want to study is pretty awesome. The cumulative effect of everything I’ve taken isn’t on a checklist.”
—Erin Harms, current student

THE ACADEMIC STATEMENT

Every student's individual educational pathway will be different. The Academic Statement is your opportunity to plan and document yours as you earn credit toward your bachelor's degree. When you're ready to graduate, you'll submit a final draft (required). By regularly reflecting on your work, you will decide how best to show the meaning and value of your degree. Throughout each year, the college sets aside time for you to craft your Academic Statement:

1 New Student Orientation Week

Every September new students participate in small, faculty-led group sessions. In these sessions, you'll begin to reflect on your education as a whole and start writing about it—the beginning of your Academic Statement. You'll return to this document throughout your time at Evergreen.

2 Fall Academic Statement Work

Every fall, students spend several hours pausing from their chosen program's content to think broadly and deeply about their education as a whole, through work on their Academic Statement. Your faculty will advise you and help you reflect carefully on your accomplishments and future plans.

3 All Campus Mentoring Days

In winter and spring quarter, faculty mentor students on Mentoring Days and provide one-on-one support and feedback for Academic Statements. These feature workshops cover topics such as becoming a better student, finding your path through Evergreen's curriculum, planning for careers or graduate school, and refining your Academic Statement.

"Evergreen gave me the capacity to conduct inquiry, it let me explore my creativity, and develop my integrity and rigorous approach to academics. It inspired in me a sense of wonder and curiosity." —Lily Nash '93

NARRATIVE EVALUATIONS

Your faculty will give you more than a single letter grade. They'll take the time to write a narrative evaluation about what you did well and how you can improve. Evaluations assess your academic progress in ways that grades cannot. Evaluations keep the focus on learning rather than rank.

You'll meet with your faculty to discuss achievements as documented in your narrative evaluation. You will also write a self-evaluation at the end of each program. This process gives you a chance to reflect on what you've learned. Many graduate schools and employers value the thoroughness of this noncompetitive approach. Your individual achievements and strengths will stand out.

What's in an evaluation?

- ➔ Description of learning objectives and assignments for your program
- ➔ Evaluation of your academic achievement
- ➔ Credit Equivalencies showing how much credit you earned in each subject.



"It's rare to have a detailed essay from your professor that not only reflects your skills and learning but who you are as an individual. My transcripts all sound like letters of recommendation. They reflect everything I learned and everything my teachers saw within me." —Evergreen grad

WHAT ELSE DOES EVERGREEN OFFER TO HELP YOU ACHIEVE YOUR GOALS?

STUDY ABROAD AND OTHER TRAVEL

Some programs offer students the opportunity to study culture, language, architecture, art, political science, the environment, science and more across the U.S. and abroad. Study abroad in a full-time academic program, a consortium program (page 75), or an individual contract or internship typically includes preparation time on campus with travel as a culmination of program studies.

Programs with a significant travel component	pg	Destination
Andean Roots... in Peru	22	11 weeks in Cusco, Peru
Aotearoa New Zealand: Native Decolonization in the Pacific Rim	22	Up to 7 weeks in New Zealand
Business, Biology, and Sustainable Solutions	27	2 week field trip (domestic)
Business and Culture Along the Silk Roads (EWS)	91	3 weeks in Vietnam and China
Cityscapes	29	10 weeks in New York City, Paris, or other
Financial Heartland	40	1 week in New York City, Boston, or Chicago
Greece and Italy: An Artistic and Literary Odyssey	44	6 weeks in Greece and Italy
Poetry New York	60	2 weeks in New York City
Political Economy of Revolutions and Social Movements of the 20th & 21st Century	62	Optional spring quarter in Oaxaca, Mexico
Walking to Santiago de Compostela	78	7-10 weeks in Spain

For details on how to coordinate study abroad, including arranging all the details of your study, finances, documents, and travel plans, visit evergreen.edu/studyabroad and contact the International Programs and Services coordinator, Michael Clifborne, at clifhorn@evergreen.edu.

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. 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, different ethnic or class backgrounds are the foundations of teaching and learning at Evergreen—and all promote what we call "teaching and learning across significant differences."

COMMUNITY-BASED LEARNING AND ACTION (CCBLA)

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.

Examples of community-based projects embedded in coordinated studies programs:

- ➔ Helping the city of North Bonneville plan and design its new town when its residents were 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;
- ➔ Helping small farmers research and implement direct marketing strategies for their produce; and
- ➔ Assisting public school teachers to develop innovative curricula in environmental education and the arts.

INDIVIDUAL LEARNING CONTRACTS AND INTERNSHIPS

These are student-generated projects in which the student works with a faculty sponsor to complete advanced academic work, typically reserved for junior- and senior-level students. An internship requires a field supervisor as well. More than 800 students each year earn some academic credit through internships with community organizations of all sizes and types. evergreen.edu/individualstudy

CAPSTONE

Capstone projects - or capstone experiences - are meant to gather together a student's learning near the end of their academic career. They might be projects, papers, or presentations. Many programs, particularly at the junior-senior level, include capstone experiences. Evergreen students can also pursue capstones as Individual Learning Contracts, internships, or faculty-supervised research projects. Capstone projects may take a wide variety of forms and be completed in different ways, but they all aim to have students think critically, engage in challenging issues, and develop valuable skills.

We put our ideas about diversity into practice in many ways:

- ➔ Student organizations' work on justice and cultural expression;
- ➔ Primary texts and guest lectures by scholars and activists from different ethnic and cultural communities;
- ➔ Field trips and community projects designed to engage students and faculty in dialogue with diverse communities;
- ➔ Internships with social change organizations;
- ➔ Support services for students of color, first-generation, low-income, physical or learning disabled, and demonstrated academic need; and
- ➔ Study-abroad opportunities that include immersion in cultures and reciprocity of learning and service.

Choosing Your Program

At Evergreen, you select a program from hundreds of offerings. You choose based on your interests, your goals, and the level of study you are ready to tackle, but we have lots of ways to help you choose the best program for you. New students are required to attend Navigating Evergreen during orientation week in order to gather essential information on the academic planning process and the resources and tools available to them. **Even with a plan, you will still have questions along the way:**

SEE AN ADVISOR!

Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to help you plan your pathway and help you find the best program to meet your academic goals. Advisors and staff from these offices can help you:

- ➔ Understand how college works and how to succeed here
- ➔ Choose programs to meet your interests and goals
- ➔ Identify and develop an area of emphasis in your studies
- ➔ Prepare for advanced study in your field
- ➔ Connect with campus resources and support systems

Go to evergreen.edu/advising for more information.

ASK FACULTY!

Faculty members are a valuable resource for students and play an important advising role here at Evergreen. If you have questions or need help with your academic goals and pathway planning, or want to know more about the programs they are teaching, you can:

- ➔ Consult with them at the Academic Fairs (one every quarter)
- ➔ Email questions directly to them
- ➔ Schedule an appointment to talk to a faculty member throughout the academic year

Go to evergreen.edu/faculty for more information.

THINK ABOUT LEVELS!

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PROGRAMS BY CLASS LEVEL shows you the curriculum sorted into beginning, intermediate, and advanced study. We recommend you plan your academic pathway with the following progression in mind:

EXPLORE! FRESHMAN – SOPHOMORE

Our Programs for Freshmen (page 8), Lower-Division (page 8), and All-Level (page 9) programs are ideal opportunities to learn about new subjects.

REFINE! SOPHOMORE – SENIOR

Develop an emphasis in All-Level (page 9) and Sophomore-Senior Level (page 10) programs that offer opportunities for more in-depth and advanced learning.

ACT! FINAL – SENIOR YEAR

Put your knowledge into action in Upper Division (page 11) or Student Originated Studies programs, undergraduate research (page 88), thesis, capstone, independent contracts, and internships.

READ THIS CATALOG!

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MATCH EVERGREEN'S PROGRAMS TO YOUR INTERESTS lists the fields of study explored in each program, so if you are seeking an interdisciplinary program that includes art, math, or writing—you can quickly narrow down the search and read the program descriptions.

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PROGRAM DESCRIPTIONS are the real MVP. Dive in and see what we have to offer! For the most current listings (new programs added regularly), visit: evergreen.edu/catalog/2017-18



Programs by Class Level

FRESHMEN-ONLY PROGRAMS:

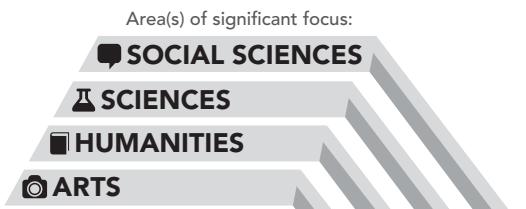
Freshmen-only programs will introduce you to Evergreen's interdisciplinary studies. The small student-faculty ratio ensures close interaction between you, your faculty, and other students. Freshmen may enroll in Freshmen-only, Lower-Division, and All-level programs.

title	faculty	pg quarter				
Awakening the Dreamer, Pursuing the Dream	Terry Setter, Cynthia Kennedy	25 F W S				
Creative Oceans	Erik Thuesen, TBD	32 F W				
Diversity and Dissent in Education and the Media	Grace Huerta, Laurie Meeker	34 F W				
Madness and Creativity: The Psychological Link	Carrie M. Margolin, Patricia Krafciak	49 F W				
Moving Toward Health	Mukti Khanna, TBD	56 F W				
Seeds of Change: Food, Culture, and Work	Alice Nelson, Martha Rosemeyer	68 F W				
Geology and Ecology of Land-Ocean Margins	Kenneth Tabbutt, Gerardo Chin-Leo	43 F				
Life as Literature: Studies in Literature, Interpretation, and Writing	Marianne Bailey TBD	48 F				
Living Well: The Anthropology of Sustainability	Karen Gaul	49 F				
Reason: Science and Religion	J. Tougas, P. Yu, S. Eltantawi	64 F				
Development as Freedom	Mukti Khanna, Shangrila Wynn	33 S				

LOWER-DIVISION PROGRAMS:

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 program and the college.

title	faculty	pg quarter				
Forensics and Criminal Behavior	Andrew Brabban, Toska Olson	41 F W S				
Making a Living and a Life: Sustainable Creative Practice	Andrew Buchman, Cheryl Simrell King	50 F W S				
Scientific Explorations in Chemistry and Archaeology	Rebecca Sunderman, Ulrike Krotscheck	67 F W S				
Earth Dynamics: People, Place, Technology, and History	Nancy Koppelman, EJ Zita	35 F W				
The Funding of Higher Education: Debt, The Great Divide!	G. Landram, R.a Chamberlain	42 F W				
Inside Language	Diego de Acosta	45 F W				
Reproduction: Gender, Race, and Power	Carolyn Prouty, Elizabeth Williamson	65 F W				
Studio Projects: Outside the Lines	Ruth Hayes, Lisa Sweet	75 F W				
What Are Schools For?	Rita Poujales, Lester Krupp	80 F W				
Salmon, Raven, and Whale: The Pacific Northwest in Art and Science	Amy Cook, TBD	67 F				
Environmental Problem Solving	Amy Cook, Ralph Murphy	37 W S				
Speaking Truth in 20th-21st Century Indigenous Arts: Legacy, Defiance, and Agency	Frances V. Rains, TBD	70 W S				
Women's Work: Weaving Feminism and Math	Julie Russo, TBD, V. Foster-Grahler	80 W S				
Botany: Plants and People	Frederica Bowcutt	27 S				
Free Markets Rock!	Glenn Landram, Jon Baumunk	41 S				
Investigating the Mind-Body: Biology and Beyond	Carolyn Prouty	47 S				
Learning About Learning in Nature	Paul Przybylowicz, Sherry Walton	48 S				
The Nature of Music: Patterns, Paradox, and Possibility	Andrea Gullickson	57 S				



ALL-LEVEL PROGRAMS:

All-level programs enroll freshmen, sophomores, juniors, and seniors (typically 25% of seats for freshmen). Most students will have had some college experience, so expect less emphasis on basic skills development. Faculty expectations will be higher than in lower-division programs, and students are quite diverse in terms of age, experience, and stages of learning. Talk with Academic Advising about the necessary background for particular programs.

Area(s) of significant focus:



title	faculty	pg	quarter				
Integrated Natural Science	Paula Schofield, Abir Biswas, Clarissa Dirks, Michael Paros	45	F W S				
Models of Motion	Krishna Chowdary, TBD	54	F W S				
Modes of Sensory Perception: Evolution and Mechanisms	Donald Morisato, Heather Heying	55	F W S				
Survival of Indigenous Art	Y. Peterson, G. Tremblay, G. Peterson	77	F W S				
Business, Biology, and Sustainable Solutions	Zoe Van Schyndel, Clarissa Dirks	27	F W				
Cells, Populations, and Ecosystems	Alison Styring, C LeRoy, C Dirks	28	F W				
Computer Science Foundations	A King, N Nelson, R Weiss, S Shulman	30	F W				
Countertextual Ecologies	Andrea Gullickson, Leonard Schwartz, Sarah Williams, Shangrila Wynn	31	F W				
The Evolution of Constitutional Law Beyond the 20th Century	Artee Young	38	F W				
The Nature and Culture of Natural History	Frederica Bowcutt, TBD	57	F W				
Political Economy and Social Movements	Lori Blewett, Carlos Marentes	61	F W				
Creating Dance: Basic Technique, Theory, and Composition	Robert Esposito	32	F				
Even When Erased, We Exist: Native American Women Standing Strong for Justice	Frances V. Rains	38	F				
Student Originated Studies: Humanities and Social Sciences	Bill Arney	72	F				
Performance Lab: Theater and Dance	Robert Esposito, Walter Grodzik	59	W S				
Walking to Santiago de Compostela	Bill Arney	78	W S				
Barely Modern: Aesthetics and Philosophies of Disillusionment	Kathleen Eamon, Eric Stein	26	S				
China at the Crossroad of Tradition and Modernity	Rose Jang, Wenhong Wang	28	S				
Computation and Consciousness	R Weiss, Adam King, Jamyang Tsultrim	30	S				
Earth and Sky: Climate and Change	Abir Biswas, EJ Zita	34	S				
Ecology of Perennial Agricultural Systems	Steven Scheuerell, Michael Paros	36	S				
Financial Heartland	Zoe Van Schyndel	40	S				
God(s): An Inquiry	Sarah Eltantawi	43	S				
Images of Japan: Arts, Literature, and Cinema	Stephanie Kozick, Tomoko Hirai Ulmer	44	S				
Latin American Women Writers	Alice Nelson	47	S				
Marine Biology and Maritime Literature	Erik Thuesen, TBD	51	S				
Oral Traditions in Spain and Latin America	Diego de Acosta	59	S				
Poetry New York	Leonard Schwartz	60	S				
Practice of Organic Farming: Spring, Summer	David Muehleisen	63	S				
Shakespeare and Brecht	Marla Elliott, Elizabeth Williamson	68	S				
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	Patricia Krafcik, Sean Williams	69	S				
So You Want to be a Psychologist	Carrie M. Margolin	69	S				

F—Fall quarter **W**—Winter quarter **S**—Spring quarter

Arts Humanities Sciences Social Sciences

"At Evergreen there is an emphasis on experiential learning. You read a book and then you go out and do what you learned. The world is not all in books. You've got to do something out in the world. It's a great way to learn."

—Chris Glattard '16, Wilmette, Ill.

SOPHOMORE – SENIOR PROGRAMS:

Sophomore – Senior programs are opportunities to study subjects at the intermediate-advanced level. Enrollment may depend on having basic prerequisites; carefully read the catalog and talk to faculty to ensure that you are prepared. These programs occasionally admit a particularly well-qualified freshman. Review the catalog and consult the faculty and Academic Advising if one of these programs interests you.



title	faculty	pg	quarter				
Aotearoa New Zealand: Native Decolonization in the Pacific Rim	Kristina Ackley, Zoltan Grossman	22	F W S				
Atoms, Molecules, and Reactions	Dharshi Bopegedera	24	F W S				
Cityscapes	Stacey Davis, Shaw Osha (Flores)	29	F W S				
Gateways for Incarcerated Youth	Jon Davies	42	F W S				
Greece and Italy: An Artistic and Literary Odyssey	Andrew Reece, Amjad Faur, Bob Haft	44	F W S				
Mediaworks: Signifying Power and Difference on Screen(s)	Naima Lowe, TBD	53	F W S				
Molecule to Organism	L McKinstry, J Neitzel, R Forbes-Lorman	55	F W S				
Multiple Dimensions: Design/Art/Environment	Robert Leverich, TBD	56	F W S				
Political Economy of Revolutions and Social Movements of the 20th and 21st Century	Peter Bohmer, Savvina Chowdhury	62	F W S				
Student-Originated Studies: Literacy and Culture (CCBLA)	Catalina Ocampo, Anne Fischel	72	F W S				
Dance of Consciousness	Donald Middendorf, Ratna Roy	33	F W				
On Liking	Eric Stein, Laura Citrin	58	F W				
Performing Stories through Music, Dance, and Theater	S. Williams, K. Mitchell, R. Jang	60	F W				
Speaking Subject Aesthetic Practice	Kathleen Eamon	70	F W				
Student-Originated Software	S Shulman, N Nelson, R Weiss	71	F W				
Andean Roots: Linguistics and Ecological Agriculture	Rachel Hastings, Steven Scheuerell	21	F				
Intermediate Macroeconomics	Tom Womeldorf	46	F				
Political Economy of "Race" in the U.S.: Colonial Era to the Present	Michael Vavrus	61	F				
Power In American Society	Lawrence Mosqueda	62	F				
Remix Reverse Remediate	Julie Russo, Miranda Mellis	64	F				
River Resources	Tom Womeldorf, Kenneth Tabbutt	66	W S				
Rivers of Clay	Evan Blackwell, Carri LeRoy	66	W S				
Andean Roots: Linguistics and Ecological Agriculture in Peru	Rachel Hastings, Steven Scheuerell	22	W				
SOS: Culture, Community, and Disability	Chico Herbison	71	W				
SOS: Social Sciences, History, Multiculturalism, Diversity	Michael Vavrus	73	W				
Feminist Jurisprudence	Artee Young	39	S				
Maritime Cultures of Northwest Washington	S. Pedersen, M. Aguilar-Wells	52	S				
Unpacking Counter Narratives: Examining Multiple Perspectives and Diverse Voices	Leslie Flemmer, Grace Huerta	78	S				

F–Fall quarter **W**–Winter quarter **S**–Spring quarter

Arts Humanities Sciences Social Sciences

UPPER-DIVISION PROGRAMS:

Junior-Senior and Senior-Only (Upper-Division) programs provide opportunity for advanced study. These intensive programs typically include in-depth research and substantial projects such as capstone or senior thesis.

Area(s) of significant focus:



title	faculty	pg	quarter				
Mathematical Systems	Brian Walter	52	F W S				
Media Internships	Julia Zay, Peter Randlette	53	F W S				
Studio, Archive, Field: Advanced Projects in Media and Visual Art	Julia Zay	74	F W S				
Emotional Intelligence and Organizational Behavior	Heesoon Jun, Jon Baumunk	36	F W				
Northwest Forests: Biogeochemistry and Management	Dylan Fischer, Paul Przybylowicz	58	F W				
The Word in the Ear: Finnegans Wake & Other Experiments in Music and Language	Arun Chandra, David Wolach	81	F W				
Asian/American: Pop Culture Crosscurrents	Chico Herbison	23	F				
Books and Silences: Samuel Beckett and Book Arts	Steven Hendricks	26	F				
Ecological and Environmental Economics	Ralph Murphy	35	F				
Marine Life: Marine Organisms and Their Environments	Pauline Yu, Gerardo Chin-Leo	51	W S				
Student-Originated Studies: Literary Arts Capstone	Steven Hendricks, Miranda Mellis	73	W S				
The Making of Global Capitalism, 1500-1914	Jeanne Hahn	50	W				
Washington Legislative Internships	Kathy Kelly	79	W				
African/American: Afrofuturism	C. Herbison, A. Buchman, J. Hardiman	21	S				
European Philosophy: 20th and 21st Century	Joseph Tougas	37	S				
Face of the Other: Levinas, Postmodern Ethics, and Jewish Thought	Samuel Schrager, visitor	39	S				
Field Ecology	Dylan Fischer, Alison Styring	40	S				
Research Capstone in Psychology	Laura Citrin	65	S				
The Writing is Round: A Canon of Words Hurled 'Round the World	Arun Chandra, Rita Pougiales	81	S				



Students in the program Marine Biology sailed aboard the *Resolute*. The students took plankton samples and salinity readings in the Budd Inlet estuary. (Shauna Bittle)

Match Evergreen's Programs to Your Interests

Need a single subject as a jumping-off point? This section can help you match your interests with an actual program. Programs are listed under each subject they incorporate and they may be listed multiple times depending on the theme, faculty, and topics explored. You can also filter our curriculum by subject online at evergreen.edu/catalog/2017-18 or read about Fields of Study at evergreen.edu/studies.



AESTHETICS

	pg	quarter
Awakening the Dreamer, Pursuing the Dream	25	F W S
Barely Modern: Aesthetics and Philosophies of Disillusionment	26	S
Books and Silences: Samuel Beckett and Book Arts	26	F
Countertextual Ecologies	31	F W
Creating Dance: Basic Technique, Theory, & Composition	32	F
Images of Japan: Arts, Literature, and Cinema	44	S
Performance Lab: Theater and Dance	59	W S
Speaking Subject Aesthetic Practice	70	F W
Speaking Truth in 20th- and 21st-Century Indigenous Arts: Legacy, Defiance, and Agency	70	W S
Student-Originated Studies: Literary Arts Capstone	73	W S
Studio Projects: Outside the Lines	75	F W
The Word in the Ear: Finnegans Wake and Other Experiments in Music and Language	81	F W

AFRICAN AMERICAN STUDIES

African/American: Afrofuturism	21	S
Feminist Jurisprudence	39	S
Mediaworks: Signifying Power & Difference on Screen(s)	53	F W S
Political Economy of "Race" in the U.S.: Colonial Era to the Present	61	F
Undergraduate Projects in Critical & Creative Practices	87	F W S

An Environmental Analysis student takes notes on the formation of Mammoth Hot Springs. The program studied the unique geological and microbiotic conditions at Yellowstone National Park. (Shauna Bittle)

AGRICULTURE

	pg	quarter
Advanced Research in Environmental Studies	86	F W S
Andean Roots: Linguistics and Ecological Agriculture	21	F
Andean Roots: Linguistics and Ecological Agriculture in Peru	22	W
Ecology of Perennial Agricultural Systems	36	S
Practice of Organic Farming: Spring, Summer	63	S
Seeds of Change: Food, Culture, and Work	68	F W

AMERICAN STUDIES

African/American: Afrofuturism	21	S
Asian/American: Pop Culture Crosscurrents	23	F
Earth Dynamics: People, Place, Technology, & History	35	F W
The Evolution of Constitutional Law Beyond the 20th Century	38	F W
Feminist Jurisprudence	39	S
Gateways for Incarcerated Youth	42	F W S
Student-Originated Studies: Culture, Community, and Disability	71	W

ANTHROPOLOGY

	pg	quarter
Barely Modern: Aesthetics and Philosophies of Disillusionment	26	S
Face of the Other: Levinas, Postmodern Ethics, and Jewish Thought	39	S
Living Well: The Anthropology of Sustainability	49	F
Modes of Sensory Perception: Evolution & Mechanisms	55	F W S
On Liking	58	F W
Performing Stories Through Music, Dance, and Theater	60	F W
Scientific Explorations in Chemistry and Archaeology	67	F W S
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	69	S
What Are Schools For?	80	F W
The Writing Is Round: A Canon of Words Hurl'd 'Round the World	81	S

ARCHITECTURE

Multiple Dimensions: Design/Art/Environment	56	F W S
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ART HISTORY

Books and Silences: Samuel Beckett and Book Arts	26	F
Cityscapes	29	F W S
Greece and Italy: An Artistic and Literary Odyssey	44	F W S
Images of Japan: Arts, Literature, and Cinema	44	S
Mediaworks: Signifying Power & Difference on Screen(s)	53	F W S
Rivers of Clay	66	W S
Studio, Archive, Field: Advanced Projects in Media and Visual Art	74	F W S
Studio Projects: Outside the Lines	75	F W
Survival of Indigenous Art	77	F W S
Undergraduate Projects in Critical & Creative Practices	87	F W S

BIOCHEMISTRY

Molecule to Organism	55	F W S
Undergraduate Research in Scientific Inquiry	88	F W S

BIOLOGY

Business, Biology, and Sustainable Solutions	27	F W
Cells, Populations, and Ecosystems	28	F W
Creative Oceans	32	F W
Field Ecology	40	S
Forensics and Criminal Behavior	41	F W S
Geology and Ecology of Land-Ocean Margins	43	F
Integrated Natural Science	45	F W S
Investigating the Mind-Body: Biology and Beyond	47	S
Marine Biology and Maritime Literature	51	S
Marine Life: Marine Organisms & Their Environments	51	W S
Modes of Sensory Perception: Evolution & Mechanisms	55	F W S
Molecule to Organism	55	F W S
Northwest Forests: Biogeochemistry & Management	58	F W
Reproduction: Gender, Race, and Power	65	F W
Rivers of Clay	66	W S
Undergraduate Research in Scientific Inquiry	88	F W S
With Liberty and Justice for Whom? (Tacoma)	85	F W S

BOTANY

Advanced Research in Environmental Studies	86	F W S
Botany: Plants and People	27	S
Field Ecology	40	S
The Nature and Culture of Natural History	57	F W
Practice of Organic Farming: Spring, Summer	63	S

BUSINESS AND MANAGEMENT

	pg	quarter
Business and Culture Along the Silk Roads: Vietnam to China (EWS)	91	F W
Business, Biology, and Sustainable Solutions	27	F W
Ecological and Environmental Economics	35	F
Emotional Intelligence and Organizational Behavior	36	F W
Financial Heartland	40	S
Free Markets Rock!	41	S
The Funding of Higher Education: Debt, the Great Divide!	42	F W
Making a Living & a Life: Sustainable Creative Practice	50	F W S
Practice of Organic Farming: Spring, Summer	63	S

CHEMISTRY

Atoms, Molecules, and Reactions	24	F W S
Forensics and Criminal Behavior	41	F W S
Integrated Natural Science	45	F W S
Molecule to Organism	55	F W S
Scientific Explorations in Chemistry and Archaeology	67	F W S
Undergraduate Research in Scientific Inquiry	88	F W S

CLASSICS

Greece and Italy: An Artistic and Literary Odyssey	44	F W S
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COMMUNICATION

China at the Crossroad of Tradition and Modernity	28	S
Emotional Intelligence and Organizational Behavior	36	F W
The Funding of Higher Education: Debt, the Great Divide!	42	F W
Inside Language	45	F W
Media Internships	53	F W S
Mediaworks: Signifying Power & Difference on Screen(s)	53	F W S
Political Economy and Social Movements	61	F W
The Prison-Industrial Complex: Explorations in Social Psychology & Writing (EWS)	93	W S
Student-Originated Studies: Literacy & Culture (CCBLA)	72	F W S
Undergraduate Projects in Critical & Creative Practices	87	F W S

COMMUNITY STUDIES

Advanced Research in Environmental Studies	86	F W S
Awakening the Dreamer, Pursuing the Dream	25	F W S
Business and Culture Along the Silk Roads: Vietnam to China (EWS)	91	F W
Diversity and Dissent in Education and the Media	34	F W
The Funding of Higher Education: Debt, the Great Divide!	42	F W
The Prison-Industrial Complex: Explorations in Social Psychology & Writing (EWS)	93	W S
RBCD: Rebuilding Native Nations: Strategies for Governance and Development	83	F W S
Student-Originated Studies: Culture, Community, and Disability	71	W
Student-Originated Studies: Literacy & Culture (CCBLA)	72	F W S
Survival of Indigenous Art	77	F W S
What Are Schools For?	80	F W
With Liberty and Justice for Whom? (Tacoma)	85	F W S

COMPUTER SCIENCE

Computation and Consciousness	30	S
Computer Science Foundations	30	F W
Student-Originated Software	71	F W
Undergraduate Research in Scientific Inquiry	88	F W S

CONSCIOUSNESS STUDIES

	pg	quarter
Awakening the Dreamer, Pursuing the Dream	25	F W S
Computation and Consciousness	30	S
Dance of Consciousness	33	F W
European Philosophy: 20th and 21st Century	37	S
Investigating the Mind-Body: Biology and Beyond	47	S
Modes of Sensory Perception: Evolution & Mechanisms	55	F W S
Moving Toward Health	56	F W
Walking to Santiago de Compostela	78	W S

CULTURAL STUDIES

African/American: Afrofuturism	21	S
Andean Roots: Linguistics and Ecological Agriculture	21	F
Andean Roots: Linguistics and Ecological Agriculture in Peru	22	W
Aotearoa New Zealand: Native Decolonization in the Pacific Rim	22	F W S
Asian/American: Pop Culture Crosscurrents	23	F
Botany: Plants and People	27	S
Business and Culture Along the Silk Roads: Vietnam to China (EWS)	91	F W
China at the Crossroad of Tradition and Modernity	28	S
Cityscapes	29	F W S
Creative Oceans	32	F W
Culture as History (EWS)	91	F W S
Dance of Consciousness	33	F W
Diversity and Dissent in Education and the Media	34	F W
Emotional Intelligence and Organizational Behavior	36	F W
Gateways for Incarcerated Youth	42	F W S
Images of Japan: Arts, Literature, and Cinema	44	S
Latin American Women Writers	47	S
Madness and Creativity: The Psychological Link	49	F W
Mediaworks: Signifying Power & Difference on Screen(s)	53	F W S
The Nature and Culture of Natural History	57	F W
RBCD: Rebuilding Native Nations: Strategies for Governance and Development	83	F W S
Salmon, Raven, and Whale: The Pacific Northwest in Art and Science	67	F
Seeds of Change: Food, Culture, and Work	68	F W
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	69	S
Student-Originated Studies: Culture, Community, and Disability	71	W
Student-Originated Studies: Literacy & Culture (CCBLA)	72	F W S
Survival of Indigenous Art	77	F W S
Undergraduate Projects in Critical & Creative Practices	87	F W S
Unpacking Counter Narratives: Examining Multiple Perspectives and Diverse Voices	78	S
With Liberty and Justice for Whom? (Tacoma)	85	F W S
Women's Work: Weaving Feminism and Math	80	W S
The Word in the Ear: Finnegans Wake and Other Experiments in Music and Language	81	F W
The Writing Is Round: A Canon of Words Hurled 'Round the World	81	S

DANCE

Creating Dance: Basic Technique, Theory, & Composition	32	F
Dance of Consciousness	33	F W
Performance Lab: Theater and Dance	59	W S
Performing Stories Through Music, Dance, and Theater	60	F W

ECOLOGY

	pg	quarter
Advanced Research in Environmental Studies	86	F W S
Cells, Populations, and Ecosystems	28	F W
Countertextual Ecologies	31	F W
Ecological and Environmental Economics	35	F
Ecology of Perennial Agricultural Systems	36	S
Environmental Problem Solving	37	W S
Field Ecology	40	S
Marine Life: Marine Organisms & Their Environments	51	W S
The Nature and Culture of Natural History	57	F W
Northwest Forests: Biogeochemistry & Management	58	F W
Practice of Organic Farming: Spring, Summer	63	S
Rivers of Clay	66	W S
Seeds of Change: Food, Culture, and Work	68	F W

ECONOMICS

Business and Culture Along the Silk Roads: Vietnam to China (EWS)	91	F W
Ecological and Environmental Economics	35	F
Emotional Intelligence and Organizational Behavior	36	F W
Environmental Problem Solving	37	W S
The Funding of Higher Education: Debt, the Great Divide!	42	F W
Intermediate Macroeconomics	46	F
Political Economy and Social Movements	61	F W
Political Economy of Revolutions and Social Movements of the 20th and 21st Century	62	F W S
River Resources	66	W S

EDUCATION

Business and Culture Along the Silk Roads: Vietnam to China (EWS)	91	F W
Diversity and Dissent in Education and the Media	34	F W
Feminist Jurisprudence	39	S
Gateways for Incarcerated Youth	42	F W S
Learning About Learning in Nature	48	S
Student-Originated Studies: Literacy & Culture (CCBLA)	72	F W S
Unpacking Counter Narratives: Examining Multiple Perspectives and Diverse Voices	78	S
What Are Schools For?	80	F W
Women's Work: Weaving Feminism and Math	80	W S

ENVIRONMENTAL STUDIES

Advanced Research in Environmental Studies	86	F W S
Andean Roots: Linguistics and Ecological Agriculture	21	F
Andean Roots: Linguistics and Ecological Agriculture in Peru	22	W
Botany: Plants and People	27	S
Countertextual Ecologies	31	F W
Creative Oceans	32	F W
Ecological and Environmental Economics	35	F
Geology and Ecology of Land-Ocean Margins	43	F
Learning About Learning in Nature	48	S
Marine Biology and Maritime Literature	51	S
Marine Life: Marine Organisms & Their Environments	51	W S
The Nature and Culture of Natural History	57	F W
Northwest Forests: Biogeochemistry & Management	58	F W
Practice of Organic Farming: Spring, Summer	63	S
River Resources	66	W S
Rivers of Clay	66	W S
With Liberty and Justice for Whom? (Tacoma)	85	F W S

FIELD STUDIES

	pg	quarter
Botany: Plants and People	27	S
Business and Culture Along the Silk Roads: Vietnam to China (EWS)	91	F W
Creative Oceans	32	F W
Field Ecology	40	S
Marine Biology and Maritime Literature	51	S
Marine Life: Marine Organisms & Their Environments	51	W S
The Nature and Culture of Natural History	57	F W
Northwest Forests: Biogeochemistry & Management	58	F W
Salmon, Raven, and Whale: The Pacific Northwest in Art and Science	67	F

GENDER AND WOMEN'S STUDIES

Cityscapes	29	F W S
Diversity and Dissent in Education and the Media	34	F W
Even When Erased, We Exist: Native American Women Standing Strong for Justice	38	F
Feminist Jurisprudence	39	S
Latin American Women Writers	47	S
Mediaworks: Signifying Power & Difference on Screen(s)	53	F W S
The Nature and Culture of Natural History	57	F W
Political Economy of Revolutions and Social Movements of the 20th and 21st Century	62	F W S
Remix Reverse Remediate	64	F
Reproduction: Gender, Race, and Power	65	F W
Undergraduate Projects in Critical & Creative Practices	87	F W S
Women's Work: Weaving Feminism and Math	80	W S
The Writing Is Round: A Canon of Words Hurled 'Round the World	81	S

GEOGRAPHY

Advanced Research in Environmental Studies	86	F W S
Andean Roots: Linguistics and Ecological Agriculture	21	F
Andean Roots: Linguistics and Ecological Agriculture in Peru	22	W
Aotearoa New Zealand: Native Decolonization in the Pacific Rim	22	F W S
Countertextual Ecologies	31	F W

GEOLOGY

Advanced Research in Environmental Studies	86	F W S
Earth and Sky: Climate and Change	34	S
Geology and Ecology of Land-Ocean Margins	43	F
Integrated Natural Science	45	F W S
River Resources	66	W S

GOVERNMENT

Ecological and Environmental Economics	35	F
Environmental Problem Solving	37	W S
The Evolution of Constitutional Law Beyond the 20th Century	38	F W
Feminist Jurisprudence	39	S
The Funding of Higher Education: Debt, the Great Divide!	42	F W
Intermediate Macroeconomics	46	F
Political Economy and Social Movements	61	F W
Power in American Society	62	F
RBCD: Rebuilding Native Nations: Strategies for Governance and Development	83	F W S
Washington State Legislative Internships	79	W
With Liberty and Justice for Whom? (Tacoma)	85	F W S

HEALTH

	pg	quarter
Advanced Research in Environmental Studies	86	F W S
Development as Freedom	33	S
Emotional Intelligence and Organizational Behavior	36	F W
Investigating the Mind-Body: Biology and Beyond	47	S
Moving Toward Health	56	F W
Reproduction: Gender, Race, and Power	65	F W
With Liberty and Justice for Whom? (Tacoma)	85	F W S

HISTORY

Barely Modern: Aesthetics and Philosophies of Disillusionment	26	S
Botany: Plants and People	27	S
Chekhov, Stanislavski, and Modern Drama (EWS)	91	F W
Cityscapes	29	F W S
Culture as History (EWS)	91	F W S
Earth Dynamics: People, Place, Technology, & History	35	F W
The Evolution of Constitutional Law Beyond the 20th Century	38	F W
Feminist Jurisprudence	39	S
Financial Heartland	40	S
God(s): An Inquiry	43	S
Greece and Italy: An Artistic and Literary Odyssey	44	F W S
Images of Japan: Arts, Literature, and Cinema	44	S
The Making of Global Capitalism, 1500–1914	50	W
The Nature and Culture of Natural History	57	F W
On Liking	58	F W
Political Economy and Social Movements	61	F W
Political Economy of "Race" in the U.S.: Colonial Era to the Present	61	F
Political Economy of Revolutions and Social Movements of the 20th and 21st Century	62	F W S
Power in American Society	62	F
RBCD: Rebuilding Native Nations: Strategies for Governance and Development	83	F W S
Scientific Explorations in Chemistry and Archaeology	67	F W S
Seeds of Change: Food, Culture, and Work	68	F W
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	69	S
Student-Originated Studies: Social Sciences, History, Multiculturalism, Diversity	73	W
Survival of Indigenous Art	77	F W S
Walking to Santiago de Compostela	78	W S
With Liberty and Justice for Whom? (Tacoma)	85	F W S

HYDROLOGY

	pg	quarter
Advanced Research in Environmental Studies	86	F W S
River Resources	66	W S

INTERNATIONAL STUDIES

Andean Roots: Linguistics and Ecological Agriculture	21	F
Andean Roots: Linguistics and Ecological Agriculture in Peru	22	W
Business and Culture Along the Silk Roads: Vietnam to China (EWS)	91	F W
Cityscapes	29	F W S
Development as Freedom	33	S
Political Economy and Social Movements	61	F W
Political Economy of Revolutions and Social Movements of the 20th and 21st Century	62	F W S
The Writing Is Round: A Canon of Words Hurled 'Round the World	81	S

LANGUAGE STUDIES

Andean Roots: Linguistics and Ecological Agriculture	21	F
Andean Roots: Linguistics and Ecological Agriculture in Peru	22	W
Diversity and Dissent in Education and the Media	34	F W
Greece and Italy: An Artistic and Literary Odyssey	44	F W S
Images of Japan: Arts, Literature, and Cinema	44	S
Inside Language	45	F W
Oral Traditions in Spain and Latin America	59	S
Unpacking Counter Narratives: Examining Multiple Perspectives and Diverse Voices	78	S

LAW AND POLICY

Advanced Research in Environmental Studies	86	F W S
Aotearoa New Zealand: Native Decolonization in the Pacific Rim	22	F W S
Ecological and Environmental Economics	35	F
Environmental Problem Solving	37	W S
The Evolution of Constitutional Law Beyond the 20th Century	38	F W
Feminist Jurisprudence	39	S
Political Economy of Revolutions and Social Movements of the 20th and 21st Century	62	F W S
The Prison-Industrial Complex: Explorations in Social Psychology & Writing (EWS)	93	W S
RBCD: Rebuilding Native Nations: Strategies for Governance and Development	83	F W S
Seeds of Change: Food, Culture, and Work	68	F W
Washington State Legislative Internships	79	W
With Liberty and Justice for Whom? (Tacoma)	85	F W S

LEADERSHIP STUDIES

Business and Culture Along the Silk Roads: Vietnam to China (EWS)	91	F W
Emotional Intelligence and Organizational Behavior	36	F W
Even When Erased, We Exist: Native American Women Standing Strong for Justice	38	F
Making a Living & a Life: Sustainable Creative Practice	50	F W S
Political Economy and Social Movements	61	F W
RBCD: Rebuilding Native Nations: Strategies for Governance and Development	83	F W S

LINGUISTICS

Andean Roots: Linguistics and Ecological Agriculture	21	F
Andean Roots: Linguistics and Ecological Agriculture in Peru	22	W
Inside Language	45	F W

LITERATURE

African/American: Afrofuturism	21	S
Aotearoa New Zealand: Native Decolonization in the Pacific Rim	22	F W S
Books and Silences: Samuel Beckett and Book Arts	26	F
Chekhov, Stanislavski, and Modern Drama (EWS)	91	F W
China at the Crossroad of Tradition and Modernity	28	S
Countertextual Ecologies	31	F W
Creative Oceans	32	F W
Culture as History (EWS)	91	F W S
Diversity and Dissent in Education and the Media	34	F W
Face of the Other: Levinas, Postmodern Ethics, and Jewish Thought	39	S
The Graphic Novel (EWS)	92	W
Greece and Italy: An Artistic and Literary Odyssey	44	F W S
Images of Japan: Arts, Literature, and Cinema	44	S
Latin American Women Writers	47	S
Life as Literature: Studies in Literature, Interpretation, and Writing	48	F
Madness and Creativity: The Psychological Link	49	F W
Marine Biology and Maritime Literature	51	S
Maritime Cultures of Northwest Washington	52	S
Mathematical Systems	52	F W S
Odd Jobs and Labors of Love: Literature, Work, and Power (EWS)	92	S
Poetry New York	60	S
Remix Reverse Remediate	64	F
Reproduction: Gender, Race, and Power	65	F W
Seeds of Change: Food, Culture, and Work	68	F W
Shakespeare and Brecht	68	S
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	69	S
Speaking Subject Aesthetic Practice	70	F W
Student-Originated Studies: Literary Arts Capstone	73	W S
Undergraduate Projects in Critical & Creative Practices	87	F W S
Undergraduate Research in the Humanities	89	F W S
What Are Schools For?	80	F W
With Liberty and Justice for Whom? (Tacoma)	85	F W S
The Writing Is Round: A Canon of Words Hurled 'Round the World	81	S

MARINE SCIENCE

Advanced Research in Environmental Studies	86	F W S
Creative Oceans	32	F W
Geology and Ecology of Land-Ocean Margins	43	F
Marine Biology and Maritime Literature	51	S
Marine Life: Marine Organisms & Their Environments	51	W S
Undergraduate Research in Scientific Inquiry	88	F W S

MARITIME STUDIES

Creative Oceans	32	F W
Marine Biology and Maritime Literature	51	S
Maritime Cultures of Northwest Washington	52	S

MATHEMATICS

Computer Science Foundations	30	F W
Forensics and Criminal Behavior	41	F W S
Free Markets Rock!	41	S
Mathematical Systems	52	F W S
Models of Motion	54	F W S
Student-Originated Software	71	F W
Undergraduate Research in Scientific Inquiry	88	F W S
With Liberty and Justice for Whom? (Tacoma)	85	F W S
Women's Work: Weaving Feminism and Math	80	W S

MEDIA ARTS

	pg	quarter
Media Internships	53	F W S
Mediaworks: Signifying Power & Difference on Screen(s)	53	F W S
Remix Reverse Remediate	64	F
Student-Originated Studies: Literacy & Culture (CCBLA)	72	F W S
Studio, Archive, Field: Advanced Projects in Media and Visual Art	74	F W S
Studio Projects: Outside the Lines	75	F W
Undergraduate Projects in Critical & Creative Practices	87	F W S

MEDIA STUDIES

China at the Crossroad of Tradition and Modernity	28	S
Culture as History (EWS)	91	F W S
Diversity and Dissent in Education and the Media	34	F W
Media Internships	53	F W S
Mediaworks: Signifying Power & Difference on Screen(s)	53	F W S
Political Economy and Social Movements	61	F W
Remix Reverse Remediate	64	F
Speaking Subject Aesthetic Practice	70	F W
Studio, Archive, Field: Advanced Projects in Media and Visual Art	74	F W S
Studio Projects: Outside the Lines	75	F W
Undergraduate Projects in Critical & Creative Practices	87	F W S
With Liberty and Justice for Whom? (Tacoma)	85	F W S
Women's Work: Weaving Feminism and Math	80	W S

MUSIC

	pg	quarter
African/American: Afrofuturism	21	S
Countertextual Ecologies	31	F W
Making a Living & a Life: Sustainable Creative Practice	50	F W S
The Nature of Music: Patterns, Paradox, and Possibility	57	S
Performing Stories Through Music, Dance, and Theater	60	F W
Shakespeare and Brecht	68	S
Slavic and Celtic Folklore: Heroic, Spiritual, Practical	69	S
The Word in the Ear: Finnegans Wake and Other Experiments in Music and Language	81	F W

NATIVE AMERICAN STUDIES

Aotearoa New Zealand: Native Decolonization in the Pacific Rim	22	F W S
Even When Erased, We Exist: Native American Women Standing Strong for Justice	38	F
Maritime Cultures of Northwest Washington	52	S
RBCD: Rebuilding Native Nations: Strategies for Governance and Development	83	F W S
Salmon, Raven, and Whale: The Pacific Northwest in Art and Science	67	F
Speaking Truth in 20th- and 21st-Century Indigenous Arts: Legacy, Defiance, and Agency	70	W S
Survival of Indigenous Art	77	F W S

NATURAL HISTORY

Botany: Plants and People	27	S
The Nature and Culture of Natural History	57	F W
Salmon, Raven, and Whale: The Pacific Northwest in Art and Science	67	F



Students on a field trip to Paradise on Mt. Rainier practice digging snow shelters for a camping trip in which they will spend several nights in shelters of their own making. (Shauna Bittle)

PHILOSOPHY

	pg	quarter
Barely Modern: Aesthetics and Philosophies of Disillusionment	26	S
Countertextual Ecologies	31	F W
European Philosophy: 20th and 21st Century	37	S
Face of the Other: Levinas, Postmodern Ethics, and Jewish Thought	39	S
God(s): An Inquiry	43	S
Liberty, Equality, Authority: Modern Political Philosophy (EWS)	92	W
Mathematical Systems	52	F W S
Reason: Science and Religion	64	F
Speaking Subject Aesthetic Practice	70	F W
Undergraduate Research in the Humanities	89	F W S
Walking to Santiago de Compostela	78	W S
What Are Schools For?	80	F W

PHILOSOPHY OF SCIENCE

Dance of Consciousness	33	F W
Earth Dynamics: People, Place, Technology, & History	35	F W
Mathematical Systems	52	F W S
Models of Motion	54	F W S
Modes of Sensory Perception: Evolution & Mechanisms	55	F W S
The Nature and Culture of Natural History	57	F W
Reason: Science and Religion	64	F

PHYSICS

Atoms, Molecules, and Reactions	24	F W S
Earth and Sky: Climate and Change	34	S
Models of Motion	54	F W S
Undergraduate Research in Scientific Inquiry	88	F W S

PHYSIOLOGY

Investigating the Mind-Body: Biology and Beyond	47	S
Reproduction: Gender, Race, and Power	65	F W

POLITICAL ECONOMY

Countertextual Ecologies	31	F W
Development as Freedom	33	S
The Funding of Higher Education: Debt, the Great Divide!	42	F W
Intermediate Macroeconomics	46	F
The Making of Global Capitalism, 1500–1914	50	W
Political Economy and Social Movements	61	F W
Political Economy of "Race" in the U.S.: Colonial Era to the Present	61	F
Political Economy of Revolutions and Social Movements of the 20th and 21st Century	62	F W S
Power in American Society	62	F
River Resources	66	W S
Seeds of Change: Food, Culture, and Work	68	F W
Student-Originated Studies: Social Sciences, History, Multiculturalism, Diversity	73	W
With Liberty and Justice for Whom? (Tacoma)	85	F W S

POLITICAL SCIENCE

Ecological and Environmental Economics	35	F
Environmental Problem Solving	37	W S
Feminist Jurisprudence	39	S
Political Economy and Social Movements	61	F W
Political Economy of Revolutions and Social Movements of the 20th and 21st Century	62	F W S
RBCD: Rebuilding Native Nations: Strategies for Governance and Development	83	F W S
Undergraduate Research in the Humanities	89	F W S

PSYCHOLOGY

Dance of Consciousness	33	F W
Development as Freedom	33	S
Emotional Intelligence and Organizational Behavior	36	F W
Madness and Creativity: The Psychological Link	49	F W
Moving Toward Health	56	F W
On Liking	58	F W
The Prison-Industrial Complex: Explorations in Social Psychology & Writing (EWS)	93	W S
Research Capstone in Psychology	65	S
So You Want to Be a Psychologist	69	S
What Are Schools For?	80	F W

QUEER STUDIES

Mediaworks: Signifying Power & Difference on Screen(s)	53	F W S
Reproduction: Gender, Race, and Power	65	F W

RELIGIOUS STUDIES

Face of the Other: Levinas, Postmodern Ethics, and Jewish Thought	39	S
God(s): An Inquiry	43	S
Reason: Science and Religion	64	F

SOCIOLOGY

Awakening the Dreamer, Pursuing the Dream	25	F W S
China at the Crossroad of Tradition and Modernity	28	S
Forensics and Criminal Behavior	41	F W S
The Making of Global Capitalism, 1500–1914	50	W
Odd Jobs and Labors of Love: Literature, Work, and Power (EWS)	92	S
Political Economy and Social Movements	61	F W
Political Economy of Revolutions and Social Movements of the 20th and 21st Century	62	F W S
The Prison-Industrial Complex: Explorations in Social Psychology & Writing (EWS)	93	W S
Reproduction: Gender, Race, and Power	65	F W
Research Capstone in Psychology	65	S
Student-Originated Studies: Social Sciences, History, Multiculturalism, Diversity	73	W
Survival of Indigenous Art	77	F W S
Walking to Santiago de Compostela	78	W S
With Liberty and Justice for Whom? (Tacoma)	85	F W S

SOMATIC STUDIES

Creating Dance: Basic Technique, Theory, & Composition	32	F
Emotional Intelligence and Organizational Behavior	36	F W

SUSTAINABILITY STUDIES

Andean Roots: Linguistics and Ecological Agriculture	21	F
Andean Roots: Linguistics and Ecological Agriculture in Peru	22	W
Countertextual Ecologies	31	F W
Development as Freedom	33	S
Earth Dynamics: People, Place, Technology, & History	35	F W
Living Well: The Anthropology of Sustainability	49	F
Making a Living & a Life: Sustainable Creative Practice	50	F W S
Multiple Dimensions: Design/Art/Environment	56	F W S
Political Economy of Revolutions and Social Movements of the 20th and 21st Century	62	F W S

THEATER

	pg	quarter
Chekhov, Stanislavski, and Modern Drama (EWS)	91	F W
China at the Crossroad of Tradition and Modernity	28	S
Performance Lab: Theater and Dance	59	W S
Performing Stories Through Music, Dance, and Theater	60	F W
Shakespeare and Brecht	68	S

VISUAL ARTS

Books and Silences: Samuel Beckett and Book Arts	26	F
Cityscapes	29	F W S
The Graphic Novel (EWS)	92	W
Greece and Italy: An Artistic and Literary Odyssey	44	F W S
Images of Japan: Arts, Literature, and Cinema	44	S
Making a Living & a Life: Sustainable Creative Practice	50	F W S
Mediaworks: Signifying Power & Difference on Screen(s)	53	F W S
Multiple Dimensions: Design/Art/Environment	56	F W S
Rivers of Clay	66	W S
Salmon, Raven, and Whale: The Pacific Northwest in Art and Science	67	F
Speaking Subject Aesthetic Practice	70	F W
Speaking Truth in 20th- and 21st-Century Indigenous Arts: Legacy, Defiance, and Agency	70	W S
Studio, Archive, Field: Advanced Projects in Media and Visual Art	74	F W S
Studio Projects: Outside the Lines	75	F W
Survival of Indigenous Art	77	F W S
Undergraduate Projects in Critical & Creative Practices	87	F W S
With Liberty and Justice for Whom? (Tacoma)	85	F W S

WRITING

Asian/American: Pop Culture Crosscurrents	23	F
Awakening the Dreamer, Pursuing the Dream	25	F W S
Books and Silences: Samuel Beckett and Book Arts	26	F
Botany: Plants and People	27	S
Countertextual Ecologies	31	F W
Diversity and Dissent in Education and the Media	34	F W
Earth Dynamics: People, Place, Technology, & History	35	F W
Face of the Other: Levinas, Postmodern Ethics, and Jewish Thought	39	S
Forensics and Criminal Behavior	41	F W S
The Funding of Higher Education: Debt, the Great Divide!	42	F W
The Graphic Novel (EWS)	92	W
Images of Japan: Arts, Literature, and Cinema	44	S
Life as Literature: Studies in Literature, Interpretation, and Writing	48	F
Marine Biology and Maritime Literature	51	S
Mediaworks: Signifying Power & Difference on Screen(s)	53	F W S
Poetry New York	60	S
Remix Reverse Remediate	64	F
Student-Originated Studies: Literacy & Culture (CCBLA)	72	F W S
Student-Originated Studies: Literary Arts Capstone	73	W S
Undergraduate Projects in Critical & Creative Practices	87	F W S
Unpacking Counter Narratives: Examining Multiple Perspectives and Diverse Voices	78	S
With Liberty and Justice for Whom? (Tacoma)	85	F W S
The Word in the Ear: Finnegans Wake and Other Experiments in Music and Language	81	F W
The Writing Is Round: A Canon of Words Hurled 'Round the World	81	S

ZOOLOGY

	pg	quarter
Advanced Research in Environmental Studies	86	F W S
Cells, Populations, and Ecosystems	28	F W
Field Ecology	40	S
Marine Life: Marine Organisms & Their Environments	51	W S
Modes of Sensory Perception: Evolution & Mechanisms	55	F W S
Salmon, Raven, and Whale: The Pacific Northwest in Art and Science	67	F



Students in the program Evolution and Ecology Across Latitudes meet under the clock tower on the roof of the library building to compare the flora and fauna of the Amazon with the ecosystem of the Andean rain-shadow. (Shauna Bittle)

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 key information packed into the listings that follow. Check the entry in the online catalog for updated fees and special expenses, amount of required online learning, and other details about these programs.

FIELDS OF STUDY

Indicates primary 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 previous studies necessary to complete prior to taking this program.

CREDITS PER QUARTER

Number awarded per quarter. Fewer than 16 credits allow for other options, e.g., an internship or language course.

ENROLLMENT

Class sizes range from 18–25 students per faculty.

Seeds of Change: Food, Culture, and Work

Fall 2017 and Winter 2018 quarters

Fields of Study: agriculture, cultural studies, ecology, history, law and government policy, literature, and political economy

Class Standing: Freshmen

Prerequisites: none

Preparatory for studies and careers in food systems or agriculture, food policy, political economy, and cultural studies

Faculty: Alice Nelson, Martha Rosemeyer, TBD

We all eat to live, but how often do we stop to ask where our food comes from? How was it grown? Who cultivated and harvested it? How did it arrive at our tables? Do we all have the same access to food? How has the migration of workers to harvest food, as well as their movements for social justice, created new forms of culture—from protest songs to *Teatro Campesino* (farmworkers' theater)? How do agricultural and food policies impact the food system? This program seeks to address these questions by examining the intersections of food ecology, labor history, food policy, and cultural change. We will explore how systems of power—involved race, class, and gender, among others—shape work, access to food, governmental policy, and environmental sustainability.

Fall quarter will focus on three commodities: apples, bananas, and sugar. In each case, we will explore a given crop and how it has affected environmental, economic, social, and cultural relationships over time... (see full description on page 68).

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 54

Required Fees: \$125 per quarter for overnight field trips.

PREPARATORY FOR...

Indicates future studies or careers for which this program might be a particularly useful step.

FACULTY

Learn more about the faculty on page 95 or visit evergreen.edu/faculty.

PROGRAM DESCRIPTION

Summarizes themes and activities. 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.

FACULTY SIGNATURE ACCEPTS WINTER/ SPRING ENROLLMENT

Indicates whether faculty approval must be obtained before registering and other requirements for new students.

SPECIAL EXPENSES/FEES

Expenses in addition to regular tuition.

REMEMBER...

- 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. If your program doesn't last all year, you should plan ahead of time for the other quarters.

- 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.

- Visit evergreen.edu/studyabroad or contact Michael Clifhorne at clifthom@evergreen.edu for details on study abroad.

- Some programs have extra expenses; contact financial aid early to make sure you are covered.

- Attend an Academic Fair, a quarterly gathering of faculty and students to share information on upcoming programs.

2017–18 Programs

African/American: Afrofuturism

Spring 2018 quarter

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

Class Standing: Junior – Senior

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

Faculty: Andrew Buchman, W. Joye Hardiman, and Chico Herbison

Afrofuturism is a literary and cultural aesthetic embraced by artists who have imagined alternative futures while often grappling with aspects of race, ethnicity, gender, (dis)ability, and class. Rone Shavers and Charles Joseph offered a critical working definition of the genre, first named by Mark Dery in 1993: "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 Afrofuturist pantheon include authors Samuel R. Delany and Octavia Butler; visual artists Jean-Michel Basquiat and Renée Cox; and musicians George Clinton, Bootsy Collins, Sun Ra, DJ Spooky, and Janelle Monáe.

After laying the groundwork for explorations of these and other artists, we will ask students to help us address additional avenues for explorations of Afrofuturism, including race and digital culture; utopia, dystopia, and the "post-historical;" prostheses and the body; urban musics (drum and bass, garage, hip-hop, house, jungle, neo-soul, funk, dub, techno, trip-hop, etc.); interrogations of identity and identity politics; previous race-based art movements (e.g., the Harlem Renaissance, Black Arts Movement); Black liberation songs; superheroes, rebels, and comic books as contemporary folklore; film/video studies; and social and cultural implications.

Because the artworks we will encounter will be both exciting and provocative, 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 ever-evolving, engrossing artistic terrain. While research writing and criticism will be emphasized, students will also be encouraged to pursue optional creative writing and music projects for possible presentation to the entire program.

Credits: 16

Enrollment: 75

Required Fees: \$50 for admission to museums, concerts, and other similar venues.

Andean Roots: Linguistics and Ecological Agriculture

Fall 2017 quarter

Fields of Study: agriculture, cultural studies, environmental studies, geography, international studies, language studies, linguistics, and sustainability studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in cultural studies, Spanish, sustainable development, linguistics, agriculture and food systems, and education

Faculty: Rachel Hastings and Steven Scheuerell

This program focuses on language, agriculture, and food systems with connections to broader themes of biocultural diversity and global change. Our studies are based on the belief that many cultures have developed rich linguistic and ecological traditions that have provided the means for communication, food, clothing, and shelter based on a sustainable relationship with the land. The program will focus on the Andean region of South America. The region's diverse geography, cultures, and languages—as well as the species domesticated there—offer an ideal case study for putting the program themes in context.

This is an interdisciplinary program that bridges social and natural sciences while incorporating qualitative, quantitative, and experiential modes of inquiry to acquire discipline-specific knowledge and skills in agroecology and linguistics using texts, lectures, workshops, film, writing, seminars, and field trips. In linguistics, we will study language structure, sociolinguistics, language and culture, and field methods, with particular attention given to English, Spanish, and Quechua in the U.S. and in Peru. In agroecology, we will study the structure and function of agricultural systems, farmer-to-farmer knowledge and seed networks, food storage and distribution systems, journal article analysis, field research methods, and agricultural biodiversity emphasizing species domesticated in the Andes. Together, we will compare the structure and functions of languages and agriculture, investigate the essential role of language in the retention of agricultural knowledge, and study how seeds are like words in the way they evolve over generations and are exchanged across cultures.

The program offers students seeking Beginning I or Beginning II Spanish language instruction the opportunity to take a 4-credit Spanish language course within the program. Students who do not need this option can enroll for 12 credits.

This program accepts new enrollment in winter with signature. Admission requires successful completion of fall quarter work and demonstrated readiness for study abroad.

Credits: 12, 16

Enrollment: 64

Required Fees: \$140 for entrance fees to the Squaxin Island Tribe Museum Library and Research Center and an overnight field trip to Eastern WA.

Andean Roots: Linguistics and Ecological Agriculture in Peru

Winter 2018 quarter

Fields of Study: agriculture, cultural studies, environmental studies, geography, international studies, language studies, linguistics, study abroad, and sustainability studies

Class Standing: Sophomore – Senior

Prerequisites: There will be a deposit due and mandatory meetings to prepare students for study abroad during fall quarter.

Preparatory for studies and careers in cultural studies, Spanish, sustainable development, linguistics, agriculture and food systems, and education

Faculty: Rachel Hastings and Steven Scheuerell

The program will use linguistics and ecological agriculture as primary lenses for understanding cultural ecology, history, geography, and sustainability studies in the Andean region of Peru. All enrolled students will be in Peru for the entire quarter. Study in Peru will be centered in the highlands of Cusco. However, students will get to know people and cultural landscapes spanning the temperate valleys near Machu Picchu, high-altitude agricultural communities, and beyond to Lake Titicaca. As the former Incan capital, and home to vibrant cultures and immense agricultural diversity, the Cusco region of Peru offers immersion in the study of biocultural diversity and how the preservation of linguistic diversity is related to the preservation of traditional ecological knowledge, biodiversity, and local food systems. We will ask how knowledge is transferred across generations and between communities, and how traditional lifeways can be supported in the face of development pressure.

Learning activities in Peru will be a combination of group travel, Spanish or Quechua language study, community immersion, rural and urban homestays, and faculty-led field research projects to gain depth in linguistics and/or agroecology and agricultural biodiversity. Experiencing life in agrarian communities and participating in community-based projects to preserve cultural landscapes and indigenous knowledge systems will give context to our analysis of development pressure and societal shifts in language and agricultural practices.

Faculty signature required. Admission requires successful completion of fall quarter work and demonstrated readiness for study abroad. Contact faculty (hastingr@evergreen.edu) to apply.

Credits: 16

Enrollment: 30

Study Abroad: Students will spend 11 weeks traveling to the region of Cusco, Peru, participating in language school, homestays, and project work. Total estimated cost of the study abroad is \$4,800. About half of this cost will be assessed as a student fee (for expenses such as language school, group lodging and land transport, some site visits, etc.). The remainder will be managed by individual students for international airfare, individual expenses including most meals and some lodging, vaccines, etc. A \$200 deposit will be due by Friday of week 8, fall quarter. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifhorne at clifhorne@evergreen.edu.

Aotearoa New Zealand: Native Decolonization in the Pacific Rim

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: Native American studies, cultural studies, geography, law and public policy, literature, and study abroad

Class Standing: Sophomore – Senior

Preparatory for studies and careers in education, U.S. and tribal governments, law, and nongovernmental organizations

Faculty: Kristina Ackley and Zoltan Grossman

Maori scholar Linda Tuhiwai Smith asserts, "Our communities, cultures, languages, and social practices—all may be spaces of marginalization, but they have also become spaces of resistance and hope." In this program we will identify and contextualize these spaces and the politics of indigeneity and settler colonialism. We will use the Pacific Rim broadly as a geographic frame, with a focus on the Pacific Northwest Native nations and the Maori in Aotearoa (New Zealand). By concentrating on a larger region, students will have an opportunity to broaden indigenous studies beyond the Lower 48 states and explore common processes of Native decolonization in different settler societies.

A comparative study of the role of treaties in Washington state and New Zealand—in natural resources, governance, the arts, education, etc.—will provide a key framework for the program. We will study decolonization through cultural revitalization and sovereign jurisdiction of First Nations. In order to examine the central role of indigenous peoples in the region's cultural and environmental survival, we will use the lenses of geography, history, and literature.

In fall, our focus will be on familiarizing students with the concept of sovereignty, working with local Native nations, and preparing to travel to Aotearoa or elsewhere. The concept of sovereignty must be placed within a local, historical, cultural, and global context. Through theoretical readings and discussion, we will move from state-building in the U.S. and Canada to Native forms of nationalism. We will stress the complexities and intricacies of colonization and decolonization by concentrating on the First Nations of western Washington and British Columbia.

We will later expand the focus to appreciate the similarities and differences of indigenous experiences in other areas of the Pacific Rim, such as Native Alaskans, Aboriginal peoples in Australia, and South Pacific island peoples. We will emphasize common Pacific Rim concerns such as climate change, tourism, and cultural domination.

For up to seven weeks spanning the last half of winter quarter and the beginning of spring quarter, many of us will travel to Aotearoa, where we will learn in a respectful and participatory way how the Maori have been engaged in revitalizing their language, art, land, and politics, and their still unfolding, changing relationships with the Pakeha (non-Maori) people and society. Alternatively, some students will continue their studies locally. Students will learn about the ongoing effects of colonization as well as gain a foundation in theories and practices of decolonization. We will take as our basic premise in this program that those wishing to know about the history of a particular Native group should study it with a purpose to be in solidarity with these people today.

Students will develop skills as writers and researchers by studying scholarly and imaginative works, by conducting policy research and fieldwork with Native and non-Native communities, and by comparing community and government relationships in the U.S., Canada, and New Zealand. Students will be expected to integrate extensive readings, lecture notes, films, interviews, and other sources in writing assignments.

This program accepts new enrollment without signature in winter and with signature in spring. Students should contact faculty by email or at the Academic Fair about catch-up work. Students who are not enrolled in the fall quarter will not be able to travel to New Zealand.

Credits: 16

Enrollment: 50

Study Abroad: Students will have the option to travel to New Zealand for up to seven weeks in the late winter to early spring quarters at a cost of approximately \$5,950, including airfare. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifthorne at clifthom@evergreen.edu.

Required Fees: \$145 in fall for a field trip to the Squaxin Island, Quileute, and Makah nations.

Internship Possibilities: Internships are possible in winter and spring quarter; contact the faculty to discuss options.

Asian/American: Pop Culture Crosscurrents

Fall 2017 quarter

Fields of Study: American studies, cultural studies, and writing

Class Standing: Junior – Senior

Preparatory for studies and careers in American studies, Asian American studies, cultural studies, humanities, and education

Faculty: Chico Herbison

Japanese jazz now hip-hop in home
At Seventh and Jackson, the microphone's open.
—Blue Scholars, from "Evening Chai"

From Bruce Lee to *Harold & Kumar*, henna to hip-hop, bulgogi to phở, manga to *The Matrix*, Asians and Asian Americans have left an indelible imprint on U.S. popular culture. As eloquently noted by Mimi Thi Nguyen and Thuy Linh Nguyen Tu, "[f]ew of us are immune to popular culture's intimate address or to its pleasures and affirmations, frustrations and denials" (*Alien Encounters: Popular Culture in Asian America*). It is, indeed, that lack of immunity and a restless hunger to understand those "pleasures, affirmations, frustrations, and denials" that will sustain us on our 10-week journey. We will begin the quarter with two fundamental questions—"What is an Asian American?" and "What is popular culture?"—that will lead us to (1) an exploration of the



Students in the program Written Artifice in Literature and Philosophy meet outside for small group discussions. (Shauna Bittle)

major historical, cultural, social, and political contours of the Asian American experience, and (2) an immersion in critical theoretical perspectives on culture in general, and popular culture in particular. We will devote the remainder of the quarter to an examination of the complex, and frequently vexed, ways in which Asians and Asian Americans have been represented in U.S. popular culture and, more importantly, how members of those communities have become active producers of popular culture. Our approach will be interdisciplinary, multilayered, and transgressive in its insistence on an intertextuality that moves beyond the commonly interrogated categories of race, gender, and class.

Students will read selected fiction, poetry, comics, graphic novels, scholarly articles, and other written texts. There will be weekly screenings and analysis of documentaries as well as fictional films, including martial arts and anime. We will also explore Asian American popular culture in music, photography, and other visual art; bodies (e.g., tattoos); and cuisine. Students will participate in weekly seminars and workshops, submit short weekly writing assignments, and produce a final project that will help them refine both their expository and creative nonfiction writing skills. Field trips may include visits to Pacific Northwest locations with Asian/Pacific Islander historical and cultural connections, and to off-campus film, music, and other venues.

Credits: 16

Enrollment: 25

Required Fees: \$50 for museum entrance fees, concert admission, and/or movies

Atoms, Molecules, and Reactions

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: chemistry and physics

Class Standing: Sophomore – Senior

Prerequisites: One year of college-level general chemistry with laboratory and one year of college-level differential and integral calculus required. Some physics experience is helpful.

Preparatory for studies and careers in chemistry, physics, instrumentation, environmental science, and science education

Faculty: Dharshi Bopegedera

This upper-division chemistry program offers advanced studies in chemistry to prepare students for graduate studies or careers in chemistry. Based on the theme “what do chemists do?,” our classroom studies will be connected with the applications chemists encounter in their everyday work.

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

In the winter quarter, we will continue our studies in quantum mechanics to include more complex systems and investigate the use of spectroscopy to validate the quantum mechanical theories. Inorganic chemistry topics will include the study of coordination compounds and the solid state. In addition, we will begin our study of thermodynamics by exploring the laws that lay the foundation in this field of study.

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

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

This program accepts new enrollment with signature in winter and spring. Students must demonstrate competency with material by passing the previous quarter's final exam. Contact faculty (bopegedd@evergreen.edu) for more information.

Credits: 16

Enrollment: 25

A similar program is expected to be offered in 2019-20.

Awakening the Dreamer, Pursuing the Dream

Fall 2017, Winter 2018, and Spring 2018 quarters

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

Class Standing: Freshmen

Preparatory for studies and careers in 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. This program will focus on the individual's relationship to personal and cultural values, society, leadership, and the creative process. It is intended for students who seek to explore and refine their core values in a context in which they can act upon them with increasing awareness and integrity.

In every era, people have lived their lives in the face of significant social, ecological, and psychological challenges. It is now widely recognized that crisis often precedes positive transformation. We 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 in identifying their personal values, passions, and purpose,

they will envision connections between that purpose and the larger world of life. They will cultivate leadership and emotional intelligence skills, build confidence and self-awareness, and—with faculty support—begin to prioritize and pursue 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.

This program accepts new enrollment without signature in winter and with signature in spring. New students must complete readings and writing assignments to review content from the previous quarter(s). Please contact faculty for more information (kennedy@evergreen.edu or tas@evergreen.edu).

Credits: 16

Enrollment: 46

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



Awakening the Dreamer, Pursuing the Dream students construct costumes to wear in the Procession of the Species, a traditional Olympia parade held in celebration of Earth Day. (Shauna Bittle)

**Barely Modern:
Aesthetics and Philosophies of Disillusionment**

Spring 2018 quarter**Fields of Study:** aesthetics, anthropology, history, philosophy**Class Standing:** Freshmen – Senior**Preparatory for studies and careers** in aesthetics, anthropology, history, and philosophy**Faculty:** Kathleen Eamon and Eric Stein

Our program will explore a set of surprising ideas and identities that emerged in reaction to the perceived clutter, alienation, and violence of early 20th century modernity. Europe and the U.S. will serve as the focus of much of our inquiry; we will also consider modernity's detractors in Asia, especially those invested in new anti-colonial nationalisms. We will take particular interest in aesthetic, social, and epistemological movements aimed at stripping down and baring all: so-called "primitivism" and minimalism; naturism and socialism; and the emerging disciplines of psychoanalysis, sociology, and cultural anthropology. How did these movements articulate their disillusionment? What kinds of imaginaries—of the past, of nature, of community, of decadence, of the unconscious, of the "savage"—shaped everyday practices, critical philosophies, and utopian visions? We will look at both what seem to be "naïve" responses (e.g., nudism as health and hobby) and their "knowing" re-inscription as artistic and theoretical strategies (e.g., minimalism and decadence). Although our gaze will be directed to the past, we will find there uncanny echoes of our own contemporary social and political worlds.

We will approach our studies through a range of materials, looking at modernist and anti-modernist texts, art, and design, as well as more contemporary critical theory, cultural studies, anthropology, and history. Possible areas of focus include the sociology of Georg Simmel, Freud's psychoanalytic theories, Picasso's primitivism, Gandhi's philosophies, Le Corbusier's architecture, Franz Boas' anthropology, the photography of Edward Curtis, and the performances of Josephine Baker. Students will conduct close readings and regular written work. Each student will also choose, develop, and pursue a substantial primary source-based research project.

Credits: 16**Enrollment:** 50**Required Fees:** \$30 for entrance fees.

Books and Silences: Samuel Beckett and Book Arts

Fall 2017 quarter**Fields of Study:** aesthetics, art history, literature, visual arts, writing**Class Standing:** Junior – Senior**Preparatory for studies and careers** in literature, design, writing, and the arts**Faculty:** Steven Hendricks

In this program we'll study the work of Samuel Beckett, one of the most influential and acclaimed writers of the 20th century. Our study will blend careful textual study with literary criticism and philosophy to allow us access to a variety of readings from Beckett's difficult oeuvre. Because Beckett's writing invites us to consider the limits of literature and language, it provides a unique lens with which to explore the art of the book as the "organism that literature demands" (to quote Mallarmé). Through a practical and philosophical encounter with book arts, we'll develop ways of thinking about the book form and about the arts of reading and writing. Studio work will emphasize basic letterpress printing, basic bookbinding, and experimental book arts practices. Student work will include short essays, creative writing, and individual experiments with the book as an expressive and practical form. This program entails a lot of reading and studio time, including the purchase of numerous texts and art materials in order to complete required projects. This program is suitable for students with prior experience in literary studies who want to delve into difficult readings and who are interested in an introduction to new artistic practices.

Credits: 16**Enrollment:** 25**Required Fees:** \$50 for studio materials and tools.

Botany: Plants and People

Spring 2018 quarter

Fields of Study: botany, cultural studies, environmental studies, field studies, history, natural history, and writing

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in field plant taxonomy, field ecology, plant science, plant ecology, economic botany, agriculture, forestry, and environmental education

Faculty: Frederica Bowcutt

This program is designed to support students learning introductory plant biology in an interdisciplinary format. Students will learn about plant anatomy, morphology, evolution, and systematics. Lectures based on textbook readings supplement the laboratory work. They 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. Students will also learn how to maintain a detailed, illustrated nature journal to develop basic identification skills of local native species of plants, and will be taught basic botanical illustration skills to support this work. The program will also focus on people's relationships with plants for food, fiber, medicine, and aesthetics. Students will study economic botany through seminar texts, films, and lectures that examine agriculture, forestry, herbology, and horticulture. They will examine political-economic factors that shape our relations with plants. Using economic and historical lenses, they will explore why people have favored some plants and not others—or why those preferences have radically changed. (For example, why might a former cash crop be considered a weed?)

In our readings, we will examine the significant roles botany has played in colonialism, imperialism, and globalization. Initiatives to foster more socially just and environmentally sustainable relations with plants will be investigated. Weekly workshops will help students improve their ability to write thesis-driven essays defended with evidence from assigned texts. Quizzes, exams, and weekly assignments will help students and faculty assess learning.

Credits: 16

Enrollment: 23

A similar program is expected to be offered in 2018–19.



A student inspects Coastal Reindeer Lichen and other plant species at the Mima Mounds Natural Area Preserve. (Shauna Bittle)

Business, Biology, and Sustainable Solutions

Fall 2017 and Winter 2018 quarters

Fields of Study: biology and business and management

Class Standing: Freshmen – Senior

Preparatory for studies and careers in biology and business.

Faculty: Zoe Van Schyndel and Clarissa Dirks

This program will allow students to develop an understanding of the relationship between business and biology, particularly how natural resources are used for business. We will explore how business practices and biological technology shape, impact, and are influenced by natural resource limitations and policies. Our emphasis will be on the Western United States, with a particular focus on how watershed resources are utilized directly or indirectly for business. The program includes fundamental work in entrepreneurship, ecotourism, sustainability, energy, water use, and biology.

In the winter quarter students will participate in a two-week field trip to observe firsthand how natural resources—particularly energy and water—are used in industry. During this trip we will explore nature and its interface with industries including agriculture, viticulture, and ecotourism in order to develop an appreciation for how we impact, conserve, and sustain our precious natural resources. We plan to visit both small and large businesses so that students have an opportunity to explore the different challenges and opportunities presented at these different scales.

Students leaving this program will be better equipped to understand how a successful business operates, and how to work within the constraints imposed by competition, government, and limited natural resources. In addition, students will gain an understanding about sustainable alternatives to existing infrastructure. This program accepts new enrollment in winter.

Credits: 16

Enrollment: 50

Required Fees: \$500 in winter for a two-week field trip to observe firsthand how natural resources—particularly energy and water—are used in industry.

Cells, Populations, and Ecosystems

Fall 2017 and Winter 2018 quarters

Fields of Study: biology, ecology, and zoology

Class Standing: Freshmen – Senior

Preparatory for studies and careers in biology, ecology, statistics

Faculty: Alison Styring, Clarissa Dirks and Carri LeRoy

This program is intended to help students fulfill general biology requirements necessary for advanced work in environmental studies and the natural sciences. Throughout the two quarters, we will emphasize evolution as the framework that links the biological sciences across scales—from individual cells, to multi-cellular organisms, up to populations and communities of interacting organisms within ecosystems. The selective interface of ecology will be the lens through which we understand evolutionary processes and patterns.

In fall quarter, we will explore the diversity of life, how plants and animals work, and the evolutionary processes that have led to current patterns of species distributions. We will explore the origins of life on earth, and the evolution of various branches on the tree of life across geologic time scales. We will incorporate Pacific Northwest natural history to deepen our understanding of evolutionary relationships and focus on the process of science in biology, with a particular emphasis on experimental design, data collection, and statistical analysis.

In winter quarter, we will gain a deeper understanding of cellular and molecular biology, genetics and genomics, biomolecules (lipids, carbohydrates, proteins, and nucleic acids), basic thermodynamics, energetics, metabolic processes, cellular respiration, and photosynthesis. We will strengthen our understanding of evolution throughout the quarter by applying cellular and molecular biology concepts to the principles of ecology. We will continue our application of quantitative and statistical methodologies as a tool for understanding scientific information.

This program accepts new enrollment with signature in winter. Interested students must contact faculty via email before end of fall quarter about makeup work necessary for permission to enroll for winter quarter. The makeup will be essential chapter reading from fall quarter textbooks covering foundational conceptions that will be built upon by winter-quarter material.

Credits: 16

Enrollment: 50

China at the Crossroad of Tradition and Modernity

Spring 2018 quarter

Fields of Study: communication, cultural studies, literature, media studies, sociology, and theater

Class Standing: Freshmen – Senior

Preparatory for studies and careers in Chinese studies, cultural studies, social sciences, health, literature, and arts

Faculty: Rose Jang and Wenhong Wang

This program aims to study China—both as a powerful nation in the global community and as a unique and complex cultural entity constantly wrestling with traditional and modern ideologies and practices at its very core. The long Chinese history and the fast-paced modernization process have put today's China at a crossroad of confusion and potential, and the constant debates and negotiations between the old and the new permeate every aspect of the current Chinese society. Such tension between tradition and modernity gives us a glimpse of the Chinese national characteristics on the international stage, and sheds light on many domestic social and political issues that have attracted world attention.

Since the quarter is short, we will choose only a few topics—including interrelated elements from the fields of medicine, arts, literature, environment, public media, and religious beliefs—as distinct examples that bring the tension between tradition and modernity into sharp focus. Faculty will select topics and examples with care, and develop lectures, readings, and workshops that illuminate these selective and complex topics. Students will be encouraged to develop their own research projects and look into specific areas of interest under faculty guidance. The purpose of the program is to develop a general understanding of China's unique role in today's globalized world as well as an appreciation for China's complex national identity marked by history, tradition, and unstoppable progress.

Credits: 16

Enrollment: 50

Cityscapes

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: art history, cultural studies, gender and women's studies, history, international studies, and visual arts

Class Standing: Sophomore – Senior

Preparatory for studies and careers in visual arts, urban studies, history, European and American studies, gender studies, art history

Faculty: Stacey Davis and Shaw Osha (Flores)

This program investigates the relationship between modern cities and the art that shapes and responds to their historic, geographic, and contemporary socio-cultural identities. Urban living brings with it an immediacy of culture clash, social mixing, and the loss of local identities for new denizens, yet also the potential for the reconstruction and/or reconfiguration of both individual and collective identities. Cities are sites of social, economic, ethnic, and gender hierarchies, yet have also been at the forefront of radicalization and revolution in terms of gender, class, and race.

New York and Paris will be our focus. Intertwining the disciplines of art and history, we will take a visual and critical studies approach to how these cities are formed by social, cultural, and political history, including the legacies of aristocracy, revolution, slavery, and waves of immigration. We will consider how vestiges of the past are present in the architecture, geography, community structures, and social and cultural landscapes of each city. By accounting for particular American and European histories, we will study the contemporary issues and visual landscapes that reveal tensions over resources, and the myriad social and political realities in these cities. How did past artistic movements, like impressionism in Paris and the Harlem Renaissance in New York, reflect and challenge the cultural norms and tensions in those cities? What sort of art became codified in museums, salons, and academies, and what art broke boundaries and created its own rules?

Our inquiries will be shaped by studies of major current socio-political and artistic events occurring as the 30 weeks unfold. These may include conflicts over immigration, social movements, political change, violence and fears of terrorist attacks, as well as issues of free speech, discrimination, and social justice. Students will be instructed in theory and practice in arts and humanities methodologies of investigation, including work in history, art history, urban and gender studies, and a visual arts practice. In the fall, instruction in drawing and painting will acquaint students with formal issues in visual language so they can represent and visualize ideas. Students will practice modalities of research in the humanities that will prepare them to conduct research and write a research paper later in the year. In winter, students will practice following lines of investigation in art-making and writing through assignments and working in small collaborations. In fall and winter, there will be short field trips to study local cities and their art scenes.

During the 10-weeks spanning the second half of winter and first half of spring quarters, students will hone their own artistic practice or academic research in New York, Paris, or another city of their choice. Students will have the opportunity for individual travel to study a city in depth for an independent research or artistic project. Students will reflect on, critically examine, and integrate fall quarter theoretical and methodological learning with their winter and spring quarter research or artistic practice.

This program accepts new enrollment with signature in winter. New students must meet with faculty to assess their readiness for program material and to determine what texts from fall they should read before winter quarter begins. Contact faculty (oshas@evergreen.edu and davisst@evergreen.edu) for more information.

This program does not accept new enrollment in spring.

Credits: 16

Enrollment: 50

Required Fees: \$150 in fall and winter for museum and theater tickets and art supplies.



Students enjoy the Evergreen Beach during an open-air drawing session. (Shauna Bittle)

Computation and Consciousness

Spring 2018 quarter

Fields of Study: computer science and consciousness studies

Class Standing: Freshmen – Senior

Preparatory for studies and careers in computer science and consciousness studies

Faculty: Richard Weiss, Jamyang Tsultrim, and Adam King

One historic purpose of a liberal arts education is to discover the nature of human life. A consequence of research in artificial intelligence and cognitive science is that some of the things we thought were uniquely human are shared by machines on the one hand and (other) animals on the other. A unifying theme of this program is what it means to be human in light of these recent developments in science. The goals of this program are to learn what mindfulness is and how to apply it to programming, as well as how to solve complex cognitive problems with a computer.

Mindfulness is the ability to fully attend to what is at hand and be in the present moment. Mindfulness can be applied to a variety of fields, including mathematical and computational thinking. The practice of mindfulness can increase our individual and collective resiliency to respond to changing personal and global situations in adaptive and creative ways.

The program will be organized around these content areas: artificial intelligence systems and artificial life; computability; general problem-solving; and mindfulness. We will explore these topics through lectures, programming and robotics labs, workshops, writing and seminars, and mindfulness practice logs. Students will be expected to read primary sources in computer science and cognitive as well as contemplative science. The mindfulness component will include theory, practice, and application in relation to computational and algorithmic thinking. Questions to be explored include how mindfulness can be integrated with the study of computing.

The program is broken down into two parts: the application of mindfulness to computer science and the study of mindfulness itself. The study of mindfulness will take place in five all-day sessions on alternating Saturdays. Applications to computer science will take place Monday through Thursday during the day.

Credits: 12, 16

Enrollment: 60

Computer Science Foundations

Fall 2017 and Winter 2018 quarters

Fields of Study: computer science and mathematics

Class Standing: Freshmen – Senior

Prerequisites: High school algebra II

Preparatory for studies and careers in computer science, education, and mathematics

Faculty: Neal Nelson, Sheryl Shulman, Adam King, Richard Weiss

The goal of this program is for students to learn the intellectual concepts and skills that are essential for advanced work in computer science and beneficial for computing work in support of other disciplines. Students will have the opportunity to achieve a deeper understanding of increasingly complex computing systems by acquiring knowledge and skills in mathematical abstraction, problem solving, and the organization and analysis of hardware and software systems. The program covers material such as algorithms, data structures, computer organization and architecture, logic, discrete mathematics, and programming in the context of the liberal arts. The program is compatible with the model curriculum developed by the Association for Computing Machinery's Liberal Arts Computer Science Consortium.

Program content is organized around four interwoven themes. The computational organization theme covers concepts and structures of computing systems from digital logic to the computer architecture and assembly language supporting high-level languages and 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, and philosophical topics related to science and technology.

We will explore these themes throughout the program by way of lectures, programming labs, workshops, and seminars.

This program accepts new enrollment with signature in winter.

Students must have completed coursework equivalent to the program's previous quarter. In the winter quarter, students must have completed the equivalent of at least one quarter of computer programming and must demonstrate strong mathematical skills in precalculus or calculus. Contact the faculty at the Academic Fair or email faculty member Sherri Shulman (sherri@evergreen.edu).

Credits: 16

Enrollment: 65

Countertextual Ecologies

Fall 2017 and Winter 2018 quarters

Fields of Study: aesthetics, ecology, environmental studies, geography, literature, music, philosophy, political economy, sustainability studies, and writing

Class Standing: Freshmen – Senior

Preparatory for studies and careers in aesthetics, ecology, environmental studies, geography, literature, music, philosophy, political economy, sustainability studies, and writing

Faculty: Andrea Gullickson, Shangrila Wynn, Leonard Schwartz, and Sarah Williams

The relationship between nature and history is complex—so much so that the space between nature and the human, being and language, may not even be measurable. Yet the environmental imperatives of our moment—including the need to cultivate a tolerance if not an appreciation for complexity itself—are the decisive ones. In this program, we will think through questions of environmental consciousness and its discontents from the points of view of political ecology, gastropoetics, eco-poetics, and eco-music. How does immersion in complex music prepare us to recognize the complexities of an ecosystem? Is the poem mimetic of nature, or a function of it? How have powerful environmental imaginaries and narratives—such as the idea of protecting “nature” from humans—served to simplify how environmental problems and their solutions are conceptualized?

These are some of the analytical, political, philosophical, aesthetic, and compositional questions posed in this program. Ours will be a multifaculty, multidisciplinary approach to interdisciplinary community-based learning. While activities will include shared lectures and readings, half of program work will take place

in faculty-specific tracks. Students organized in small groups with representation from each track will meet regularly to integrate program materials and create performances of that which does not fit the measure.

Eco-poetics with Leonard Schwartz explores creative and critical approaches to language, with a view to reframing our understanding of the relationship between nature and history. This track is for students seeking to explore experimental possibilities in writing.

The **political ecology** track with Shangrila Joshi Wynn focuses on critical analyses of dominant environmental narratives through a lens of social difference. Our goal will be understanding how prevailing environmental discourses are shaped by colonialism and other contemporary configurations of power and privilege along lines of race, class, gender, and North-South difference.

Eco-music with Andrea Gullickson will examine the intricate patterns, both textual and performative, that make up music, with consideration of how deepening our understanding of the interconnectedness of these patterns might impact the ways we think about and interact with our environment.

Gastropoetics (stomach + making) with Sarah Williams will explore the historically complex relationship between belly and mind. Although the capacity for sensual pleasure to overwhelm communicative value has been considered a crime in various times and places, we'll deliberately explore with Cézanne how the taste of a mere carrot, well savored through mouth and pen, could start a revolution.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 100

Required Fees: \$100 per quarter for entrance fees and overnight field trips.



The program Art Since 1500 explored innovations in painting, sculpture, and architecture in Europe, North America, and Asia. (Shauna Bittle)

Creating Dance: Basic Technique, Theory, and Composition

Fall 2017 quarter

Fields of Study: aesthetics, dance and somatic studies

Class Standing: Freshmen – Senior

Prerequisites: Students must be willing and able to undertake strenuous physical and kinetic exercise, much like an athlete.

Preparatory for studies and careers in dance, theater, and performance art

Faculty: Robert Esposito

This full-time, one-quarter program is a basic course of study in fine art dance that is suitable for beginners as well as experienced dancers wanting to refine basic dance skills. Fundamentals of modern dance technique, theory, improvisation, composition, and performance will be covered. Original student dance compositions will be systematically developed and performed regularly for peer and faculty critique. We will use the Nikolais/Louis system, a technique based in the principles of anatomy and kinesiology as developed by Rudolf von Laban, Hanya Holm, Alwin Nikolais, and Murray Louis. Throughout the quarter we will learn a basic kinesiological grammar expressed in values of shape, space, time, and motion. The study of experiential anatomy (somatics) and kinesiology form the foundation of a basic artistic technique leading to three interrelated program goals:

1. To establish and maintain a safe and healthy dance technique that includes sound protocols for injury prevention and care,
2. To develop clarity of artistic exposition,
3. To place the art of dance in its social, historical, and interdisciplinary context.

Completion of the program will prepare students for intermediate study in dance and physical theater.

Credits: 16

Enrollment: 25

Creative Oceans

Fall 2017 and Winter 2018 quarters

Fields of Study: biology, cultural studies, environmental studies, field studies, literature, marine science, and maritime studies

Class Standing: Freshmen

Preparatory for studies and careers in environmental studies, life sciences, and writing skills

Faculty: Erik Thuesen and TBD

This program will examine life in Earth's oceans and use the ocean and its inhabitants as sources of inspiration for creative writing. Our goal is to build a solid understanding of marine biology and develop our abilities to write in styles appropriate to several creative genres, including short stories, nonfiction, poetry, and other literary forms. We will also learn to write in a correct scientific style. Our marine studies will focus on the organisms that live in the ocean and their ecological interactions. The ocean has inspired a diverse group of authors to compose creative pieces, and seminars will explore these works across a wide variety of genres and diverse marine ecosystems. These include works by Joseph Conrad, Yukio Mishima, Pablo Neruda, and Sheri Tepper, among others. Laboratory work will introduce students to skills needed to carry out studies in marine biology. We will conduct various field studies in Puget Sound, and there will be a weeklong field trip to the coast of the Olympic Peninsula to observe marine organisms in their natural habitat and to take advantage of opportunities for reflective creative work. Through weekly workshops, students will hone their abilities to write creatively and analyze quantitative data. Students will be evaluated on the basis of their writing assignments, exams, quizzes, laboratory exercises, and notebooks, as well as their participation in seminars and workshops.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 46

Required Fees: \$190 per quarter for entrance fees and overnight field trips.

Dance of Consciousness

Fall 2017 and Winter 2018 quarters

Fields of Study: consciousness studies, cultural studies, dance, philosophy of science, and psychology

Class Standing: Sophomore – Senior

Preparatory for studies and careers in consciousness studies, dance, psychology, cultural studies, and philosophy

Faculty: Donald Middendorf and Ratna Roy

It moves and moves not; It is far and likewise near. It is inside all this and It is outside all this. —Isha Upanishad

The “it” that defies definition in this second-century BCE sacred text has become an equally perplexing focus of secular study—a “question that towers above all others,” according to *Scientific American*—in the contemporary life sciences. What is consciousness? Our inquiry will hold open this question within an intentional learning community for six months as we explore dance as metaphor and practice for how mystics as well as scholars, artists as well as scientists, experience the movement of consciousness.

If you really want to inquire about your experience of the movement of consciousness, this program is an invitation to explore its embodiment in relationship to Indian wisdom tradition. Specifically, we’ll practice Odissi dance and study our dreams as science and science as dream as manifestations of the dance of consciousness. Our work will include lectures, book seminars, films, workshops, introspective dream-journaling, and what an Evergreen faculty elder named “autobiomythography” in order to explore the multidimensional movements of consciousness. We’ll consider anew mythic texts such as Gary Zukav’s *The Dancing Wu-Li Masters* and Fritjof Capra’s *The Tao of Physics* that bridge beliefs about East and West, mysticism and science, and that have formed consciousness studies from fields of inquiry such as psychology of dreams, ecofeminism, neurobiology, and quantum physics. Capra, after inquiring into his experience while sitting by the ocean, wrote:

I “saw” cascades of energy coming down from outer space, in which particles were created and destroyed in rhythmic pulses; I “saw” the atoms of the elements and those of my body participating in this cosmic dance of energy; I felt its rhythm and I “heard” its sound, and at that moment I knew that this was the Dance of Shiva, the Lord of Dancers worshiped by the Hindus.

Students should expect to work 50 hours per week and perform at the end of fall quarter. During winter quarter, in lieu of dance, we will continue our studies of dreams and the nature of physical and mental reality.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 50

Required Fees: \$20 in winter for registration fees.

Development as Freedom

Spring 2018 quarter

Fields of Study: health, international studies, political economy, psychology, and sustainability studies

Class Standing: Freshmen

Preparatory for studies and careers in international development, environmental/sustainability studies, psychology, integrative health

Faculty: Mukti Khanna and Shangrila Wynn

What does it mean to live a fulfilling life? What factors contribute to a greater quality of life, assuming this is a desirable goal for all human societies? What are some of the prevailing theories and practices within the social sciences about human well-being and how best to attain it, at the individual and international scales?

This program will tackle these questions, focusing on perspectives from the subdisciplines of health psychology, critical development studies, and environmental justice. We will be studying applications of sociocultural, psychosocial, somatic, and behavioral knowledge relevant to health and wellness from diverse cultural perspectives. We will critically examine perspectives in mainstream economic development theory and their implications for social and environmental justice. We will consequently explore alternative conceptualizations of development, considering those that draw on ideas of freedom, capabilities, and sustainable livelihoods.

This interdisciplinary program will include a variety of approaches to learning, including seminars, theoretical assessments, films, expressive arts workshops, somatic practices, and reflective and analytical writing. Students will read literature from psychology, integrative health, critical development studies, and environmental justice. Some of the authors we will read include Amartya Sen, Martha Nussbaum, Helena Norberg-Hodge, and Joanna Macy.

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 social science field—than to attend and participate in a convention of psychology professionals and students. To that end, our program will take a one-day field trip to attend the annual convention of the Western Psychological Association, the western regional arm of the American Psychological Association. This year’s convention will take place April 26–29, 2018, in Portland, Oregon.

Credits: 16

Enrollment: 46

Required Fees: \$80 for expressive arts workshop supplies and registration for the Western Psychological Association convention.

Diversity and Dissent in Education and the Media

Fall 2017 and Winter 2018 quarters

Fields of Study: community studies, cultural studies, education, gender and women's studies, language studies, literature, media studies, and writing

Class Standing: Freshmen

Preparatory for studies and careers in education, teaching, multimedia production, cultural studies, and community service

Faculty: Grace Huerta and Laurie Meeker

As communities continue to reflect the country's increasingly diverse population, what media representations challenge and support discrimination in our communities, schools, and institutions? How can we generate a framework for actions that reject inaccurate representations of human difference, value diverse forms of knowledge, and question institutional inequalities? In this program, we will pursue answers to these questions by examining identity, educational history, cultural studies, and the media in order to design strategies to support a more equitable school system and to create diverse forms of media expression.

We will begin by analyzing a working definition of racism and sexism that frames intentional, as well as unintentional, normalized acts of inequality over time. We will challenge depictions in literature and the media that promote the stereotyping of diverse groups. Through an analysis of anti-racist and anti-sexist case study research and the media, we will also explore the lived experiences of diverse populations whose identities are often impacted by assumptions and disparities found in communities and school settings based upon the social construction of race and gender and the stereotyping of immigrant students. In order to break down such assumptions, students will engage in community service, writing, and media analysis over the course of the program.

In the fall community service will take the form of engagement in student groups at Evergreen, followed by collaborations with community-based organizations in winter. In addition we will investigate specific everyday actions that media artists, activists, and educators generate to confront these inequalities. By incorporating media and writing workshops with qualitative research methods such as interviews and participant observation, we will collect various sources of data and present our work that documents how specific counter-narratives can be created that affirm and support diverse learners to achieve within their schools and communities. Writing workshops will help students develop skills in critical analysis and media analysis, while media workshops (which may include photography, digital video, and new media) will help students develop skills in visual literacy and expression.

Lastly, we will demonstrate our understanding of everyday anti-racist/anti-sexist practices by creating presentations that merge theory, community service, and writing. Possible themes that may emerge through our own study include examining the community and students' funds of knowledge, as well as the use of alternative media outlets and the arts as tools of empowerment that specifically recognize our collective cultural hybridity.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 36

Required Fees: \$130 in fall and \$55 in winter for conference and film entrance fees and supplies.

Earth and Sky: Climate and Change

Spring 2018 quarter

Fields of Study: geology and physics

Class Standing: Freshmen – Senior

Prerequisites: Students need a basic understanding of chemistry and facility with algebra. No physics background is needed.

Preparatory for studies and careers in climate studies, education, natural science, environmental science, and science studies

Faculty: Abir Biswas and EJ Zita

The Earth's atmosphere and oceans are affected by human activities, the sun, and geologic activity. Over many millions of years, the Earth has experienced wide fluctuations in climate—from ice ages to very warm periods. Earth is currently experiencing an unusually rapid warming trend, due to anthropogenic (human-caused) changes in atmospheric composition. Historically, a major factor determining global climate has been the intensity of the sun's energy reaching the Earth. However, climate changes cannot be explained by variations in solar radiation alone. We will focus on the role of the sun and greenhouse gases in regulating Earth's climate, examine climate records to understand how and why climate has varied in the past, and consider studies modeling how climate change will occur into the future.

Interactions between oceans and atmosphere affect the composition of both, and oceans impact global climate by redistributing the sun's energy. What is the evidence for causes of contemporary global warming? What are the expected consequences? What can be done? What about proposed schemes to engineer solutions to global warming, such as the sequestration of anthropogenic carbon into the deep sea? We will study diverse and interconnected physical, chemical, geological, and biological processes. This requires a basic understanding of chemistry and facility with algebra. No physics prerequisite.

Students will learn through lectures, workshops, laboratories, and seminars, often using primary scientific literature. Students will do significant teamwork and will research questions that particularly interest them. We will have weekly online assignments, so students should be comfortable using computers and the internet.

Credits: 16

Enrollment: 50

Required Fees: \$200 for an overnight field trip to the Columbia River Gorge.

Earth Dynamics: People, Place, Technology, and History

Fall 2017 and Winter 2018 quarters

Fields of Study: American studies, history, philosophy of science, sustainability studies, and writing

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in sustainability, environmental studies, journalism, writing, and history

Faculty: Nancy Koppelman and EJ Zita

Human activity shapes the environment. Earth warmed out of the last ice age about 10,000 years ago, enabling our species to develop stable societies and transform the experience of being alive. Agricultural activity emitted greenhouse gases that changed Earth's air, water, and land. People changed, too, improving technologies and creating written and artistic records of their ideas and histories. Today, we understand our impacts on the environment in ways incomprehensible to our ancestors, and we are challenged to mitigate those impacts with knowledge, skill, and political will.

This program will examine changes in the Earth system, human understanding of those changes, and the history of technological efforts to enhance human flourishing and shape our impacts on the environment. We'll study multiple drivers of climate change such as Sun-Earth interactions, volcanoes, industry, consumption, and greenhouse gases. We'll consider the changing role of science in providing the understanding required for people and planet to thrive together. Students will learn about the history of technology, from the wheel to the internet, and particularly how technological advances shaped values and habits of everyday life in the United States over the last 200 years. We will ask whether and how modern consumer societies are uniquely positioned to hasten and/or slow the rate at which resource use drives the ecosystem. Is global warming simply a disaster, or does it also present an opportunity for global cooperation? How do we adapt in the face of the most dramatic change to the Earth system in recorded history? How can we develop skills and language to think in creative and effective ways about these dynamics, and share what we learn with others? Scientific methods and historical studies will inform each other and provide new tools for thinking about and taking action in our own historical moment.

Our work will include lectures, discussions, workshops, labs, quantitative homework, expository essays, writing workshops, and teamwork. Quarterly field trips will enable us to learn about sustainability efforts in our region. Students will do hands-on research related to our topics and learn how to analyze and write about everyday technologies in order to teach others how climate impacts intersect with widely held cultural values. Students will have the opportunity to contribute to a published anthology of student research. Credit will be awarded in the natural sciences and the humanities.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 46

Required Fees: \$380 in fall and \$230 in winter for museum entrance fees and overnight field trips.

Ecological and Environmental Economics

Fall 2017 quarter

Fields of Study: business and management, ecology, economics, environmental studies, government, law and government policy, law and public policy, and political science

Class Standing: Junior – Senior

Preparatory for studies and careers in federal, state, and local government agencies involved in environmental protection; natural resource management, land use planning, critical areas management, public policy, and private sector firms that deal with environmental laws and regulations in their normal operations

Faculty: Ralph Murphy

This advanced social science program examines the methods and applications of ecological and environmental economics for environmental problem solving. The major goal of the program is to make students familiar and comfortable with the methodologies, language, concepts, models, and applications of ecological and environmental economic analysis. The program does not assume an extensive background in economics; therefore, it begins by quickly reviewing selected micro economic principles. We will study the models used in natural resource management, pollution control approaches, and sustainability as an empirical criterion in policy development. We will explore externalities, market failure, and intergenerational equity in depth. Examples of case studies we will evaluate include natural resources in the Pacific Northwest; management and restoration of the Pacific salmon stocks and other marine resources; energy issues including traditional, alternative, and emerging impacts from hydraulic fracturing (fracking), oil trains, and climate change; selected issues of environmental law; wetland and critical areas protection and mitigation; and emerging threats such as ocean acidification and low-oxygen zones. We also will develop a detailed consideration of the theory and practice of benefit-cost analysis. The program concludes by critically evaluating the strengths and weaknesses of using ecological and environmental economics to develop solutions to environmental problems.

Activities include lectures, seminars, research and methods workshops, field trips, quizzes, exams, and a research assignment.

Credits: 16

Enrollment: 25

Ecology of Perennial Agricultural Systems

Spring 2018 quarter

Fields of Study: agriculture and ecology

Class Standing: Freshmen – Senior

Preparatory for studies and careers in agriculture, ecology, and natural resource management

Faculty: Steven Scheuerell and Michael Paros

This field-based program will provide students with practical tools to understand perennial-based agricultural systems in the Pacific Northwest by exploring the ecological relationships between perennial crops, ruminant livestock, and the land. Pacific Northwest agriculture is predominantly based on perennial plants—with livestock forages covering the largest acreage, and berry and tree fruit crops having the highest commercial value. Students will analyze the regional distribution and management of livestock forages, hops, nuts, berries, and tree fruits in relation to climate, topography, soils, and water availability. We will learn practical identification, morphology, physiology, and production of select species. The suitability of perennial forages as ruminant livestock feed will be learned in relation to ruminant nutrition, foraging behavior, and digestive physiology. We will also explore the potential and challenges of integrating diverse perennials and livestock in terms of nutrient cycling and management compatibility.

Classroom lectures, workshops, and guest speakers will be paired with weekly field trips to observe perennials and ruminants on working farms. There will be an overnight trip to the Willamette Valley, where we will study managed intensive grazing dairy operations; forage production; and hazelnut production. There will also be an overnight trip to eastern Washington to learn about hops, grapes, and fruit trees. Student learning will be assessed through classroom and field notebooks, weekly homework assignments, and in-class quizzes.

Credits: 16

Enrollment: 50

Required Fees: \$300 for overnight field trips.

Emotional Intelligence and Organizational Behavior

Fall 2017 and Winter 2018 quarters

Fields of Study: business and management, communication, cultural studies, economics, health, leadership studies, psychology, and somatic studies

Class Standing: Junior – Senior

Preparatory for studies and careers in business, management, leadership studies, economics, communication, and psychology

Faculty: Jon Baumunk and Heesoon Jun

In this interdisciplinary program, students will learn the fundamentals of organizational psychology, especially organizational behavior. We will focus on factors influencing organizational climate, communication, and ethics from macro (cultural/societal), meso (institutional), and micro (familial) perspectives.

During the fall quarter, students will explore emotional intelligence and its relationship to successfully working with others in an organization. People often fall prey to the misconception that only good-looking, fiercely social, or incredibly talented people are likable. Therefore, they mistakenly believe likability is an unteachable trait that comes naturally to only those lucky enough to have it. In reality, being likable is something that is related to emotional intelligence. Students will explore emotional intelligence and its impact on our mental, emotional, and physical health. We will examine the lack of cultural, institutional, and familial support for emotional intelligence throughout socialization and its consequences on our perception; intra- and interpersonal communication; and motivation. Paradigm shifts in thinking (from dichotomous and hierarchical to holistic) and learning (from conceptual to transformative) will be emphasized in order to learn to value both cognitive and emotional intelligence.

During winter quarter, students will examine the relationship between emotional intelligence and organizational behavior (e.g., conflict resolution, group dynamics, and power struggle) from multiple sources (e.g., theories of personality, cultural diversity, and organization structure and design). Organizational behavior is about how humans behave at work and is an important source of knowledge for a successful employee and manager. When knowledge of organizational behavior is applied, it creates enhanced workplace productivity and satisfaction. In addition, the same organizational behavior knowledge that can enable a manager to excel can also assist individual contributors to an organization in becoming more adaptive and effective employees. Therefore, employees who are not managers may also benefit from insights provided by organizational behavior knowledge.

Students will be expected to successfully demonstrate appropriate college-level writing, thinking, and oral communication skills and attend every program activity on time with full preparation to participate. 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, mindfulness, self-reflection, and integrative academic paper writing. Students should be prepared to explore challenging and unfamiliar ideas that will expand their creative mode of inquiry.

This program accepts new enrollment in winter. Students must read principal texts from fall quarter. Contact the faculty (junh@evergreen.edu or baumunkj@evergreen.edu) for more information.

Credits: 16

Enrollment: 50

Environmental Problem Solving

Winter 2018 and Spring 2018 quarters

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

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in environmental studies, environmental regulation, ecology, natural resource management, and public policy

Faculty: Amy Cook and Ralph Murphy

It is a common misconception in environmentalism that if you can educate people about a problem, they will automatically take steps to solve it. In reality, environmental problem solving is much more complex. It requires a good grasp of the ecological system involved, the structure of government, and public policy as well as the ability to work effectively in groups.

In this program we will cover basic ecology, political science, economics, and statistics in order to provide students with the necessary background to understand environmental problems. We will look at ecosystem structure, community ecology, population biology, and some of the ways in which human activities impact ecological systems. In the political science component, students will learn about the structure of government at several different levels and the interaction of federal, state, and local government. We will take advantage of the proximity of the state legislature by attending committee meetings and observing the legislative process firsthand. Our focus will be on resource extraction and conservation in the Pacific Northwest, including timber harvest and fisheries, as we develop our toolbox of skills and concepts. Students will be able to explore other environmental issues in assignments and a project in spring quarter.

In winter quarter we will develop the core concepts in ecology, political science, and economics through lectures, seminars, workshops, and fieldwork and look at the strategies involved in environmental problem solving. Students will have the opportunity to develop skills necessary to work together in groups to solve

problems. They will be introduced to some basic psychology in order to understand what they and others bring to these discussions. A series of workshops will introduce students to research design and statistical analysis. Spring quarter will continue to build on these concepts and use case studies and specific examples from the region to provide students with the opportunity to wrestle through the complexity of environmental problems. Students will also explore an environmental issue of their choice in a final project.

This program accepts new enrollment in spring. Students should contact Amy Cook (cook@evergreen.edu) to get information on which readings and other resources need to be reviewed in order to catch up on class material covered in winter.

Credits: 16

Enrollment: 40

Required Fees: \$25 per quarter for entrance fees.

European Philosophy: 20th and 21st Century

Spring 2018 quarter

Fields of Study: consciousness studies and philosophy

Class Standing: Junior – Senior

Preparatory for studies and careers in philosophy

Faculty: Joseph Tougas

This program will focus on the philosophy of language and phenomenology, covering the work of Wittgenstein, Husserl, Arendt, Heidegger, Merleau-Ponty, Derrida, and other 20th- and 21st-century European thinkers. Students will be expected to have some familiarity with the European philosophical tradition, and some experience reading and analyzing dense philosophical texts. The activities of the program will include close reading and analysis of primary texts within the context of their composition and the writing of reflective, argumentative, and synthetic essays in response to those texts. Students will be encouraged to explore connections between the theories developed in the program readings and their own social, political, and personal concerns.

Credits: 16

Enrollment: 25



Faculty member Rob Knapp (left) came to enjoy an end-of-quarter presentation for the program Visualizing Permaculture. He talks with a student about her design for sustainable gardens at the campus childcare center. (Shauna Bittle)

Even When Erased, We Exist: Native American Women Standing Strong for Justice

Fall 2017 quarter

Fields of Study: Native American studies, gender and women's studies, and leadership studies

Class Standing: Freshmen – Senior

Preparatory for studies and careers in Native American studies, women's studies, education, social sciences, U.S. history, leadership studies, and political science

Faculty: Frances V. Rains

Native American women have been erased from history. It is not that they did not exist; it is that they were made invisible, omitted from history. At the same time, stereotypes such as "squaw" and "princess" have plagued Native women since 1492. Ironically, the history of Native women reflects a different reality with a long tradition of standing strong for justice. Native women have stood to protect the lands and the natural world, their cultures and languages, the health of their families, and tribal sovereignty. But few learn about these Native women, who consistently defied the stereotypes in order to work for the betterment of their peoples and nations.

Drawing upon the experiences and writings of such women, we will explore the ways in which leadership is articulated in many Native American communities. We will critique how feminist theory has both served and ignored Native women. Through case studies, autobiography, literature, and films, we will analyze how Native women have argued for sovereignty and developed agendas that privilege community over individuality. We will explore the activism of 20th-century Native women leaders, particularly in the areas of the environment, the family system, and the law.

This program will implement decolonizing methodologies to give voice to some of these women, while deconstructing the stereotypes in order to honor and provide a different way of knowing about these courageous Native American women, past and present. Students will develop skills as writers, researchers, and potential advocates by studying scholarly and imaginative works and conducting research. Through extensive reading and writing, dialogue, art, films, and possible guest speakers, we will investigate important aspects of the life and times of some of these Native American women across the centuries.

Credits: 16

Enrollment: 25

The Evolution of Constitutional Law Beyond the 20th Century

Fall 2017 and Winter 2018 quarters

Fields of Study: American studies, government, history and law, and government policy

Class Standing: Freshmen – Senior

Preparatory for studies and careers in law, government, and public policy

Faculty: Artee Young

What does it mean when we say the Constitution of the United States is a living document? What are the major shifts in U.S. Supreme Court doctrine? How have the First Amendment speech and religion clauses expanded and encompassed corporations and money as speech? How have women's reproductive rights been eroded to the extent that, based on their personal religious beliefs, some employers can refuse to provide to their employees health insurance that includes birth control coverage? What are the legal issues raised by current immigration cases?

In this program, we will ask these and related questions as we explore the landscape of judicial review in the 21st century. We will look for answers to our questions by exploring a number of substantive issues currently raised in the courts by the people and their representatives. These issues include higher education student debt, economic disparities and taxation, availability and access to health care insurance, reproductive rights, voting rights, immigration, age discrimination, the criminal justice system, ideals of equal justice under the law, and others.

Lectures, readings, and discussions will examine constitutional theories and legal construction of selected cases, with a particular focus on the currently sitting Roberts Court. Students and faculty will review legal precedents related to constitutional doctrines raised by the Supreme Court's interpretations of the law, established in its decisions, and analyzed and discussed by the legal community in law review articles and related academic periodicals. The program will employ the Socratic method to explore and examine students' abilities to "think like a lawyer," thereby deepening critical thinking and reasoning. Additionally, it is expected that students will acquire an enhanced knowledge of when and how precedents have evolved.

Students will conduct legal research on specific issues that will include legal history on constitutional evolution and federal statutes. Through this process, students will expand understanding of precedents and recent U.S. Supreme Court decisions impacting rights and responsibilities of citizens.

Concomitant with program content and research, students will prepare and demonstrate knowledge of constitutional law and legislative history by participating in moot court activities. Students will be placed in teams to research and present written and oral arguments on a selected topic for the Evergreen moot court competition. As part of this process, students will write legal memoranda and briefs on the case presented before the moot court. In preparing for moot court, students will be instructed, coached, and judged by Evergreen faculty as well as lawyers and judges outside of the Evergreen community.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 25

Face of the Other: Levinas, Postmodern Ethics, and Jewish Thought

Spring 2018 quarter

Fields of Study: anthropology, literature, philosophy, religious studies, and writing

Class Standing: Junior – Senior

Preparatory for studies and careers in humanities, social sciences, arts, community work, theology, law, education, and writing.

Faculty: Samuel Schrager and Jewish Studies visitor

This program will explore Emmanuel Levinas' compelling ethics of responsibility for the other. Levinas forged his understanding in reaction to the Holocaust of World War II, critiquing the moral limitations of Western philosophy while finding an imperative for human conduct that is "pre-philosophy." He locates the origins of ethical meaning in the face-to-face encounter: the experience of being called by, and responding to, another. For Levinas, responsibility to other persons is unlimited—and its realization, through acts of recognition, hospitality, fellowship, and justice, is the means of transcendence in human existence.

This inquiry is for students who seek foundations for ethical action via philosophy, religion, politics, psychology, education, literature, and the arts—fields that are challenged and inspired by the implications of Levinas' work. We will look closely at Levinas' connection to Judaism, in particular his rich readings of the Talmud, which root his search for the universal values necessary to pursue ideals like justice and truth in ancient Jewish narratives, and, by implication, narratives of other religious/spiritual traditions. We will study Levinas' philosophical writings, trace how he developed his worldview over the course of his career, and consider work by thinkers who influenced him and whom he has influenced.

The program will involve intensive reading, dialogue, and writing, with seminars, lectures, workshops, and guest speakers. Students will share responses in brief papers, journal entries, and oral presentations. They will undertake an individual exploration (their major piece of writing) to investigate, apply, or otherwise creatively engage with Levinas' vision in relation to a topic that matters to them. We will fashion our own stories and models to engage contemporary cultural, political, and intellectual debates about what it means to lead an ethical life.

Options for sophomores: Students who are prepared to do upper-level work but are not yet juniors are welcome to email (1) a letter explaining their interest and (2) a sample of their written work to schrages@evergreen.edu, and may be admitted if space becomes available.

Credits: 16

Enrollment: 31

Feminist Jurisprudence

Spring 2018 quarter

Fields of Study: African American studies, American studies, education, gender and women's studies, government, history, law and government policy, law and public policy, and political science

Class Standing: Sophomore – Senior

Preparatory for studies and careers in government, political science, law, education, and public policy

Faculty: Artee Young

Feminist jurisprudence is a philosophy of law based on the political, economic, and social equality of the sexes. Students will be introduced to various schools of thought and concepts of inequality in the law spanning historical periods from the 1920s (ratification of the 19th Amendment) to the present. Students will investigate historical foundations of gender inequality as well as the history of legal attempts to address that inequality, including U.S. Supreme Court cases; federal laws, including Title VII and Title IX; and feminist jurisprudence. Lectures and discussions will include topics on the development of the constitutional standard for sex equality, legal feminism from the 1970s to the present incorporating work and family, as well as home and workplace conflicts. Students and faculty will review legal precedents related to feminist jurisprudence raised by the Supreme Court's interpretations of the law and analyzed and discussed by the legal community in law review articles and related academic research.

Issues presented by the cases will include, among others: women as lawyers, women and reproduction, prostitution, surrogacy and reproductive technology, women and partner violence, pornography, sexual harassment, taxation, gender and athletics. Students will also examine current and historical documents on inequality and legal issues that continue to impact women. Intersections of gender and race will also be critically analyzed.

The Socratic method and lectures will be the principal modes of instruction. Student panel presentations on assigned topics/cases will contribute to new knowledge and an enhanced understanding of feminist jurisprudence and its place in the historical development of women's rights and responsibilities.

In addition to panel presentations, students will be required to produce legal memoranda, journals, and a final research project submitted in one of the following forms: a well-documented research paper/article on feminist jurisprudence, an art/graphics project reflecting historical or current women's legal issues, or a forum on a specific feminist legal issue/topic, among others.

Credits: 16

Enrollment: 25

Field Ecology

Spring 2018 quarter

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

Class Standing: Junior – Senior

Prerequisites: One year (12+ credits) of college-level biology, one year (9+ credits) of college-level chemistry, and one year (9+ cumulative credits) of college-level algebra, precalculus, and calculus or statistics. Students should also have previous classes in introductory botany and zoology.

Preparatory for studies and careers in plant and wildlife ecology, environmental studies, habitat management, ecological restoration, and conservation biology

Faculty: Alison Styring and Dylan Fischer

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 Sound 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 remote sites in the Pacific Northwest. 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.

Credits: 16

Enrollment: 50

Required Fees: \$300 for an overnight field trip.

Financial Heartland

Spring 2018 quarter

Fields of Study: business and management and history

Class Standing: Freshmen – Senior

Preparatory for studies and careers in business and finance.

Faculty: Zoe Van Schyndel

This program is a historical tour of the forces that molded and shaped the financial centers of three U.S. cities that are now mutual fund, commodity, and capital-raising hubs: New York, Boston, and Chicago. This program is designed for students with a strong interest in finance, business, and history. Although this program is designed as a broad introduction to the three areas of focus—mutual funds, commodities, and capital raising—there are opportunities for students to explore subject matter within these areas in more depth.

The first part of the quarter will cover the history of the three cities and explore how they came to be financial centers. We will then move on to a discussion of the evolution of mutual funds, commodities, and the capital-raising process. Students will work in groups to research the history of a particular business in one of the financial center cities and present their findings at the end of the quarter, linking this work with their visits to a financial heartland city. There will be a large emphasis on writing, including brief and very focused assignments, as well as seminar papers.

Students will have the option to travel to one of the U.S. financial center cities for a week of research. These trips may have a faculty member present for a portion of the visit but are for the most part independent and student organized. The goal of these trips is to explore the financial expertise for which each of these cities is known, while also looking at how the wealth created by financial businesses has shaped these cities. Visits are expected to include meetings with various business leaders and trips to local museums and other cultural sites. Students unable to travel to the financial heartland cities will conduct a similar type of analysis on three cities in Washington state, looking at the role finance played in their growth and evolution.

Credits: 16

Enrollment: 25

Required Fees: \$200 for entrance fees to museums and other sites.

Forensics and Criminal Behavior

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: biology, chemistry, mathematics, sociology, writing
Class Standing: Freshmen – Sophomore

Prerequisites: Although there are no prerequisites for this program, proficiency in high school algebra and science is strongly recommended.

Preparatory for studies and careers in biology, chemistry, criminalistics, criminal justice, education, forensic science, general science, and sociology

Faculty: Andrew Brabban and Toska Olson

How can we think analytically and critically about crime in America? Why is crime such a central focus in modern American society? How is a crime scene analyzed? How are crimes solved? How can we prevent violent crime and murder? This program will integrate sociological and forensic science perspectives in order to investigate crime and societal responses to it. We will explore how social and cultural factors including race, class, and gender are associated with crime and criminal behavior. In addition, we will consider criminological theories and explore how social scientists can help identify offenders through criminal profiling and forensic psychology.

Through our forensics investigations, we will learn biology, chemistry, pathology, and physics. We will study evidentiary techniques for crime scene analysis, such as the examination of fingerprints, DNA, blood spatter, fibers, glass fractures and fragments, hairs, ballistics, teeth, bones, and body remains. Students will learn hands-on laboratory and field approaches to the scientific methods used in crime scene investigation. They will also learn to apply analytical, quantitative, and qualitative skills to the collection and interpretation of evidence. Students can expect seminars, labs, lectures, guest speakers, and workshops, along with both individual and group project work.

This is an introductory program about science; critical thinking; and the perspectives of sociology, chemistry, and biology as applied to crime analysis. Students interested in developing their skills in scientific inquiry, critical thinking, and interdisciplinary studies should consider this program. Students who may not consider themselves to be “science” students are encouraged to enroll.

This program accepts new enrollment in winter and spring.

Credits: 16

Enrollment: 40

Internship Possibilities: With faculty approval, students may engage in limited (e.g., 4-credit) winter and/or spring internships with organizations that work to prevent crime, violence, incarceration, and their effects on individuals, families, and communities.

A similar program is expected to be offered in 2020-21.

Free Markets Rock!

Spring 2018 quarter

Fields of Study: business and management and mathematics
Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in business, marketing, advertising, management, and economics

Faculty: Glenn Landram and Jon Baumunk

Marketing is a process of customer satisfaction that begins with knowing who the customers and potential customers are and how to meet their needs. A business organization can exist only so long as it fulfills its customers' needs and wants by accurately identifying and thoroughly understanding them. Therefore, how do we apply critical-thinking skills to business management and marketing? In particular, what is the role of consumer behavior in marketing research? How do consumers' beliefs, attitudes, and behaviors form and change? What roles do culture and social influences play in marketing?

In the process of answering these questions, students will learn fundamental concepts necessary to understanding factors that influence consumer behavior. They will be exposed to quantitative methods relating to business and to marketing in particular. They will learn the role of consumer behavior in making marketing management decisions and the use of statistical presentation software such as Tableau to analyze consumers. Other topics will include marketing research methods, environmental analysis, market segmentation, product positioning, brand perceptions, and marketing mix. Credit will likely be awarded in microeconomics, business, marketing, and quantitative methods. Our exploration will include lectures, seminars, workshops, films, guest speakers, and student presentations.

Credits: 16

Enrollment: 46

The Funding of Higher Education: Debt, the Great Divide!

Fall 2017 and Winter 2018 quarters

Fields of Study: business and management, communication, community studies, economics, government, political economy, and writing

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in business and government, finance, public policy, fundraising, writing, community service, communications, and education

Faculty: Glenn Landram and Rebecca Chamberlain

How is college funded, and on whose dime? How much should a state or nation pay for the education of its citizens beyond secondary school, and how much should the expense of higher education fall upon individuals and their families?

Students will explore the financing of higher education as a case study, or lens, through which they look at larger economic and social issues—and around which they build applicable skills in finance, economics, business, writing, communication, and research. What is the history of funding for higher education? How do various economic, social, and cultural models impact funding and society? What is the role of economics and finance? What about fundraising, grants, and scholarships? What are the related issues of social justice, equity, access, and political advocacy? How do individuals, families, and communities—in diverse cultures and societies—build systems of altruism, gift-giving, and exchange, and why is this important to consider today? What role does personal finance play? What are alternative models for the funding of higher education?

The program will include lectures, seminars, workshops, films, and guest speakers. Students will participate in collaborative projects and research, and learn from a variety of community leaders.

This program accepts new enrollment with signature in winter. Students will need to read selected texts from fall quarter.

Contact the faculty for more information.

Credits: 16

Enrollment: 40

Required Fees: \$30 per quarter for entrance fees to off-campus lectures, presentations, and workshops related to one-day field trips.

Gateways for Incarcerated Youth

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: American studies, cultural studies, education

Class Standing: Sophomore – Senior

Prerequisites: Participating students are required by the prison to pass a background check in order to work on site.

Preparatory for studies and careers in juvenile justice, education, community work, and social work

Faculty: Jon Davies

This program offers Evergreen students the opportunity to co-learn with individuals incarcerated in a maximum-security institution for juvenile males. It is high-stakes work that demands consistent engagement—approximately 10-12 hours a week in class and four to six hours a week at the institution (including travel

time). The learning of students enrolled in this program fuels and is fueled by the learning of the incarcerated students.

A fundamental principle of the Gateways program is that every person has talents given to them at birth and valuable experiences that can contribute to our shared learning. It is our job as humans to encourage each other to seek out and develop our passions and gifts. These values are manifested in the practices of popular education, which will serve as both the process and the content of our work. Our goal is to create an environment in which each person becomes empowered to share their knowledge, creativity, values, and goals by connecting respectfully with people from other cultural and class backgrounds. All students will wrestle with topics in diversity and social justice alongside other subjects chosen by the incarcerated students; the main feature of popular education is that it empowers those seeking education to be the local experts in shaping their own course of study.

Popular education works through conscientization, the ongoing process of joining with others to give a name to socioeconomic conditions, to reflect critically on those conditions, and thereby to imagine new possibilities for living. In order to do this work successfully, students will practice learning how to meet other learners where they are at (literally, in order to better understand the conditions that put some of us in prisons and others in colleges). Students will also develop or hone their skills in contextualizing and analyzing socioeconomic phenomena. Most importantly, students will learn that solidarity does not mean saving other people or solving their problems—it means creating conditions that allow them to articulate those problems through genuine dialogue and supporting them as they work toward their own solutions.

Program participants will have the opportunity to reflect on how different individuals access and manifest their learning as they gain experience in facilitating discussions and workshops. In the process of collectively shaping the Gateways seminar, they will also learn how to organize productive meetings and work through conflict. Each quarter, students will take increasing responsibility for designing, implementing, and assessing the program workshops and seminars. Throughout the year, we will seek to expand our collective knowledge about various kinds of relative advantage or privilege while continually working to create a space that is welcoming and generative for all learners.

High-stakes community-based work requires trust, and trust requires sustained commitment. This program requires that all participants be ready to commit themselves to the program for the entire academic year.

Signature required. Students are accepted to the program based on an application demonstrating a significant amount of relevant experience in peer mentorship/tutoring, anti-oppression work, popular education, or related activities. Email Jon Davies (daviesj@evergreen.edu) with questions or to receive an application. Applications received before the Academic Fair will be given priority.

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

Credits: 16

Enrollment: 20

Required Fees: \$100 in fall and \$150 in winter and spring for overnight field trips.



Faculty Chico Herbison meets with students during the Academic Fair. (Shauna Bittle)

Geology and Ecology of Land-Ocean Margins

Fall 2017 quarter

Fields of Study: biology, environmental studies, geology, and marine science

Class Standing: Freshmen

Preparatory for studies and careers in marine and earth sciences

Faculty: Kenneth Tabbutt and Gerardo Chin-Leo

Land-ocean margins such as coasts and estuaries are dynamic systems affected by both continental and marine processes. These boundary systems between land and sea contain unique habitats characterized by high biodiversity and elevated biological productivity.

This program examines the geologic processes that generate coastal land forms and the physical forces that shape these features (e.g. tides, waves, and currents). In addition, we will study how organisms have adapted to the stresses associated with intertidal and estuarine environments and the factors that explain their elevated productivity. Current issues associated with the management of coastal resources, shoreline erosion, and geologic hazard preparation will be discussed. Labs will introduce methods in geology and ecology. Workshops will develop quantitative reasoning skills and introduce GIS software. Through field trips, the program will explore a variety of coastal and estuarine environments along the Pacific coast of Washington and on Puget Sound. This program provides a model of interdisciplinary approaches that are needed for successful work in environmental studies.

Credits: 16

Enrollment: 46

God(s): An Inquiry

Spring 2018 quarter

Fields of Study: history, philosophy, and religious studies

Class Standing: Freshmen – Senior

Preparatory for studies and careers in consciousness studies, history, religious studies, critical and cultural theory, philosophy, and further studies in the liberal arts

Faculty: Sarah Eltantawi

This program will take students on an exploration of the persistent human quest to locate, identify, describe, ascribe power to, and/or worship deities or phenomena outside ourselves. We take as a point of departure that this impulse has been with us as a species since the beginning of recorded human history. As such, by investigating extant sources that document this, we can ask why and how this instinct developed—and why it continues to sustain itself. We begin with ancient Chinese, African, Mesopotamian, Indus (Hindu and Buddhist), Greek, and Egyptian religions (all the while problematizing the meaning of the word “religion”), and move on to the development of monotheism begun by Hebrew tribes, to the development of Western philosophies rooted in these traditions, to the present where the insistence on no (sure) God(s) (atheism and agnosticism) has gathered steam and developed its own ideologies, including scientism.

Students will develop analytic skills in critical historical method, history, philosophy, critical theory, and the study of religion. Readings will include primary sources from each tradition we study, in addition to secondary sources that come to terms with them. Readings include, for example, selections from the *Egyptian Book of the Dead*, Homer, the *Upanishads*, the *Hebrew Bible*, Kant, Islamic exegesis, and readings in the New Atheist movement.

Credits: 16

Enrollment: 25

Greece and Italy: An Artistic and Literary Odyssey

Fall 2017, Winter 2018, and Spring 2018 quarters

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

Class Standing: Sophomore – Senior

Preparatory for studies and careers in classical studies, archaeology, studio arts, and careers in the humanities

Faculty: Andrew Reece, Amjad Faur, and Bob Haft

Classical Greece and Renaissance Italy made among the Western world's most extraordinary contributions to the written word and the visual arts. These accomplishments continue to captivate artists and thinkers, giving them models and standards to admire, emulate, struggle against, or reject—but rarely to ignore. We will study the texts and monuments of ancient Greece, from the Bronze Age to the Roman period, and Italy, especially Florence, from the 13th through the 16th centuries. We will read authors including Homer, Sappho, Aeschylus, Dante, and Petrarch; artists we study will include Pheidias, Praxiteles, Giotto, and Michelangelo. Throughout the program, we will also learn about modern rediscoveries and reinterpretations of these periods, culminating in our own journey to Greece and Italy.

In fall, we will investigate the rise of the Greek polis, or city-state, from the ashes of the Minoan and Mycenaean civilizations, as well as that of the Etruscans in what is now Tuscany. In addition to reading primary source materials, we will study the surviving architecture, sculpture, painting, and pottery. Students will have the option of studying ancient Greek language, learning drawing, or learning photography. In winter, 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 the Italians drew on the ideas of classical literature and learning as the basis for revolutions both in artistic practices and the conception of humanity. Greek students will continue learning the language, while the photography and drawing students will choose between the basics of black-and-white photography and art history. In spring, some students will travel to Greece and Italy for six weeks to visit, study, and hold seminars in sites and cities synonymous with the Classical world and the Renaissance. The first four 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 final weeks will be spent in Italy, using Florence as our main base but making side trips to nearby sites and cities, such as Siena. Alternatively, students can enhance their learning locally and continue to develop their skills in art history and photography.

Throughout the program, students will interpret the texts and monuments in essays, and their mastery of the historical contexts and artistic styles will be strengthened and assessed in written exams. While in Greece and Italy, we will maintain academic travel journals in which we synthesize our on-campus learning with the experiences in country. Upon returning, students will prepare presentations to share their discoveries.

This program accepts new enrollment with signature in winter.

One quarter of study in ancient Greek language, drawing, or photography, and one quarter of study in Greek mythology, literature, or art history will be expected. Email faculty (haftr@evergreen.edu and reecea@evergreen.edu) or meet with them at the Academic Fair. **This program does not accept new enrollment in spring.**

Credits: 16

Enrollment: 75

Study Abroad: Students participating in the six-week study abroad component in spring should expect to pay an additional fee of approx. \$4,000–\$4,500 (depending upon currency valuation). This does not include airfare or most food in Italy (students will have kitchens), but does include travel within and between the two countries, lodging, breakfast in Greece, and entrance fees to museums and archaeological sites. A \$200 deposit is due by Dec. 1, 2017. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifforne at clifthom@evergreen.edu.

A similar program is expected to be offered in 2020-21.

Images of Japan: Arts, Literature, and Cinema

Spring 2018 quarter

Fields of Study: aesthetics, art history, cultural studies, history, language studies, literature, visual arts, and writing

Class Standing: Freshmen – Senior

Preparatory for studies and careers in international relations, art, language, literature, and film

Faculty: Stephanie Kozick and Tomoko Hirai Ulmer

This program focuses on the examination of cultural understandings, assumptions, and representations made by Western writers and artists as they adopted elements of Japanese aesthetics through Japonism, especially the Japanese influence on European impressionism. Lectures, workshops, readings, and films will feature an array of Western works with Japanese themes. In turn, the curriculum will examine aspects of Japanese culture and arts that are influenced by Western aesthetics. Such cultural-crossing concerns will be examined further through a series of student group research projects. Students interested in this program must be prepared to read extensively and express their growing understanding through essay writing and works of visual representation, such as collage and assemblage.

Curriculum materials will offer visual and literary examples of Japanese-Western cultural crossing. Readings that demonstrate how Western writers interpret Japanese society will include *The Lady and the Monk* (Pico Iyer); *Zen in the Art of Archery* (Eugen Herrigel); *Crossing State Lines: An American Renga* (Carol Muske-Dukes and Bob Holman, editors); *The Chrysanthème Papers* (Christopher Reed); and Lafcadio Hearn's *Japan: An Anthology of His Writings on the Country and Its People* (Donald Ritchie, editor). Japanese literature that expresses westernization will include *Botchan* (Soseki Natsume) and *Colorless Tsukuru Tazaki and His Years of Pilgrimage* (Murakami Haruki). Films such as *The Hedgehog* (Mona Achache, 2009), *Enlightenment Guaranteed* (Doris Dörrie, 2002), *The Death of the Hired Man* (Noh), and *Cherry Blossoms* (Doris Dörrie, 2008) exemplify the use of elements of Japanese aesthetics, while *Kwaidan* (Kobayashi Masaki, 1964), *Twenty-Four Eyes* (Keisuke Kinoshita, 1954), *Leonie* (Hisako Matsui, 2010) and *All About Our House* (Koki Mitani, 2001) will be screened to observe Western aesthetic influences.

Credits: 16

Enrollment: 38

Required Fees: \$15 for museum entrance fees.

Inside Language

Fall 2017 and Winter 2018 quarters

Fields of Study: communication, language studies and linguistics
Class Standing: Freshmen – Sophomore
Preparatory for studies and careers in linguistics, communication, and education
Faculty: Diego de Acosta

This program explores the fascinating world of languages. What do you know when you know a language? How do you acquire that knowledge? Are there properties that all languages share? How do languages change over time? Why are half of the world's languages now under threat of extinction? How are communities held together or torn apart by the languages they speak?

We will consider these questions and others through the lens of linguistics, which is the study of how languages are structured, how they are used in social interaction, and how they change over time. Topics in fall include phonetics, phonology, morphology, language change, the history of English and its dialects, issues facing multilingual communities, and language planning. In winter, topics include syntax, semantics, pragmatics, first language acquisition, language and gender, and linguistic politeness. We will look at well- and lesser-known languages and discover why they matter in our lives today. Students will learn a variety of conceptual and empirical techniques, from analyzing speech sounds to interpreting the rationale behind current language policy. This program will be an intensive examination of language-related topics. In class, students will participate in lectures, workshops, seminars, labs, and films. Outside of class, students should be prepared to do a significant amount of reading, as well as regular problem sets and essays.

This program does not accept new enrollment in winter.

Credits: 16

Enrollment: 23



Students in Written Artifice in Literature and Philosophy meet for small group discussions. The program examined tricky and mediated messaging—combining literature, philosophy, and queer studies disciplines. (Shauna Bittle)

Integrated Natural Science

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: biology, chemistry, and geology
Class Standing: Freshmen – Senior
Prerequisites: Students should have a solid understanding of mathematics at the algebra II or precalculus level.
Preparatory for studies and careers in biology, chemistry, environmental science, geology, and health professions
Faculty: Paula Schofield, Clarissa Dirks, Michael Paros, Abir Biswas

This program offers an integrated study of general chemistry, physical and environmental geology, and general biology through the examination of concepts, theories, and structures that underlie the natural sciences. It is intended for students who are interested in pursuing more advanced coursework in biology, chemistry, ecology, and earth sciences at Evergreen. The origin and evolution of life on Earth, along with chemical and geological changes in the Earth itself, have been sources of fascination and controversy. This yearlong, interdisciplinary program will examine significant events in the history of life, the large-scale geologic changes that have occurred in Earth's history, and the key chemical processes involved. This approach will include the cycles and transformations of matter and energy in living and nonliving systems, affording an opportunity to gain an understanding of biological, chemical, and physical Earth processes on a variety of scales. The nature of living organisms will be examined on molecular, cellular, and physiological levels within the context of their evolutionary history. Chemical topics of equilibria, thermodynamics, and kinetics will provide a framework to understand biological and ecological systems. Students will engage with these themes using an experimental approach to develop critical and quantitative reasoning skills.

Fall quarter will integrate topics of biology, chemistry, and geology through the study of early Earth history. Molecular struc-



ture and properties will enhance our understanding of biological function at the molecular level. These will be covered through the study of genetics and inheritance, structure and synthesis of DNA and proteins, and how these molecules are integrated into cells. In winter quarter, we will continue to move forward in geologic time, providing students an opportunity to apply their knowledge while adding layers of complexity to their investigations. Chemical concepts of kinetics and equilibria will enhance our geological studies. Biology content will focus on a more organismal level by examining important concepts in animal developmental biology, reproduction, and physiology. In spring quarter, we will examine equilibrium reactions in greater depth and begin our study of thermodynamics. We will further examine evolutionary processes on a macro level through the study of plants, diversification of life, and ecology. A field trip to eastern Washington will provide opportunities for students to experience the natural world by applying lab and field skills they learned throughout the program to project work.

Program activities include lectures, small group problem-solving workshops, laboratories, field work, and a field trip in spring.

This is designed for students who want a solid preparation for further study in the sciences. Students who only want to get a taste of science will find this program especially demanding and should consult with faculty before the program begins. Overall, we expect students to end in spring with a working knowledge of scientific, mathematical, and computational concepts, ability to reason critically and to solve problems, and with hands-on experience in natural science. 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.

This program accepts new enrollment with signature in winter and spring. Students need to demonstrate knowledge of fall or winter quarter material. Contact the faculty for more information and to arrange an assessment.

Credits: 16

Enrollment: 75

Required Fees: \$300 for a field trip in spring.

A similar program is expected to be offered in 2018-19.

Intermediate Macroeconomics

Fall 2017 quarter

Fields of Study: economics, government, and political economy

Class Standing: Sophomore – Senior

Prerequisites: Principles of macroeconomics or equivalent

Preparatory for studies and careers in economics, political economy, history, public administration, and business

Faculty: Tom Womeldorf

This program is designed for students who are interested in critically studying economics beyond the introductory level. In lecture and workshop, we will complete the equivalent of textbook intermediate macroeconomics, which focuses primarily on the determinants of economic growth, employment rates, inflation, and income distribution. We will assess the "appropriate" roles for the federal government in the economy (e.g., determining the right fiscal and monetary policy mix, setting exchange rates, and eliminating or creating trade barriers). While there is no specific math prerequisite, extending our math skills will be an objective.

In the process, we will critically assess the limits of macroeconomic theory. For example, does the theory adequately consider income distribution effects of policy options? Do macroeconomic prescriptions contribute to gender inequalities? To what extent do ideological predispositions intersect with the science of economics, influencing prescriptions about the size of the money supply or the judged appropriateness of tax cuts?

In seminar, we will survey areas of applied macroeconomics and gain familiarity with the various schools of thought (i.e., Keynesian, post-Keynesian, monetarist, Austrian, and Marxian approaches).

Program activities will include lectures, workshops, exams, short research papers, and seminars.

Credits: 16

Enrollment: 25

Investigating the Mind-Body: Biology and Beyond

Spring 2018 quarter

Fields of Study: biology, consciousness studies, health, and physiology

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in alternative and complementary medicine, health sciences, holistic health practices, psychology, physiology, and consciousness studies

Faculty: Carolyn Prouty

Western science has traditionally considered the mind and body as separate entities. Yet substantial research indicates that the relationship and interactions between the mind and the body are much more complex and intimate than previously imagined. Considered as a single holistic entity, the human mind-body has an innate capacity for healing that involves complex interactions between the nervous system, immune system, endocrine system, gastrointestinal system, and other physiologic systems. In addition, our microbiome is now known to be an important component of, and mediator of, the mind-body conversation. Finally, our social circumstances—where we grow up, live, work, and heal—provide an important external framework for stressors and resources that ultimately determine much of our embodied health.

In this program, we will explore the biological principles underlying mind-body health, and will engage in an epistemological inquiry about why it is that we believe what we believe about the body, health, and healing. We will study stress physiology and how we embody our lived experiences, the connections of the gastrointestinal nervous system and the microbiome to mental and physical health, as well as neuropsychological phenomena such as the placebo effect. We will examine the underlying beliefs and approaches of traditional medical research and evidence-based medicine, which utilize physiologic measurements that tend to reflect an understanding of body systems that function independently of each other. Such questions will also direct our investigation of the methods of inquiry and nature of the evidence underlying alternative and complementary medical practices.

Students will have the opportunity to work independently to research an alternative or complementary medicine modality, such as traditional Chinese medicine, vibrational medicine, Ayurvedic medicine, or others. This may involve interviews, observations, and practice, as well as probing primary scientific literature. Our study will include lectures, guest speakers, seminars, films, and some opportunities for practicing mind-body connections. All the while, we will support students in assimilating and synthesizing their learning through their minds and their bodies.

Credits: 16

Enrollment: 23

Latin American Women Writers

Spring 2018 quarter

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

Class Standing: Freshmen – Senior

Preparatory for studies and careers in cross-cultural work, international studies, writing, and education

Faculty: Alice Nelson

In recent decades, Latin America has become well known beyond its borders for compelling, politically urgent, and aesthetically vibrant literary works. Contemporary writings by Latin American women, increasingly available in English translation, challenge preconceptions about gender and sexuality in the region while also addressing critical issues of politically motivated violence, collective memory, intersecting oppressions, language, spirituality, democratization, and social change. This program seeks to foster greater understanding of the region and its diverse peoples and perspectives. Writers will include Gloria Anzaldúa (U.S.), Rosario Castellanos (Mexico), Ana Lydia Vega (Puerto Rico), Rigoberta Menchú (Guatemala), Daisy Zamora (Nicaragua), Conceição Evaristo (Brazil), Cristina Peri Rossi (Uruguay), Luisa Valenzuela (Argentina), and Pía Barros (Chile), among others.

We will read novels, poetry, short stories, and testimonials by Latin American (indigenous, mestiza, Afro-Latina) women writers, focusing on legacies of colonialism, authoritarianism, and neoliberalism, as well as projects for contesting recent histories. We will situate our literary analysis within the historical and political events that shape Latin American women's texts, and examine their critique of masculinist narratives that justify domination and exclude women's voices. We will also view films by and about women, and examine women's and feminist movements in the region. Students will write literary analyses and some creative work, and will conduct research on a writer of their choice. Through this study, students will consider the impact of political, economic, and cultural forces on Latin American women's lives and literary production while also examining literary and film representations as potential sites of resistance.

Credits: 16

Enrollment: 25

Required Fees: \$125 for an overnight field trip.

Learning About Learning in Nature

Spring 2018 quarter

Fields of Study: education and environmental studies

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in education and environmental studies

Faculty: Paul Przybylowicz and Sherry Walton

What can nature teach us? How do we learn? How might experiences in nature help us understand how learning occurs and how we can support the learning of others? We will investigate these questions through an introduction to how our brains learn and change, as well as an introduction to the ecology of western Washington.

We will start by examining ourselves as learners, the filters that we carry, and how we create memories. Expanding our scope, we'll explore some of the ways to facilitate the learning of others. We will look at how groups form and function, and we will consider the role of group work in educational strategies. The history and influence of nature-based education will form a theoretical perspective to inform our field studies. At the same time, we will experience the ecosystems of western Washington as a learning laboratory where we can observe, test, and examine nature education in action.

Topics will be covered through texts, workshops, seminars, field trips, and lectures. There will be two multi-day field trips, as well as a number of day trips. Students will be expected to research topics, write papers, and give presentations, both individually and in small groups. Student progress will be assessed through discussions, written assignments, exams, individual and group projects, and participation in program activities.

Credits: 16

Enrollment: 46

Required Fees: \$150 for overnight field trips.

Life as Literature: Studies in Literature, Interpretation, and Writing

Fall 2017 quarter

Fields of Study: literature and writing

Class Standing: Freshmen

Preparatory for studies and careers in literature and writing

Faculty: Marianne Bailey and TBD

The outsider philosopher Friedrich Nietzsche once confided in a letter that his only home was between the lines of his writing on the page. What does it mean to write yourself into being? This program will investigate the complex relationships between an author, the reader, and her pages: who or what speaks in a literary work? What emerges through a reader's work of interpretation—a new work, a translation? This program's goal is to help you become a more skillful and inventive interpreter, a better reader, and ultimately, a more adept writer. We will study and practice various methods of interpretation of literary texts, focusing on works of autobiography, self-portraiture, and self-creation as alter-ego. We will read poetic, dramatic, and narrative works as well as essays. Readings include Martinican Aimé Césaire's *Return to My Native Land*; *Illuminations* by Arthur Rimbaud; Emily Dickinson's poems; Jean Genet's *The Miracle of the Rose*; and Anaïs Nin's *Labyrinths*. Students will engage in study of interpretive methodologies, read critical essays in philosophical and psychological approaches to literature, and practice interpretive writing as well as creative exercises in writing themselves into being on the page. The program is preparatory for advanced study of world literature.

Credits: 16

Enrollment: 46



Students tour Capitol Lake in Olympia with members of two community groups, to learn the pros and cons for estuary restoration. (Shauna Bittle)

Living Well: The Anthropology of Sustainability

Fall 2017 quarter

Fields of Study: anthropology and sustainability studies

Class Standing: Freshmen

Preparatory for studies and careers in community development, sustainability, and anthropology

Faculty: Karen Gaul

What can we learn from past and current cultures about how to best live on this planet? How have people throughout time met their basic needs, and what systems appear to be more sustainable than others? What are your own goals for sustainable living today?

From foraging cultures of the past, to off-the-grid communities or urban neighborhoods of today, we will explore cultural approaches to life that demonstrate prudent use of resources while maintaining thriving, healthy communities. Students will build vocabularies, analyses, and hands-on skills in the fields of both anthropology and sustainability.

Student work includes careful reading, reflection, and critical analysis. Readings include ethnographic studies of various cultural groups, as well as guides for contemporary sustainable living. Students will design and craft their own ethnographic interviews, focusing on sustainability and justice change agents in the local area. Field trips to local communities will allow students to interact with people building intentional, sustainable communities. A community partnership component will enable us to connect with local initiatives, apply our knowledge, and offer something to the community. We will spend a portion of each week in a community partnership setting.

Credits: 16

Enrollment: 23

Required Fees: \$150 for entrance fees, supplies, and overnight field trips.

Madness and Creativity: The Psychological Link

Fall 2017 and Winter 2018 quarters

Fields of Study: cultural studies, literature, and psychology

Class Standing: Freshmen

Preparatory for studies and careers in psychology, education, literary and film studies, world literature, cultural studies, the arts

Faculty: Patricia Krafcik, Carrie M. Margolin, and TBD

What is creativity? Is there a relationship between a state of mind and a fertile imagination? What are the psychological mechanisms involved in the larger action of the human imagination, which urges us to explore new avenues, to see what others have not seen, to create what no one has yet created? Many of the world's greatest writers, artists, and thinkers have been known to struggle with conditions classified as abnormal by psychologists. We will explore these conditions and their impact on creativity, searching further for any special links between certain kinds of abnormal psychological conditions and the drive to create. We will also study the normal mind and how it functions in both mundane and creative ways.

Our interdisciplinary program is not intended to serve as therapy, but rather as a serious study of psychology, literature, the arts, imagination, and the creative impulse. We will approach our questions through various modes of inquiry. Through an in-depth study of abnormal psychology, we will learn to identify and understand a number of conditions. Many of our readings combine art theory with purely scientific psychological case studies by writers such as Sacks and Ramachandran. We will read several selections of imaginative literature by Gogol, Dostoevsky, Poe, Kafka, Plath, Gilman, and other writers describing abnormal psychological conditions. In addition, we will view and study a number of films that reflect incredible creative potential.

We will respond to our readings and films by channeling the imagination with a variety of creative projects. In both quarters of, students will discuss assigned readings and films in seminars, engage in active writing exercises, and develop projects designed to explore and stimulate creativity. Assignments include essays, poster projects, and other creative activities. Students will also work in small groups to make a short film each quarter, shot and edited on home equipment (cell phones, camcorders, and computers). Guest speakers will provide additional workshops and lectures in various artistic modalities. We will take field trips to the Tacoma Art Museum and the Museum of Glass, and our work overall will prepare students to undertake a culminating project in winter. Students will have ample opportunities to explore their own creativity and imagination.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 54

Required Fees: \$125 in fall for entrance fees, workshop supplies, and art supplies; \$105 in winter for workshop supplies and art supplies.

Making a Living and a Life: Sustainable Creative Practice

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: business and management, leadership studies, music, sustainability studies, and visual arts

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in visual, performing, and media arts, social entrepreneurship, artisan food/service production, design, management, and leadership

Faculty: Andrew Buchman and Cheryl Simrell King

The people I love the best jump into work head first ...

— Marge Piercy, "To Be of Use"

This program is for students who want to make a sustainable living through a creative practice, products, or services. This includes students in the arts, entertainment, communications, business, social change, food production, and other fields. Our aim is to help you become a social entrepreneur equipped for a career in either for-profit or nonprofit organizations.

We will look closely at the history and theory of work, particularly in the areas of organizational management and change. Workplaces are changing, becoming more diverse, varied, and globalized. Keeping this in mind, we will also look closely at the internal infrastructure of organizations and learn about planning and development, writing business plans, doing organizational and marketing research, analyzing data using statistics, and creating budgets using spreadsheet programs. Small-group projects will bring students together to create commentaries on our texts and themes via visual arts, creative writing, and performance. In-program salons will offer opportunities for artists to share their work-in-progress and for artisans, crafters, food producers, and social entrepreneurs to share their prototypes.

By examining the professional worlds of practitioners through organizational theory and the humanities, we will discover structures that help foster sustainable lives and livelihoods and basic organizational and entrepreneurship principles applicable in many contexts. We'll read about successful practices and meet successful practitioners—artists, leaders, makers, and doers. Credit will be awarded in the arts (professional practices and public speaking), humanities (studies of organizations via literature and related critical reading and writing skills), social sciences (management, entrepreneurship), and applied math (spreadsheets, detailed budgets, marketing and business plans, fundamentals of statistics and demographics).

In the fall, we'll focus on building a common vocabulary concerning professional practices in the arts and organizations and building web and spreadsheet skills. In the winter, students will create sustainable life and business plans, including budgets and marketing plans. In the spring, students will pursue in-program internships or individual projects, along with common work. Weeklong field trips to New York in the fall and Los Angeles in the winter, to meet alumni who are professional practitioners, are an option. During both quarters, we'll host or, on local and regional

field trips, visit artists, makers, and producers. By the end of this program, we hope you will agree with the poet Marge Piercy that:

...the thing worth doing well done

has a shape that satisfies, clean and evident.

Greek amphoras for wine or oil,

*Hopi vases that held corn, are put in museums
but you know they were made to be used.*

The pitcher cries for water to carry

and a person for work that is real.

This program accepts new enrollment in winter and spring.

Credits: 16

Enrollment: 40

Internship Possibilities: Spring quarter revolves around in-program internships or individual projects. The majority of the spring program time will be devoted to the internship/project (12 credits) along with weekly readings and group meetings, including seminars and other all-program activities. This requires internships to be local to the region.

The Making of Global Capitalism, 1500–1914

Winter 2018 quarter

Fields of Study: history, political economy, and sociology

Class Standing: Junior – Senior

Prerequisites: Previous experience with college-level work in history, political economy, or the social sciences.

Preparatory for studies and careers in history, political economy, political science, the nonquantitative social sciences, graduate school, and informed citizenship

Faculty: Jeanne Hahn

Working together primarily in a seminar format, we will establish a historical, theoretical, and analytical understanding of the birth of capitalism in the crisis of 16th-century European feudalism, its rise and consolidation in the late 18th and 19th centuries, the development of the global political economy, and its first systemic crisis accompanied by a major burst of imperial expansion in the late 19th century. We will find this topic to be 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 transformations, and the rise of social classes in 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 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, so students should have significant experience in close analytical reading, critical thinking, and research writing.

Credits: 16

Enrollment: 25

Marine Biology and Maritime Literature

Spring 2018 quarter

Fields of Study: biology, environmental studies, field studies, literature, marine science, maritime studies, and writing

Class Standing: Freshmen – Senior

Preparatory for studies and careers in environmental studies, marine biology, literature, and writing

Faculty: Erik Thuesen and TBD

This program will examine the diversity of Earth's oceans and use the ocean and its inhabitants as sources of inspiration in literature. Our goal is to build a solid understanding of introductory marine biology and develop our abilities to write in styles appropriate to several creative genres, including short stories, nonfiction, poetry, and other literary forms. The ocean has inspired a diverse group of authors to compose creative pieces, and seminars will explore these works across a wide variety of genres and diverse marine ecosystems. Our marine studies will focus on the organisms that live in the ocean and their ecological interactions. Laboratory work will introduce students to foundational skills needed to carry out studies in marine biology. We will conduct various field studies in Puget Sound, and take a weeklong field trip to the coast of the Olympic Peninsula to observe marine organisms in their natural habitat and provide opportunities for reflective creative work. Through weekly workshops, students will hone their abilities to write creatively and analyze quantitative data. Students will be evaluated through their writing assignments, exams, quizzes, laboratory exercises, and notebooks, as well as through their participation in seminars and workshops.

Note: In order to provide another entry point for students at all levels interested in literature and marine biology, this program will explore many of the same topics as the fall-winter Creative Oceans program. This is not a continuation of Creative Oceans.

Credits: 16

Enrollment: 50

Required Fees: \$225 for a weeklong field trip to the Olympic Peninsula.



Marine Life: Marine Organisms and Their Environments

Winter 2018 and Spring 2018 quarters

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

Class Standing: Junior – Senior

Prerequisites: At least two quarters of college chemistry with labs, two quarters of college biological sciences with lab or fieldwork, and ability to work easily with numbers and equations (precalculus or equivalent).

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

Faculty: Pauline Yu and Gerardo Chin-Leo

This program focuses on marine organisms, the sea as a habitat, the relationships between the organisms, the physical/chemical properties of their environments, and their adaptations to those environments. Students will study the biology and ecology of marine organisms, as well as physical and chemical oceanographic concepts as they apply to those organisms. Students will have the opportunity to refine their field-sampling skills and associated statistics and laboratory techniques. Students will focus on the identification of marine organisms, study key aspects of the ecology of selected species and marine habitats, and develop their understanding of contemporary impacts on the marine habitat. Physiological adaptations to diverse marine environments and the evolutionary history of life from the sea will be also be emphasized.

We'll study physical features of marine waters, nutrients, biological productivity, and regional topics in marine science. Concepts will be applied in faculty-designed experiments and student-designed research projects both in the lab and in the field. Data analysis will be facilitated through the use of spreadsheets, analytical software, and elementary statistics. Seminars will analyze appropriate primary literature on topics from lectures and research projects.

Winter quarter will emphasize laboratory techniques and fundamental principles. Spring quarter will emphasize the application of techniques and principles to research projects, as well as guide students in the appropriate collection, analysis, and reporting of their own project results. The faculty will facilitate identification of student research projects, which may range from studies of water quality to ecological investigations of local estuarine animals. Students will design their research projects during winter quarter and write research proposals that will undergo class-wide peer review. The research projects will then be carried out during spring quarter and, at the end of spring quarter, students will document their work in written research papers and oral presentations.

This program does not accept new enrollment in spring.

Credits: 16

Enrollment: 50

Required Fees: \$450 in winter for a five-day trip to Friday Harbor Laboratories on San Juan Island; \$100 in spring for an aquarium trip or a whale-watching tour.

A similar program is expected to be offered in 2019-2020.

Faculty Gerardo Chin-Leo takes a group of students in the program Visualizing Microbial Seascapes to test the estuary waters of Budd Inlet in Olympia. The students tested the water's salinity, temperature, and quantity of dissolved oxygen. (Shauna Bittle)

Maritime Cultures of Northwest Washington

Spring 2018 quarter

Fields of Study: Native American studies, literature, maritime studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in literary studies, Native American studies, environmental policy, and cultural studies

Faculty: Sarah Pedersen and Michelle Aguilar-Wells

The relationship between the maritime cultures of northwest Washington and the marine environment evolves continuously. Through arts and literature as well as nonfiction narratives, we will study the histories, identities, economies, and challenges of lives defined and dependent upon our regional inland waters, the Salish Sea. We will visit several indigenous and nonindigenous maritime communities, people at the forefront of both the exploitation and the defense of the waters, and those who are often the first to feel the effects of the destruction of the marine habitat and resources. We will participate in a weeklong field trip in the San Juan Islands area, voyaging by canoe and traditional sailing ship. In each visit and in our readings and writing we will explore how regional maritime communities understand their relationship and responsibility to the Salish Sea. Our personal and collective connections to the Salish Sea and marine environments will be explored through an environment-centered art project, the study of native art and its environmental symbolism, and the analysis of literary works.

Credits: 16

Enrollment: 50

Required Fees: \$960 for entrance fees, art supplies, and an overnight field trip that includes three nights on the schooner *Adventuress* as well as time at Neah Bay and Cornet Bay Environmental Learning Center.



Mathematical Systems

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: literature, mathematics, philosophy, and philosophy of science

Class Standing: Junior – Senior

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

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

Faculty: Brian Walter

This program is built around intensive study of several fundamental areas of pure mathematics. Topics are likely to include abstract algebra, real analysis, set theory, combinatorics, and probability.

The work in this advanced-level program is quite likely to differ from students' previous work in mathematics, including calculus, in a number of ways. We will emphasize the careful understanding of the definitions of mathematical terms and the statements and proofs of the theorems that capture the main conceptual landmarks in the areas we study. Hence, the largest portion of our work will involve the reading and writing of rigorous proofs in axiomatic systems. These skills are valuable not only for continued study of mathematics but also in many areas of thought in which arguments are set forth according to strict criteria for logical deduction. Students will gain experience in articulating their evidence for claims and in expressing their ideas with precise and transparent reasoning.

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

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

This program accepts new enrollment with signature in winter and spring. Admission will be based upon evaluation of student's previous experience with upper-division mathematics. Interested students should contact the faculty via email before the first day of class or at the Academic Fair.

Credits: 16

Enrollment: 25

Required Fees: \$150 in spring quarter for an overnight retreat.

A similar program is expected to be offered in 2019-20.

A Molecule to Organism student collects and surveys snails during a field research trip. (Shauna Bittle)

Media Internships

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: communication, media arts, and media studies

Class Standing: Junior – Senior

Prerequisites: Students must have completed at least one quarter of an 8- or 16-credit interdisciplinary program and a minimum of one year of study of college-level media theory and skills training pertaining to the internship, such as Mediaworks, Media Artists Studio, Audio Recording, Introduction to Music Technology, or their equivalents.

Preparatory for studies and careers in media arts, media production, media education, professional studio management, communications, and computer applications in media art

Faculty: Julia Zay

This program is the home for Evergreen media internships. Media internships provide advanced students with opportunities to gain deep knowledge of specific media concepts and skills in the context of a tightly knit cohort who collaborate on developing academic and creative research agendas that parallel and are informed by their work as interns. Internships involve about 30 hours per week for 12–14 credits per quarter and are available in animation/imaging, audio, Media Loan, multimedia lab, music technology, production, video production, and video post-production. Interns gain and strengthen instructional, technical, research, organizational, leadership, communication, and collaborative skills as they work with the supervising staff associated with each of these areas to support instruction, maintenance, and administration of facilities, and to fulfill campus production needs.

The Media Internship program includes 2–4 credits of academic inquiry per quarter that will involve individual research in the critical history of specific media technologies with an emphasis on the social, cultural, and economic influences on their development and adoption by both mainstream and alternative producers. As students expand their practical and theoretical knowledge of media technologies, they will examine their own roles as producers, artists, teachers, and leaders through reflective writing and the production of both individual and collaborative creative media projects. Interns meet weekly as a group with staff or faculty to share skills; seminar on readings or screenings; peer-review writing; and collaborate on projects, productions, and cross-training in all Media Services areas.

Signature required. The Media Internship program requires a yearlong commitment from fall through spring quarters.

For more details, including information about each specific internship, prerequisites for them, and how to apply, please refer to evergreen.edu/electronicmedia/eminternships.

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

Credits: 16

Enrollment: 8

A similar program is expected to be offered in 2018–19.

Mediaworks: Signifying Power and Difference on Screen(s)

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: African American studies, art history, communication, cultural studies, gender and women's studies, media arts, media studies, queer studies, visual arts, and writing

Class Standing: Sophomore – Senior

Prerequisites: Students must demonstrate intermediate college-level reading, writing, and critical thinking skills. In addition, successful completion of at least two quarters of college-level studies spanning multiple disciplines is a prerequisite for admission. This could be satisfied by interdisciplinary programs at Evergreen or classes at Evergreen or elsewhere that demonstrate breadth of subject matter. Students must submit an application demonstrating that they have fulfilled the prerequisites. Previous experience in media production is not required.

Preparatory for studies and careers in media, visual art, journalism, communication, education, and the humanities

Faculty: Naima Lowe and TBD

What does it mean to make moving images in an age of omnipresent media, information overload, social inequality, and global capitalism? What's the relationship between aesthetic form and power across race, class, gender, and other axes of difference? How can we understand the interplay between popular media and experimental modes? How do we critically engage with the history and traditions of media practices while testing the boundaries of established forms? What responsibilities do media artists and producers have to their subjects and audiences? Can media artists contribute to social change? As media artists, how do we enter debates around social and political justice? How do we critically engage new media as a form of activism and cultural critique? Students will engage with these questions as they gain skills in film/video/television history and theory, critical analysis, media production, collaboration, and critique.

This full-time, yearlong program links media theory with practice. We will explore a variety of media modes and communication strategies, primarily interrogating representations of the "real" in media texts spanning the continuum between popular entertainment and artistic practice. As creative critics, we will gain fluency in methodologies including close reading and formal analysis; mapping narrative and genre; unpacking power from feminist, critical race, decolonial, and anti-capitalist perspectives; and cultural, historical, and technological framing of commercial and independent media production. These analytical skills will help us understand strategies that artists have employed to challenge, mobilize, and reappropriate mainstream media forms. As critical creators, we'll learn foundational production skills and experiment with alternative approaches, including nonfiction, video art, writing for and about media, autobiography, essay films, remix, installations, and performance. In addition to production assignments, program activities will encompass analysis and criticism through screenings, readings, seminars, research, and critical writing. We'll also spend significant time in critique sessions discussing our creative and critical work.

In fall, students will explore ways of seeing, listening, and observing in various formats, focusing intensively on 16mm film production and completing both skill-building exercises and short

projects. These collaborative exercises and projects will have thematic and technical guidelines consistent with the program curriculum. Our production work will be grounded in the study of concepts and methodologies from media history and theory, including significant critical reading, research, and writing. In hands-on workshops and assignments, we'll analyze images as communication and commodities and investigate how images create and contest meaning in art, politics, and consumer culture.

Students will delve deeply into field- and studio-based video/audio production and digital editing in winter quarter, using the CCAM studio and HD video technologies. We'll do this learning in conjunction with studying the social and technological history of television and video. Our production work will be primarily collaborative, though students will conclude the quarter by working on an independent project proposal.

In spring, as a culmination of the conceptual, collaboration, and production skills developed in fall and winter, each student will create an independent project. Possible forms include video or film, installation, web-based projects, research projects, and internships. Technical workshops, screenings, research presentations, and critique discussions will support this emerging work.

Signature required. Students must submit an application demonstrating how they meet the prerequisites. Applications will be available from Academic Advising, the Seminar II program office, and the faculty. Applications will be reviewed until the program fills.

This program accepts new enrollment with signature in winter. Students must submit an application demonstrating how they meet the standard prerequisites plus experience comparable to the program's fall curriculum. **This program does not accept new enrollment in spring.**

Credits: 16

Enrollment: 48

Required Fees: \$250 in fall for film festival admission, an overnight field trip, film production expenses, and supplies; \$120 in winter for entrance fees, studio production expenses, and supplies; and \$20 in spring for film festival admission.

Internship Possibilities: Students may choose to do an internship in a local or regional organization focusing on media production, media education, or a related subject during spring quarter. Students must complete an in-program internship learning contract in consultation with the faculty and Academic Advising. Go to evergreen.edu/individualstudy for more information.

A similar program is expected to be offered in 2018-19.

Models of Motion

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: mathematics, philosophy of science, and physics

Class Standing: Freshmen – Senior

Prerequisites: Proficiency in precalculus, including algebra and trigonometry, is required.

Preparatory for studies and careers in mathematics, physics, other natural sciences, engineering, and math and science education

Faculty: Krishna Chowdary and TBD

This introductory program integrates first-year calculus and calculus-based physics with topics from relevant areas of history and scientific literature to explore how scientists make sense of, and intervene in, the natural and human-created worlds. Students will be supported to develop a firm background in college-level science, becoming prepared for further work in the mathematical and physical sciences.

Scientists gather data, make observations, look for patterns, build models, and use those models to predict behavior. Powerful models in physics help us explain interactions involving matter and energy; such understanding forms the essential background for our modern technological society. New models require new mathematical methods—for example, calculus was developed partly to understand models of motion. Even with powerful mathematics, a model may yield answers only in simplified circumstances. We can analyze more complicated physical systems by simulating them on a computer. Learning how to create and apply mathematical and computational methods to models in physics will be one of the major goals of this program.

The program will have a significant collaborative laboratory component to explore and analyze the nature of mathematical and physical systems. Workshops and seminar discussions will also allow for collaborative work on math and physics problems as well as an opportunity to explore connections between history, theory, and practice. The program is intended for students with solid high school-level backgrounds in science and mathematics; in particular, a good grasp of precalculus (including algebra and trigonometry) is required. Equally important for success, however, will be a commitment to working hard and learning effectively in groups.

The work will be intensive and challenging, but also exciting; students should expect to spend at least 50 hours per week engaged with material during and outside of class. The program will include readings, lectures, labs, workshops, seminars, projects, frequent homework sets, quizzes, and exams; students will have multiple opportunities to demonstrate the knowledge they have gained in each of these settings. Students who successfully complete all three quarters of the program will have covered material equivalent to a year of calculus and calculus-based physics with lab, along with several courses in history and philosophy of math and physics, and will be prepared for upper-division work in mathematics and physics.

This program accepts new enrollment with signature in winter and spring. Students will need to demonstrate prerequisite knowledge equivalent to mathematics and physics content covered in previous quarter(s). Contact Krishna Chowdary (chowdark@evergreen.edu) for more information.

Credits: 16

Enrollment: 50

Required Fees: \$100 per quarter for physics kits and conferences.

Modes of Sensory Perception: Evolution and Mechanisms

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: anthropology, biology, consciousness studies, philosophy of science, and zoology

Class Standing: Freshmen – Senior

Prerequisites: One year of high school biology and one year of high school chemistry.

Preparatory for studies and careers in biology and medicine

Faculty: Donald Morisato and Heather Heying

How have animals come to use photons, organic molecules, and electricity to interpret and navigate their world? How do the mechanisms of chemical signaling translate into the experience of taste—a ripe strawberry, a freshly brewed cup of coffee, a hot pepper? Why are primates so visually dominant, while other mammals rely more heavily on smell? How and why have birds created song—and what does birdsong share with human music and language?

We will be exploring modes of sensory perception at two different levels. With the tools of evolutionary biology, we will investigate how the ecology and deep history of different animal species, including humans, has led to distinctive modes of detection and transduction. How has selection acted on organisms that live in noisy or visually cluttered environments; what senses dominate in aquatic, terrestrial, or arboreal habitats? By using molecular and cell biology, we want to understand the processes by which information from the world around us activates specialized neurons within sensory organs, and how those signals are transmitted to the brain to create particular sensations.

In fall quarter, we will begin with an overview of the functional organization of the central nervous system and the concept of electrical signaling. We will concentrate on elements of the visual system, including the detection of light, contrast, and color, and study clades that have a particularly high reliance on vision. In winter, we will introduce the principles of genetics and molecular biology and the concept of chemical signaling. We will concentrate on the senses of taste and smell, exploring connections to food and flavor profiles. In spring, we will concentrate on the sense of hearing, and expand our inquiry to vocalization, language, and music. We anticipate reading such authors as David Hubel, Oliver Sacks, Sidney Mintz, Jared Diamond, Guy Deutscher, Barbara Ehrenreich, and Salman Rushdie. This is a rigorous program involving lectures, workshops, seminars, and laboratory and field work. Student learning will be assessed by exams, seminar writing assignments, and research papers.

This program accepts new enrollment with signature in winter. Students must have completed one quarter of college biology and will be expected to complete selected reading assignments from fall quarter. Priority will be given to students who contact faculty (heyin@evergreen.edu, donaldm@evergreen.edu) at least one week prior to the Academic Fair to obtain a signature for registration. **This program does not accept new enrollment in spring.**

Credits: 16

Enrollment: 50

Required Fees: \$300 in fall and spring for overnight field trips; \$50 in winter for supplies.

Molecule to Organism

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: biochemistry, biology, and chemistry

Class Standing: Sophomore – Senior

Prerequisites: One year of college-level general biology with lab and one year of college-level general chemistry with lab

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

Faculty: Lydia McKinstry, Robin Forbes-Lorman, James Neitzel

This upper-division program will develop and interrelate concepts in experimental (laboratory) biology, organic chemistry, and biochemistry, thus providing a foundation for students who plan to continue studies in laboratory science and medicine. In a yearlong sequence, students will carry out upper-division work in biochemistry, genetics, cellular and molecular biology, neurobiology, and organic chemistry.

The program will examine the subject matter through the central idea of structure-property relationships and integrate two themes: one at the “molecular” level and the other at the “cell” level. In the “molecule” theme, we will examine organic chemistry and the nature of organic compounds and reactions, then carry this theme into biochemistry and the fundamental chemical reactions of living systems, considering structure-function relationships on many scales. In the “cell” theme, we will look at structure-function relationships at the level of the cell and proceed to the whole organism. The two themes will continually merge through studies of cellular and molecular processes in biological systems throughout the year.

This is an intensive program; the subjects are complex, and the sophisticated understanding we expect to develop will require devoted attention and many hours of work each week, both in and out of class. Each aspect of the program will contain a significant laboratory component. Each week, students will write papers and maintain laboratory notebooks. All lab work and approximately half of the non-lecture time will take place in collaborative groups. Group work also includes reading and discussion of topics of current or historical significance in science. Students who complete work at the appropriate level, and who fulfill the requirements and college-level achievement standards of the program as determined by the faculty, will be awarded full upper-division credit. Faculty will establish criteria for upper-division credit in each subject area.

Signature required. Students must demonstrate that they meet prerequisites using the application available online. Email faculty for more information. **This program accepts new enrollment with signature in winter and spring.**

Students must show evidence of completing each of the disciplines presented in the previous quarters.

Credits: 16

Enrollment: 75

Moving Toward Health

Fall 2017 and Winter 2018 quarters

Fields of Study: consciousness studies, health, and psychology

Class Standing: Freshmen

Preparatory for studies and careers in health care and psychology

Faculty: Mukti Khanna and TBD

This program will explore cultural determinants of health for communities and individuals through cross-cultural and mind-body perspectives. How can cultural practices become an integral part of prevention and education in promoting health in culturally respectful ways? How can we engage in transformational conversations about the connections between personal, community, and planetary health? Beginning with the premise that in every moment choices we make can move us toward health or away from it, this program will explore myriad ways in which we can embody choices that keep us and our communities vital and alive. Throughout the program, we will recognize that our individual choices can help us create both personal health and a sustainable environment, a conscious life and a positive presence in society.

In fall quarter, we will explore systems of health and healing from multicultural, neurobiological, and ecopsychological lenses. There is a synergistic relationship between planetary and personal well-being; the health of one is related to the health of the other. We will explore this relationship between the body and the natural world. We'll also explore interdisciplinary ways of promoting health, including health care practices, the use of food as medicine, communication, and engagement with social issues. Winter quarter will provide an opportunity for students to design their own health-based project studies while continuing to explore cultural systems of health from both Eastern and Western paradigms.

Students will have an opportunity to learn in many ways, using diverse modalities, including working with multiple intelligences and mindfulness practices. We will integrate somatic learning into our studies, including movement, qigong (a Chinese system of physical exercises and breathing control), and expressive arts workshops. Our inquiry will ask us to attune ourselves to the wisdom that is available and present in our mind-body awareness. We will participate in community readings, community service, rigorous writing assignments, and critical study of important texts. Some of the authors we will read include Dr. Norman Doidge, Paul Pitchford, Dr. Daniel Siegel, and Joanna Macy.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 46

Required Fees: \$60 per quarter for art supplies, self-help charts for energy medicine, and Lunar New year celebration.

Multiple Dimensions: Design/Art/Environment

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: architecture, sustainability studies, visual arts

Class Standing: Sophomore – Senior

Prerequisites: This foundational, studio-centered program assumes no prior background in 2-D or 3-D art or design. Students should be eager to take on challenging intellectual, technical, and hands-on work in the classroom and the studio. Substantive prior work in any of these areas will be useful, but not required: drawing and studio arts, basic and environmental sciences, art history, and cultural studies.

Preparatory for studies and careers in visual arts, environmental design, architecture, art education, and sustainability studies

Faculty: Robert Leverich and TBD

This program brings together those drawn to the challenges and satisfactions of designing and making in multiple dimensions and various scales —artists, craftspeople, designers, and builders. Can you make places and things that are expressive and compelling, purposeful and beautiful, using ways that are responsive to and respectful of natural cycles and living communities? How do you justify your choices and measure your success? How do the things you make fit into sustaining and sustainable ways of living, for you and others?

An integrative studio will be the pivotal activity of the program, and we'll emphasize skill development in drawing as a key means of expression, idea development, and communication. There will be intensive work in drawing, design, making, and presentation, along with supporting reading, research, and writing in basic ecology and materials sciences, environmental art and design, craft and construction, and sustainability and justice studies. There will be field trips, seminars, and critiques as well. We will challenge the conventional distinctions between art, craft, and design, and look for commonalities of approach and meaning. Fall quarter work will address drawing, design process, materials studies, and larger cultural and environmental contexts of making. Studio projects will focus on joining—how materials are put together to functional and expressive ends. Winter quarter work will continue to build on drawing, design, and making skills, and address site contexts and place making. Studio projects will focus on expressive and functional challenges in context with their surroundings. In the spring quarter, students will have the opportunity to engage in individual and small group sculpture, craft, or small construction projects at a variety of scales, grounded in real-world site and community contexts, carefully researched and realized.

Goals include an understanding of the dimensions of sustainability in contemporary art and design, advanced drawing, conceptualizing and fabrication skills, informed use of materials, knowledge of environmental art and design history and ideas, skillful responses to sites and communities, a reasoned and rigorous approach to personal work, and a better sense of how to live and work sustainably as an artist, craftsman, or designer. Our projects will involve students in real-world contexts as well as the constraints and trade-offs—essential experience for those who wish to make a difference. We'll aim to have "serious fun" in the studio, and to make works that are expressive arguments for positive awareness and change.

This program accepts new enrollment in winter and spring.

Credits: 16

Enrollment: 48

Required Fees: \$50 for studio project supplies.

The Nature and Culture of Natural History

Fall 2017 and Winter 2018 quarters

Fields of Study: botany, cultural studies, ecology, environmental studies, field studies, gender and women's studies, history, natural history, and philosophy of science

Class Standing: Freshmen – Senior

Preparatory for studies and careers in conservation, ecological restoration, economic botany, forestry, natural resource management, and education

Faculty: Frederica Bowcutt and TBD

This learning community focuses on the natural history of the Puget Sound region with an emphasis on the 1,000-acre wooded campus of Evergreen. Students will examine environmental gradients and learn how climate, geology, and other factors affect plant life. To apply these concepts, students will learn to read a variety of landscapes and analyze vegetation, including lowland coniferous forests, prairies, oak woodlands, riparian woodlands, and marshes. Students will gain an ability to recognize the common plants of the Pacific Northwest. In addition to studying fresh plant material, students will also study herbarium specimens. Plant-identification skills to be developed include learning how to identify deciduous shrubs and trees in winter based on twig characteristics. Students will maintain a detailed natural history journal for six months and study 18th- and 19th-century natural history journals as models. In support of this work, students will learn basic illustration skills to sketch our observations in the field and the laboratory.

In addition, students will examine the cultural history of natural history. In fall, we will explore the rise of natural history including its European antecedents. We will also focus on the history and philosophy of science as it pertains to the biological sciences. We will pay special attention to placing the scientific revolution and the rise of plant science in a historical context. In winter, students will explore how natural historians and botanists have contributed in the past to white settlement in the Puget Sound region. We will consider how we, as practitioners, can contribute to more egalitarian and sustainable relations with the natural world in our region in ways that take the legacy of American expansion and the rise of the white republic seriously. With the aid of weekly workshops, students will improve their ability to write thesis-driven essays defended with evidence from the assigned texts in cultural studies.

This program does not accept new enrollment in winter.

Credits: 16

Enrollment: 50

Required Fees: \$15 per quarter for entrance fees to a fungus fair, Volunteer Park in Seattle, and a Washington State History Museum exhibit, and a visit to the conservatory in Tacoma.

The Nature of Music: Patterns, Paradox, and Possibility

Spring 2018 quarter

Fields of Study: music

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in music, performance, education, and arts-related fields

Faculty: Andrea Gullickson

If you look deep enough you will see music; the heart of nature being everywhere music. — Thomas Carlyle

Intelligence is the ability to take in information from the world and to find patterns in that information that allow you to organize your perceptions and understand the external world. — Brian Greene

The human brain seeks comprehension through the identification of patterns. Yet while we seek predictable organization, we also crave the excitement of the unexpected. Could an examination of this paradoxical human desire increase our understanding of the powerful role music plays in the lives of individuals and the communities in which they live? In this program, we will examine the many layers of patterns that fill our music, as well as the unexpected disruptions within those patterns that captivate our imagination. We will consider corresponding patterns in the natural world and other human endeavors in order to better understand our environment, our place in it, and the role of art in shaping our experiences.

Our work with progressive skill development will require physical immersion into the practices of listening, moving, and making music. Theory and literature studies will require the development of a common working vocabulary, writing skills, quantitative reasoning, and critical-thinking skills. Weekly activities will include readings, lectures, seminars, and interactive workshops designed to encourage students to expand and meld their creative interests within an intellectual infrastructure. Performance workshops will provide opportunities to gain firsthand understanding of fundamental skills and concepts as well as the transformative possibilities that exist through honest confrontation of challenging experiences. Writing workshops and assignments will encourage thoughtful consideration of a broad range of program topics. This balanced approach to the development of physical craft, artistry, and intellectual engagement is expected to culminate in a significant written and performance project.

Credits: 16

Enrollment: 23

Northwest Forests: Biogeochemistry and Management

Fall 2017 and Winter 2018 quarters

Fields of Study: biology, ecology, and environmental studies

Class Standing: Junior – Senior

Prerequisites: Two quarters of general biology or ecology, and of general chemistry. Interested students can take a self-corrected quiz to see if their background in chemistry is sufficient.

Preparatory for studies and careers in ecology, public policy, forestry, and field research

Faculty: Dylan Fischer and Paul Przybylowicz

Forests are among the most biologically complex ecosystems in the world. How do forests develop? How do they function? How do human activities affect them? Is sustainable harvest a reality or an oxymoron? We will use a biogeochemical lens to examine these forests, their effects on us, and our impacts on them. Topics covered will include forest ecology, ecosystem ecology, soil microbial ecology, biogeochemistry, sustainable forestry, and forest conservation.

In fall, we will explore how forests work through studying forest ecosystem science including global and regional perspectives, with a focus on carbon and nutrient cycling. We will also examine the tremendous fungal biodiversity found within the local Pacific Northwest forests. We'll cover methods in forest biogeochemical measurement, fungal biology, taxonomy, and advanced forest ecology.

Human impacts on temperate rainforests will be the focus of winter quarter. We'll focus on sustainable forestry, both theory and practice, along with an examination of soils and the life within them, which will deepen our understanding of forest function and the short- and long-term impacts of various forestry practices. These topics will merge as we explore carbon sequestration in forest ecosystems, which is an emerging component of sustainable forestry. We will explore current and past controversies in forest ecology related to old-growth forests, endangered species, and biofuels.

Our program time will consist of fieldwork, laboratory work, lectures, workshops, and weekly seminars. Expect to research topics in the primary scientific literature and to summarize and share your findings with the entire class. We'll cover various sampling techniques that are used to measure nitrogen and carbon cycling in forested ecosystems. Hands-on research experiences will be a core theme for both group and individual projects.

In addition to regularly scheduled one-day trips, there will be a multiday field trip each quarter. In the fall, we'll do field research in northwest forests. In the winter, we'll tour the Pacific Northwest and visit a variety of managed and unmanaged forests. Plan to spend a lot of time in the field (and remember that every field day generates 3-4 days of work once we return). Students who may need accommodations for field trips should contact the faculty as soon as possible.

This program accepts new enrollment in winter. Students should have a solid background in general chemistry, at least one quarter of college-level ecology, and familiarity with the forests and dominant tree species of the Pacific Northwest.

Credits: 16

Enrollment: 50

Required Fees: \$250 in fall for overnight field trips to research sites; \$350 in winter for a weeklong field trip to sites throughout the Northwest.

On Liking

Fall 2017 and Winter 2018 quarters

Fields of Study: anthropology, history, and psychology

Class Standing: Sophomore – Senior

Preparatory for studies and careers in anthropology, history, and psychology.

Faculty: Eric Stein and Laura Citrin

What does it mean to like something or someone? What informs our seemingly personal sensibilities, feelings, emotions, passions, tastes, sentiments, desires, and preferences about the people in our lives and the things in our material world? What brings us pleasure, what revolts us, and why? And how are our desires and passions linked to identity construction and matters of social distinction, stigma, and social hierarchy?

We will draw on anthropology, social psychology, history, and social theory to answer these and other questions about matters of taste. Through serious consideration of scholarly works and our own embodied experiences, we will focus on the enculturation and cultivation of particular sensibilities, looking at the interplay of pleasure and power in the United States and in other cultural contexts. In doing so, we will pay attention to what entices and what offends, for whom, with whom, when, and why. Questions of subjectivity and difference lie at the core of the inquiry, as well as the possibility of shared perceptions—locally or universally—of fragrance and stench, resonance and discord, splendor and repulsiveness.

Two major modes of social scientific inquiry will be taught and utilized: *ethnography* (the primary research method within cultural anthropology) and *experimental quantitative research studies* (social psychology). Students will learn the principles of research design and analysis in each of these two social scientific research methodologies in the fall, including some introductory statistics. In the winter, students design and conduct their own independent or collaborative research studies on sensibilities and/or emotions, utilizing one of the two methods. The program will provide intermediate-level grounding in cultural anthropology and social psychology; introduce perspectives in sociology, history, philosophy, and sociolinguistics; and help prepare students to complete capstone projects in critical and interpretive social sciences.

This program does not accept new enrollment in winter.

Credits: 16

Enrollment: 50

Required Fees: \$130 per quarter for museum entrance fees and overnight field trips.

Oral Traditions in Spain and Latin America

Spring 2018 quarter

Fields of Study: language studies

Class Standing: Freshmen – Senior

Prerequisites: This program is designed for students with intermediate to advanced Spanish language skills.

Preparatory for studies and careers in Latin American and international studies, literary and cultural studies, language, history, education, and writing

Faculty: Diego de Acosta

We will examine oral traditions that have flourished in the Spanish-speaking world from the Middle Ages to the present day. Through close reading and linguistic analysis of folktales, songs, and legends, we will explore the ongoing dialogue between artists of the spoken word across time and space, searching for a deeper understanding of the literary, historical, and cultural landscape of Spanish-speaking regions. Topics will include the *romances* about coexistence and conflict in medieval Spain; the syncretic folktales of colonial Mexico and the Caribbean; and today's *corridos* about outlaws and drug-trafficking across the U.S.-Mexico border.

Students must have at least an intermediate level of Spanish to register for this program, since the program will be conducted entirely in Spanish. Our weekly schedule will include seminars, workshops, and lectures in Spanish, as well as sessions focusing on Spanish grammar and conversation. Students who take this program will have many opportunities to improve their Spanish language skills in speaking, reading, and writing, and can expect to refine their understanding of cultural forms in Spain and Latin America and their interrelationship with social and historical contexts. Assignments will include readings, essays, and creative writing in Spanish, as well as Spanish language exercises.

Signature required. Students' Spanish language skills will be evaluated by reading a short text (one page) and writing a paragraph on that text, as well as a brief interview with faculty. Students are encouraged to come talk to the faculty at the Academic Fair, where the evaluation will be available. Contact Diego de Acosta (deacostd@evergreen.edu) for more information.

Credits: 16

Enrollment: 25



Students perform a final dance at the end of the quarter. Using an expressive arts therapy model, movement study was integrated with writing, drawing, and music in the multidimensional modern dance program. (Dani Winder)

Performance Lab: Theater and Dance

Winter 2018 and Spring 2018 quarters

Fields of Study: aesthetics, dance, and theater

Class Standing: Freshmen – Senior

Preparatory for studies and careers in theater, dance, and performance art

Faculty: Robert Esposito and Walter Grodzik

This program explores contemporary theater and dance in a hands-on workshop environment. The development and creation of theater, dance, and performance works by the students and faculty will be augmented through a study of theater and dance history. Activities include reading and performing plays, screening films on dance and theater, and ongoing interactive seminars. Daily classes include the disciplined practice of theater and dance techniques, improvisation, and methods of composing and presenting performance work. Workshops include solo and group collaborative projects; strategies for scoring structured improvisation and multimedia work; and basic stagecraft, such as lighting for dance and theater, set design, costuming, and crew and stage management.

Students will be introduced to basic techniques and theories in winter quarter, which will be devoted to building competency in theater and modern dance with collaborative performance projects. Our work will culminate in a public collaborative concert of student and faculty work in the spring. Works-in-progress will be presented regularly in performance labs for in-depth peer and faculty critique. Theater and dance labs are progressive and full presence. Attendance is essential, and this program requires mature self-direction, independent time management, and organization. We will explore how verbal and nonverbal performance works enhance each other, while contextualizing our work historically and socioculturally.

Signature required. Students must complete a questionnaire and brief interview in order to evaluate proficiency. Email faculty (espositr@evergreen.edu or grodzicw@evergreen.edu).

Program accepts new enrollment with signature in spring.

Credits: 16

Enrollment: 50

Required Fees: \$100 per quarter for entrance fees and art and craft supplies.

Performing Stories Through Music, Dance, and Theater

Fall 2017 and Winter 2018 quarters

Fields of Study: anthropology, dance, music, and theater

Class Standing: Sophomore – Senior

Preparatory for studies and careers in anthropology, dance, music, and theater

Faculty: Rose Jang, Sean Williams, and Kabby Mitchell

This program has as its focus the ways in which people tell and adapt stories to reflect their priorities and the ways they see the world. How are stories drawn out of people? In Southeast Asia, for example, storytelling through the use of puppetry is a normal and expected part of adult interaction. In Ireland, storytelling might occur through song. In modern dance, powerful messages can be conveyed through both abstract and direct means. How are stories adopted, adapted, expressed, and reacted to across cultures? How does a biblical story turn into a bluegrass gospel tune, or a Greek myth become reinterpreted in a Brazilian film? While our words may be limited to the English language, our field is the world. The faculty for this program have extensive experience living and studying outside the United States, and bring multiple perspectives and ways of seeing the world to bear in our collective exploration.

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

In fall, we will begin with the roots of some of the world's essential stories from multiple cradles of civilization: Greece, the Middle East, China, West Africa, and elsewhere. In winter, we will focus more specifically on writing stories based on what we have come to know. Working collaboratively with our colleagues, we will engage in small, in-house performances of adaptations of these stories.

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

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 75

Required Fees: \$300 in winter for the Oregon Shakespeare Festival.

Poetry New York

Spring 2018 quarter

Fields of Study: literature and writing

Class Standing: Freshmen – Senior

Preparatory for studies and careers in poetry, creative writing, publishing, literature, and the arts

Faculty: Leonard Schwartz

The goal of this program is to immerse students in an intense and vigorous writing community, both as writers of poetry and as critical writers and readers. It is hoped that this daily contact with practicing writers, poets, translators, and publishers will advance each student's writing horizons and range of reading possibilities, demystify the practice and profession of writing, and inspire students to advance in their own art.

This field study program features an immersion in New York City's poetry, literary, art, and publishing worlds. We will spend two weeks on campus preparing for our trip by way of various readings on New York's literary history and the New York School of poets. The focus will be on the relationships between poetry and painting in John Ashbery, Barbara Guest, and James Schuyler; the connections between current publishers like Ugly Duckling Presse and New Directions Publishing Company and the writers they choose to publish; and New York's international literary character. We will then fly to New York City for five weeks, where, in addition to class meetings, students will pursue their own writing, write critical pieces on the poetry they hear at readings and on the books they read for class, interview poets they meet, and be required to attend at least one event a day (or night) across the city. St. Mark's Poetry Project, Academy of American Poets, The New York Public Library, Poets House, and so on—all are options for students to pursue their writing. Local projects might include working on poems to appear in public spaces in the city, working collaboratively on translations of poets writing in other languages while in town, interning at a publishing house, or compiling a journal of field notes. We will also visit the offices of various publishers for an up-close look at how literature is made. Some of these publishers might include The New York Review of Books; Archipelago Books; Rizzoli; New Directions; Farrar, Straus and Giroux, etc.

The final three weeks of the quarter will be spent back on campus in Olympia. We will debrief, finish poems and essays, and produce an anthology of our work.

Signature required. Students must submit 10 pages of creative or critical writing. Please make contact with the faculty in advance (schwartzl@evergreen.edu) to discuss the parameters of this submission, as well as the structure of the program itself.

Credits: 16

Enrollment: 25

Political Economy and Social Movements

Fall 2017 and Winter 2018 quarters

Fields of Study: communication, economics, government, history, international studies, leadership studies, media studies, political economy, political science, and sociology

Class Standing: Freshmen – Senior

Preparatory for studies and careers in political economy and economics, media communication and social advocacy, history, sociology, labor studies, community and global justice organizing, and informed civic participation

Faculty: Lori Blewett and Carlos Marentes

What do we need to know in order to understand the fundamental economic, political, and social forces that shape our world, and how can we participate effectively in shaping those forces? This program offers a starting point for answering these questions.

This program is the primary gateway to the study of political economy at Evergreen. It introduces students to the fundamental building blocks of political-economic analysis: the history and institutions of capitalism, mainstream and alternative economic frameworks, theories of democracy, and theories of social change. We add to this a study of social movements in the past and present, looking at persuasive goals in relation to economic and political conditions, and learning about methods of influencing public attitudes and institutional policies.

The program will include introductory economics from a political economy perspective. We will study microeconomic topics such as the structure and failure of markets; work and wages; the economic causes of climate change, poverty and growing economic inequality; and the gender and racial division of labor. We will study macroeconomics topics, including austerity policies and critiques of it, the role of debt, the impacts of globalization, and causes and solutions for unemployment and economic instability.

We will examine political economy at all scales, from the very local to the international, and we'll analyze oppression, exploitation, and inequality in its different forms—race, class, gender, nationality, and other statuses and identities. Special attention will be given to the role of culture in maintaining or challenging mainstream political and economic ideology. Students will expand their capacity to engage in public debate and social-justice organizing by building skills in democratic decision-making, critical thinking, economic analysis, writing, researching, public speaking, media production, and quantitative methods.

This program accepts new enrollment in winter. Students must complete preparatory work in basic economics or have taken a previous economics course. Contact faculty for more information.

Credits: 16

Enrollment: 50

Required Fees: \$100 per quarter for overnight field trips.

Political Economy of "Race" in the U.S.: Colonial Era to the Present

Fall 2017 quarter

Fields of Study: African American studies, history, political economy

Class Standing: Sophomore – Senior

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 questions and others, this program explores the origins and manifestations of the contested concept of race, including the role of the U.S. judicial system and law enforcement. We will investigate the ways in which one's racial identification can result in differential social, economic, and political treatment and how social movements emerged to challenge racial inequality. We will analyze the racialized history of the U.S. 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 into the 21st century. We 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 learn to recognize contemporary expressions of race by what we hear, see, and read, as well as absences and silences that we find through readings, dialogue in seminars, films, and academic writing. We will work together to make sense of these expressions and link them to their historical origins. Students will also have an opportunity to examine the social formation of their own racial identities through their own personal narratives. Current approaches from social psychology will be foundational in this aspect of the program. Related to this is consideration as to what it can mean to be an anti-racist in a 21st-century racialized society.

Credits: 16

Enrollment: 25

Political Economy of Revolutions and Social Movements of the 20th and 21st Century

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: economics, gender and women's studies, history, international studies, law and government policy, political economy, political science, sociology, and sustainability studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in community-based organizations, advocacy, public policy, law and legal rights, education, alternative justice systems, graduate school in social science, history, law, geography, and political economy

Faculty: Peter Bohmer, Savvina Chowdhury, and TBD

The 20th century is characterized as a century of revolutions, and it witnessed a variety of them—each with its own particular theoretical underpinnings as well as political, social, economic, and cultural dimensions. This program will examine the historic material conditions that gave rise to revolutions, the theories that guided them, and the people who participated in social movements concurrent with revolutions in an attempt to change both society and social consciousness.

Through the disciplinary lenses of history, political economy, feminist theory, and development economics, this program will explore how various revolutionary ideas and movements have emerged and changed over time, in the contexts of Latin America, Asia, and Europe. In fall quarter, we will begin with the Mexican Revolution of 1910, the Russian Revolution of 1917, the Spanish Civil War of the 1930s, the Vietnam War, and then the Cuban Revolution of 1952 and Chilean coup d'état of 1973. In each of these countries, we will look at the role of women, workers, and peasants in revolutionary movements, as well as the role of the ruling classes, the landed elite, and the armed forces. We will examine the differences in strategy and organizational forms of groups working to transform society. In addition, we will examine the influence of U.S. foreign and economic policy in suppressing liberatory movements.

Alongside our study of political movements, we will examine different philosophical frameworks such as liberalism, Marxism, feminism, anarchism, and political economy, as well as neoclassical economics, and their explanations of current U.S. and global political economy. Recurring themes include the study of exploitation, alienation, reform and fundamental change, and popular power. We will also focus on the construction of alternatives to capitalism, nationally and globally.

In winter we will move forward chronologically from our fall quarter foundation. Framing our cases within the current context of neoliberalism, we will engage with the Nicaraguan Revolution in 1979; indigenous resistance movements in Chiapas, Mexico; the Bolivarian Revolution in Venezuela; and the 2011 Arab Spring.

During fall and winter there will be 4 credits each quarter of Spanish-language study at different levels of proficiency embedded in the program. During spring quarter students may apply for a field component in Oaxaca, Mexico for further study. Whether in Oaxaca or Olympia, students will pursue activities including research projects, volunteer work with nongovernmental organizations, art, and cultural study to accompany student research projects, and continued study of the Spanish language.

This program accepts new enrollment in winter and spring.

Credits: 16

Enrollment: 75

Study Abroad: Students traveling to Mexico in spring quarter will have an additional fee of approximately \$2,190. This includes \$1,200 for room and board during homestays in Oaxaca City and for food and lodgings outside Oaxaca City; \$300 for transportation inside Mexico; \$540 for classes in Spanish language, history, culture, and political economy; and \$150 to cover costs of guides, helping with logistics of travel in Mexico, lodgings, volunteer labor, etc. Students will need to arrange airfare (approx. \$900) and incidental expenses (approx. \$400–\$500), such as gifts to the homestay host family. A nonrefundable deposit of \$100 is due by Week 5 of winter quarter. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifthorne at clifthom@evergreen.edu.

Required Fees: \$150 in fall and winter for overnight field trips.

Power in American Society

Fall 2017 quarter

Fields of Study: government, history, and political economy

Class Standing: Sophomore – Senior

Preparatory for studies and careers in foreign policy, government, history, advanced political economy, and public policy

Faculty: Lawrence Mosqueda

This program will investigate the nature of economic, political, social, military, ideological, and interpersonal power. The interrelationship of these dimensions will be a primary area of study. We will explore these themes through lectures, films, seminars, and a journal, and by writing short papers.

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

In this period of war and economic, social, and political crisis, a good deal of our study will focus on international relations in a systematic and intellectual manner. There will be a good deal of reading. Please be prepared to work hard and to challenge your own and others' thinking.

Credits: 16

Enrollment: 25

Practice of Organic Farming: Spring, Summer

Spring and Summer 2018 quarters (through Fall 2018)*

Fields of Study: agriculture, botany, business and management, ecology, and environmental studies

Class Standing: Freshmen – Senior

Prerequisites: High school algebra, biology, and chemistry.

Students should possess good communication skills and the ability/willingness to adhere to a structured work schedule. They also should be able to follow detailed directions in a work environment, and resolve conflicts in a group setting.

Preparatory for studies and careers in farm and garden management; working with nonprofit organizations focusing on food, land use, and agriculture; state and county extensions; and state and federal regulatory agencies

Faculty: David Muehleisen

***This program begins in spring of 2018 and spans academic years, continuing in summer quarter, and finishing fall 2018.**

Do you want to produce food for yourself, your family, and others in your community? What does it take to grow food and feed yourself and others every day throughout the year? This three-quarter program (spring, summer, and fall) will explore details of sustainable food production systems using the three pillars of sustainability—economic, environmental, and social justice—as our lens. Our focus will be on small-scale organic production, but we will compare and contrast with other production systems. We will cover the scientific underpinnings of sustainable and organic food production, critical thinking, and observation skills necessary to grow food using ecologically informed methods. We will also explore the farm management and business skills necessary to operate a small-scale farm.

We will be studying and working at the Evergreen Organic Farm through an entire growing season, from seed propagation to harvest, to market. The farm includes a small-scale, direct-market stand and CSA, as well as a variety of other demonstration areas. All students will work on the farm every week to gain practical experiential learning. This program is rigorous physically and academically and requires a willingness to work outside in adverse weather on a schedule determined by the needs of crops and animals.

Spring quarter we will focus on soil science, nutrient management, and crop botany. Additional topics include introduction to animal husbandry, successional crop planning, season extension, and the principles and practice of composting. In summer, main topics will be disease and pest management, which includes entomology, plant pathology, and weed biology. Water management, irrigation system design, maximizing market and value-added opportunities, and regulatory issues will be covered. We will finish in fall's with farm and business planning, crop physiology, storage techniques, seed-saving practices, and cover crops. Additional topics covered throughout three quarters will include record keeping for organic production systems, alternative crop production systems, techniques for adding value to farm and garden products, hand-tool use and maintenance, and farm equipment safety. We will also cover the communication and conflict-resolution skills needed to work effectively in small groups.

Topics will be explored through on-farm workshops, seminar discussions, lectures, laboratory exercises, and field trips. Expect weekly reading and writing assignments, extensive collaborative group work, and a variety of hands-on projects. The final project in fall will be a detailed farm and business plan that integrates all the topics covered in the program. Books may include *The*



Students in the Practice of Organic Farming work on Evergreen's Organic Farm completing such tasks as moving the chicken coop, planting seedlings, and harvesting berries. (Shauna Bittle)

Market Gardener by Fortier and *Building Soils for Better Crops* by Magdoff and van Es.

Students who need to request disability accommodation should contact the faculty or Access Services Program Coordinator Steve Schmidt at L2153 or call (360) 867-6348; TTY (360) 867-6834 prior to the start of the quarter. If you require accessible transportation for field trips, please contact the faculty well in advance of field trip dates to allow time to arrange this.

Students planning to take this program need contact Financial Aid Office early in fall quarter 2017 to develop a plan that includes financial aid to cover the 2018 summer quarter.

Signature required. Interested students should send a letter to Dave Muehleisen (muehleid@evergreen.edu) that details how they have met the specific prerequisites listed. Applications received by the Spring 2017 Academic Fair 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 notified by email of their acceptance. **This program accepts new enrollment with signature in summer quarter. This program does not accept new enrollment in fall.**

Credits: 16

Enrollment: 25

Required Fees: \$300 in spring, \$300 in summer, and \$475 in fall for overnight field trips and supplies.

Reason: Science and Religion

Fall 2017 quarter

Fields of Study: philosophy, philosophy of science, religious studies

Class Standing: Freshmen

Preparatory for studies and careers in philosophy, philosophy of science, and religious studies

Faculty: Joseph Tougas, Sarah Eltantawi, and Pauline Yu

In this program, we will explore the concept of reason as articulated by the belief systems of science and religion. Many people think there are irreconcilable disagreements between the teachings of religions and the teachings of modern science. For example, how should we think about the claims of evolutionary theory, fundamentalist religious movements, and the so-called New Atheist movement? We will inquire as to whether there are rational principles that can adjudicate these competing claims. How do nonrational social and cultural forces shape modern science? Can religion be rational? Can science be irrational? Students will develop foundational knowledge in philosophy, religious studies, science, and society through lecture, seminar, and workshops.

Credits: 16

Enrollment: 54

Required Fees: \$85 for entrance fees and a three-day field trip.

Remix Reverse Remediate

Fall 2017 quarter

Fields of Study: gender and women's studies, literature, media arts, media studies, and writing

Class Standing: Sophomore – Senior

Prerequisites: This is an advanced humanities and arts program that includes substantial reading in theory as well as intensive critical and creative projects. Students must have previous study in literary or media arts, literary or media studies, critical theory, and/or related disciplines, whether as part of college studies or professional/artistic practice.

Preparatory for studies and careers in media, publishing, arts, and graduate study in the humanities

Faculty: Miranda Mellis and Julie Russo

This advanced, coordinated studies program delves into a range of models and approaches to remixing as an aesthetic method for argumentation, satire, and criticism, including sampling, poaching, adaptation, parody, détournement, and culture jamming. A remix is a text composed by recombining and/or altering elements of other texts. Most commonly applied to songs and videos since the term's origins in '60s and '70s club music, the idea of remixing also encompasses a long legacy of collective, intertextual, or recombinatory art.

In this program, we will explore the theoretical underpinnings of appropriation as a praxis, interrogate authorship and originality, and learn about the historical emergence of intellectual property and feminist/postcolonial interventions into the concept. Our objects will include transformative video and literary works by both artists and vernacular creators (fans, activists) that act to re/mediate, re/verse, and re/mix media as a form of critical social practice and irreverent collaboration. How do collages or cut-ups draw out nascent potentials and obscured or problematic aspects of their source texts? We will also do our own collaborative composing and experimental remixing, enacting several writing and film/video editing exercises toward generating our own critical-creative contestations. This cycle will include re/moving, re/combing, and re/shaping as modalities.

Signature required. Students must submit an application demonstrating how they meet the prerequisites. Instructions available by March 2017 in the Seminar II program office (A2117) or online. The priority deadline is the day after the spring Academic Fair.

Credits: 16

Enrollment: 50

Reproduction: Gender, Race, and Power

Fall 2017 and Winter 2018 quarters

Fields of Study: biology, gender and women's studies, health, literature, physiology, queer studies, and sociology

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in health professions; social work; activism; graduate school in the humanities, sociology, feminist studies, and political change

Faculty: Carolyn Prouty and Elizabeth Williamson

This program will offer an overview of human reproduction, paying particular attention to gender and race as vectors of power that affect how reproduction is discussed, legislated, and experienced in the United States. We will explore interrelated lines of inquiry using literature, philosophy, sociology, ethics, human biology, and public health texts; in other words, this program will not attempt to construct a systematic history, but will rather use a series of case studies to develop an intersectional analysis of reproduction as a phenomenon that cannot be separated from issues of race and gender.

The study of reproduction is, by its very nature, interdisciplinary. Students who are successful in this program will gain a foundation in reproductive physiology, basic genetics, and endocrinology, and they will apply their learning to specific issues such as the susceptibility of the reproductive body to societal influences and stress through epigenetics. Our examination of the biology of reproduction will include some lab work in microscopy and dissections, and students will demonstrate their learning through workshops, problem sets, and examinations.

Biology is also shaped and defined by cultural norms. Accordingly, we will collectively dismantle the idea that women are defined as such by an innate reproductive capacity, and the syllabus will include texts that address the experiences of trans and gender-nonconforming individuals. We will also discuss the ways in which contraception, abortion, forced sterilization, genetic testing, and other forms of reproductive control both reflect, and have been used to perpetuate, systemic racism. In all aspects of the program, students will be expected to engage in thoughtful and occasionally challenging conversations about how power and privilege operate on a variety of bodies, including our own.

Through formal and informal assignments, students learn to listen and observe attentively, do close and critical reading with challenging texts, contribute clear and well-developed writing, make relevant contributions to seminar discussions, and acquire and demonstrate physiologic reasoning skills. In our pursuit of diverse perspectives and approaches, we'll welcome a variety of health care providers as guest speakers, and participate in field trips to local clinics, hospitals, and birth centers. Texts include Michel Foucault's *The History of Sexuality*, Dorothy Roberts' *Fatal Invention*, and Rickie Solinger's *Pregnancy and Power*. In order to foster critical engagement with these and other texts, students will be asked to complete weekly papers as well as integrative essays and in-class reflective writing assignments. In winter quarter, students will be given the opportunity to design and execute a self-directed independent research project.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 40

Required Fees: \$25 per quarter for entrance fees and tickets.

A similar program is expected to be offered in 2019-20.

Research Capstone in Psychology

Spring 2018 quarter

Fields of Study: psychology and sociology

Class Standing: Junior – Senior

Prerequisites: Familiarity with empirical research methods in the social sciences, quantitative or qualitative analysis, and study design; significant previous study (2+ quarters) in psychology, sociology, political science, or anthropology; and a preliminary plan for a research topic. Most importantly, students should be academically, intellectually, and emotionally prepared for conducting an independent research project with others who are similarly prepared. Students who apply should take their intellectual life seriously, be prepared for critical thinking, and be able to engage in constructive collaboration with other students.

Preparatory for studies and careers in psychology

Faculty: Laura Citrin

This program is designed to provide a capstone opportunity for juniors and seniors within psychology (or closely related social science disciplines such as sociology or cultural anthropology) to conduct independent research projects within a supportive intellectual environment of other researchers. Research projects may be inductive or deductive in their approach, and may utilize qualitative or quantitative methodology. Research may be aimed at testing a well-established theory, replicating a study, crafting an elegant psychological experiment, designing and executing a written survey, conducting interviews, or engaging in observational ethnographic research.

Students will form research groups within the program based on shared research interests (or methodological or theoretical interests). Faculty will provide structured support across all aspects of the research process. Students should have a particular research project in mind, although faculty will work one-on-one with students to help shape the nature of their project in both practical and theoretically meaningful ways.

We will attend the annual meeting of the Western Psychological Association (WPA) in Portland, Oregon, in April 2018. This trip will provide direct exposure to researchers in psychology, enabling students to talk with other researchers (many are undergraduate or graduate students); find out about the latest trends in research psychology; and be intellectually stimulated by poster sessions, panel presentations, and talks from well-known scholars in the field.

Students who successfully complete this capstone will have collected, analyzed, and written up their findings by the end of the quarter. This is timed to correspond with the Nov. 2018 deadline to apply to present research findings at WPA spring 2019.

Signature required. Students must fill out an assessment form to demonstrate their level of preparation for a capstone project in research psychology. (See prerequisites.) This form is available online (<http://blogs.evergreen.edu/citrinl/>). Please submit the completed form to Laura Citrin via faculty mailbox (Sem II A2117) before the winter 2016 Academic Fair or bring it with you to the fair.

Credits: 16

Enrollment: 25

Required Fees: \$20 for poster printing costs, and between \$274-\$473 for an overnight field trip to the annual WPA conference in Portland, Ore., April 26–29, 2018 (depends on the type of accommodation the student requires). Fee includes WPA membership/registration fees and four nights at a hotel near the conference site.

Reservation-Based Community-Determined Program (RBCD): Rebuilding Native Nations

Fall 2017, Winter 2018, and Spring 2018 quarters

Class Standing: Junior - Senior

See pages 82-83 for more information about the RBCD Program.

River Resources

Winter 2018 and Spring 2018 quarters

Fields of Study: economics, environmental studies, geology, hydrology, and political economy

Class Standing: Sophomore – Senior

Preparatory for studies and careers in economics, environmental studies, geology, hydrology, and political economy

Faculty: Kenneth Tabbutt and Tom Womeldorf

River systems carry more than water. Rivers transfer energy, sediment, and dissolved materials; they modify the landscape; and they provide water and nutrients to ecosystems and agriculture. They act as corridors for the migration of fish, facilitate commerce, and attract recreation and development.

Because of the wide range of demands placed on rivers, laws and policies have been developed to limit and allocate how these resources can be used. Effective management of river resources is inherently interdisciplinary, requiring the application of knowledge in both environmental sciences and management. We will examine geology, hydrology, fluvial geomorphology, and aqueous chemistry, as well as environmental economics and benefit-cost analysis with an emphasis on the impacts of society on some natural river processes. Our modes of learning will include seminars, lectures, problem-solving workshops, science and geographic information systems (GIS) labs, project work, and field studies.

In winter, we will focus on natural-resource economics, physical geology, and surface-water hydrology, with the emphasis on quantitative problem solving. In addition, students will be introduced to GIS and develop skills in analyzing and displaying spatial data associated with river systems and drainage basins. We will take several daylong field trips to study local river systems in western Washington. In spring, we will turn our attention to fluvial geomorphology, aqueous chemistry, and benefit-cost analysis. Students will participate in project work, and participate in an extended field trip to the Columbia River Basin in eastern Washington.

This program accepts new enrollment with signature in spring.

Students must have previous experience with introductory GIS. Contact faculty (womeldor@evergreen.edu and tabbuttk@evergreen.edu) for more information.

Credits: 16

Enrollment: 50

Required Fees: \$90 in winter and \$300 in spring for overnight field trips and museum fees.

Rivers of Clay

Winter 2018 and Spring 2018 quarters

Fields of Study: art history, biology, ecology, environmental studies, and visual arts

Class Standing: Sophomore – Senior

Preparatory for studies and careers in art history, biology, ecology, environmental studies, and visual arts

Faculty: Evan Blackwell and Carri LeRoy

This program, co-taught by a ceramic artist and a river scientist, gives students the opportunity to explore the similarities between artistic and scientific processes of inquiry while learning about the practical applications of ceramic art and stream ecology. We will explore the complicated relationships between rivers and clay, and how each can help to create and shape the other. We will learn about how rivers work, how to measure them to better understand them, and about the diverse organisms that call rivers home. We will learn about the physical and chemical structure of clay, glazes, and their mineral elements. In both quarters, students will discuss assigned readings in seminars. They will engage in active writing exercises and rigorous two-dimensional and three-dimensional visual art work in ceramics, mixed-media sculpture, and drawing. Students will also research experiences in stream ecology.

In the winter, students will gain experience in the studio and the laboratory, learning the fundamentals of working with clay and the fundamentals of working with microscopes and other lab and field equipment. Students will take several day trips and one overnight trip to local environments to examine and collect sources of clay and to implement a variety of field methods in stream ecology.

In the spring quarter, we will continue to master concepts in ceramics and ecology. Our program will culminate in a multiday field trip to the desert Southwest to learn about traditional Japanese and Native American clay techniques—and to learn about the unique challenges faced by desert rivers. Students will formulate research questions that will be addressed using group research projects in both stream ecology and ceramics.

This program accepts new enrollment with signature in spring. Students must have a substantive background in one of the following areas: 1) visual art or design, art history, and art theory or 2) biology, freshwater ecology, and chemistry. Admittance will be based on a background of at least two quarters of college-level related experience and strength of the student's application. Interested students should contact faculty by email (blackwee@evergreen.edu and leroyc@evergreen.edu) to apply.

Credits: 16

Enrollment: 50

Required Fees: \$175 in winter for an overnight field trip and studio supplies; \$600 in spring for museum entrance fees, studio supplies, and an overnight field trip to the Southwest.

Salmon, Raven, and Whale: The Pacific Northwest in Art and Science

Fall 2017 quarter

Fields of Study: Native American studies, cultural studies, field studies, natural history, visual arts, and zoology

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in art, field biology, and environmental studies

Faculty: Amy Cook and TBD

Both art and science require close observation of the natural world and critical thinking about what you see. People have been making these close observations and analyses of animals, plants, and ecology for as long as people have been living in the Pacific Northwest. It has not been until relatively recently in our history that we have divided these activities into two separate disciplines. Despite this separation, certain Pacific Northwest animals—including salmon, ravens, and whales—have continued to capture the imagination of people in both disciplines.

We will examine the natural history of the Pacific Northwest through the lenses of art and biology and compare and contrast these ways of looking at the world. We will emphasize close observation and critical and creative thinking around interpreting what we observe. Students will learn about the natural history of the region with an emphasis on ecology and animal behavior through lectures, workshops, and fieldwork. The program work will include significant time in the studio to develop drawing and 3-D art skills as well as students' aesthetic sense and skills in peer critique. Students are expected to spend time in the field refining their observation, field research, and art skills. In reading the work of artists and scientists who focus on the Pacific Northwest, we will look for commonalities and differences in their approaches both between individuals and between disciplines. We will critique both works of art and works of biology for their creative and scientific content.

The goal is to provide students with the opportunity to develop a good foundation in art and natural history and to practice interdisciplinary thinking with regard to these fields. Throughout the program we will come back to the three title animals to provide key examples of everything from capturing movement and form to ecological interactions. You do not need to have any prior experience in art or biology to be successful in this program.

Credits: 16

Enrollment: 46

Required Fees: \$125 for museum and event admission fees and art supplies.

Scientific Explorations in Chemistry and Archaeology

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: anthropology, chemistry, and history

Class Standing: Freshmen – Sophomore

Prerequisites: Students must have taken high school algebra and be able to use a scientific calculator. High school precalculus is strongly recommended.

Preparatory for studies and careers in anthropology, chemistry, and history

Faculty: Ulrike Krotscheck and Rebecca Sunderman

Though mass media portrays archaeologists as poison-arrow-ducking, Nazi-foiling adventurers, the truth is that archaeologists are scientists—and they often spend more time in the lab than finding the Ark of the Covenant. This program trains students to be such scientists. Incorporating archaeology, chemistry, math, research, and project presentation (written, oral, and visual), we seek to teach students all stages of the scientific method, from gathering data to presenting original research at conferences.

The study will benefit students who are looking for general chemistry credits and who have an interest in archaeology. No previous experience in chemistry or archaeology is required, but students should be able to use a scientific calculator and have completed high school algebra. High school precalculus is strongly recommended.

In the fall, students will review precalculus and algebra, begin studies and laboratory experiments in general chemistry, and learn about basic archaeological principles, methods, and field work in Washington state. In the winter, students will continue to learn general chemistry with laboratory and will be taught archaeological recording and lab methods. By spring quarter, students will be prepared to conduct original research on archaeological finds, such as chemical component analysis of artifacts. Students will also be prepared to design and present a research poster on their topics. Depending on students' research topics, spring quarter may include participation in the Northwest Anthropological Conference, the Washington State Undergraduate Research Symposium, or the Evergreen Science Carnival. Seminar readings throughout the year will focus especially on issues of social justice in the sciences, as well as ethics in science.

This program accepts new enrollment in winter and spring.

To enroll in winter, students must have basic chemistry and high school algebra skills as well as the ability to use a scientific calculator. To enroll in spring, students must have intermediate chemistry, high school algebra, and archaeology or anthropology skills as well as the ability to use a scientific calculator.

Credits: 16

Enrollment: 40

Required Fees: \$150 per quarter for supplies.

Seeds of Change: Food, Culture, and Work

Fall 2017 and Winter 2018 quarters

Fields of Study: agriculture, cultural studies, ecology, history, law and government policy, literature, and political economy

Class Standing: Freshmen

Preparatory for studies and careers in food systems or agriculture, food policy, political economy, and cultural studies

Faculty: Alice Nelson, Martha Rosemeyer, and TBD

We all eat to live, but how often do we stop to ask where our food comes from? How was it grown? Who cultivated and harvested it? How did it arrive at our tables? Do we all have the same access to food? How has the migration of workers to harvest food, as well as their movements for social justice, created new forms of culture—from protest songs to *Teatro Campesino* (farmworkers’ theater)? How do agricultural and food policies impact the food system? This program seeks to address these questions by examining the intersections of food ecology, labor history, food policy, and cultural change. We will explore how systems of power—involving race, class, and gender, among others—shape work, access to food, governmental policy, and environmental sustainability.

Fall quarter will focus on three commodities: apples, bananas, and sugar. In each case, we will explore a given crop and how it has affected environmental, economic, social, and cultural relationships over time. We will study the ecological conditions for cultivating this crop, its environmental impact, the ways it is harvested and traded, how workers have attempted to organize themselves, the literature and art that have aided their social movements, and the impact of governmental policies on the crop’s production and workers’ rights. We will talk with workers during the fall harvest and hear from local artists and poets about their cultural work relating to agricultural life and social change. A typical week will involve lectures, seminar discussions, films, and workshops on quantitative reasoning and expository writing. Students will write frequent essays about readings in environmental science, social science, and humanities. In addition to field trips, we will engage in organized opportunities to put our learning into action through volunteer work.

In winter, we will deepen our understanding of concepts introduced in the fall, moving from specific crops to a larger view of intersecting social, political, and environmental systems. Throughout winter quarter, we will continue to have seminars, lectures, and field trips as a program. Since the Washington Legislature will be in session, we will attend a policy meeting or hearing. In addition, students will research crops of their own choosing, developing case studies along the lines we explored together in the fall. Workshops in qualitative and quantitative research methods will support students’ projects. Students will present their learning, first in the form of posters or short skits about food issues, and later in a more formal research presentation.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 54

Required Fees: \$125 per quarter for overnight field trips.

Shakespeare and Brecht

Spring 2018 quarter

Fields of Study: literature, music, and theater

Class Standing: Freshmen – Senior

Preparatory for studies and careers in performance and graduate study in the humanities and theater

Faculty: Marla Elliott and Elizabeth Williamson

In 16th-century London, William Shakespeare was commercially successful, but only one of a sea of talented dramatists. Since then, he has become the most recognizable emblem of English-speaking culture. He is both an icon of elite knowledge and widely accessible through a continual process of adaptation and appropriation.

Bertolt Brecht was a German playwright working in the tumultuous period between the two World Wars. He was widely admired during his lifetime as a theatrical innovator, but is now little known to the casual theater-goer. Despite their different cultural status in 21st-century America, these playwrights share some crucial stylistic commonalities. Brecht read Shakespeare voraciously and took him as a model for how theater can expose fundamental political and social rifts. Brecht also adopted Elizabethan theater, along with Chinese theater, as a source of inspiration for his own style of anti-naturalistic acting.

In this program we will read plays by both authors and study theories of acting, allowing students to test out modes of interpretation as both readers and performers. Skill-building workshops will help students understand the play scripts by reading them out loud and performing them for each other. In particular, students will learn to analyze and scan Shakespeare’s verse structures. Students new to this kind of voice training for actors will learn beginning levels of vocal resonance, projection, and diction. Students with some previous experience will be able to apply these skills to emotional interpretation of poems and plays.

No previous experience with theater is necessary to succeed in this program, only the willingness to try new ways of inhabiting the text. Students who enroll for 16 credits will participate in an additional text-based Shakespeare seminar.

Credits: 12, 16

Enrollment: 25

Required Fees: \$40 for theater tickets.

Slavic and Celtic Folklore: Heroic, Spiritual, Practical

Spring 2018 quarter

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

Class Standing: Freshmen – Senior

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

Faculty: Patricia Krafcik and Sean Williams

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

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

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

Credits: 16

Enrollment: 50

Required Fees: \$20 for a workshop and supplies.



A student in the Practice of Organic Farming program works on the Organic Farm. (Shauna Bittle)

So You Want to Be a Psychologist

Spring 2018 quarter

Fields of Study: psychology

Class Standing: Freshmen – Senior

Preparatory for studies and careers in psychology, education, and social work

Faculty: Carrie M. 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 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 (WPA), the western regional arm of the APA. This year's convention will take place April 26–29, 2018, in Portland, Oregon.

Credits: 16

Enrollment: 25

Speaking Subject Aesthetic Practice

Fall 2017 and Winter 2018 quarters

Fields of Study: aesthetics, literature, media studies, philosophy, and visual arts

Class Standing: Sophomore – Senior

Preparatory for studies and careers in critical theory, the humanities, and art

Faculty: Kathleen Eamon

Sight and sound are often thought of as registers that sustain and represent what escapes language. Language in turn is often thought of as constituted by its exclusion of embodied experience. A parallel thought is inscribed into the division between our familiar, material, analog world and the virtual realm of the digital. What we can and do share with others is shaped by our participation in figurative, sonic, and/or linguistic systems. We will take up, complicate, and challenge these claims both creatively and theoretically in this program in experimental sound and visual art, critical theory, and psychoanalytic theory.

In addition to analyzing contemporary examples of sound art and visual work, we will have a broad range of interlocutors in poetry, literary theory, psychoanalysis, philosophy, and critical theory. These will likely range from Freud to Lacan, Kristeva, and Žižek in psychoanalytic theory; and from Hegel and Marx to Adorno, Michel Chion, Laura Mulvey, Kaja Silverman, and Sianne Ngai in critical theory and aesthetics.

We will engage these challenging interlocutors in seminars, small groups, lectures, and reading sessions; and students will produce regular academic writing. Our work will also include substantial art, writing, and studio components, with introductory technology workshops in audio and visual production. Over both quarters, students will write regular academic essays, engage in creative-writing workshops, and develop a sustained studio practice. In the fall, each student will produce a collection of experiments in audio production and a companion essay. With the help of additional visual production training, the fall experiments will serve as ground and source for the major audio-visual winter project. The program will conclude with a public screening and launch party for these projects.

This program accepts new enrollment with signature in winter. Students must have substantial background (at least one course or program) in any one of these major areas of focus: critical theory, philosophy, or electronic media.

Credits: 16

Enrollment: 25

Speaking Truth in 20th- and 21st-Century Indigenous Arts: Legacy, Defiance, and Agency

Winter 2018 and Spring 2018 quarters

Fields of Study: Native American studies, aesthetics, visual arts

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in Native American studies, art history, museums, education, and studio art

Faculty: Frances V. Rains and TBD (indigenous studies)

Across the millennia, indigenous peoples have always had means of expressing their lives through art. Non-Natives, however, as recently as the 20th century, have viewed indigenous artwork through a framework of colonizing artistic standards. These standards often ignored, misrepresented, misinterpreted, and sometimes denigrated the artworks of Native peoples. The purpose of this program is to view 20th- and 21st-century indigenous arts through indigenous frameworks that honor the continuity of cultural traditions, while also respecting the power of agency. Native artists have exercised against a backdrop of ongoing colonization. Art is testimony to the vibrancy of indigenous worldviews that often “speak truth” on the ravages of colonization in their communities and homelands, as well as the narrow constructions of U.S. history and anthropology that limit deeper understanding.

In this program, we will critically examine some of the colonizing aspects of U.S./Native history, anthropology, and the tourist industry that motivated many mid-20th and early 21st-century indigenous artists to “speak truth” through paintings, sculptures, carvings, basketry, bead work, photography, prints, performance, and multimedia installations as a means of maintaining and defending Native identity and tribal sovereignty. Using a decolonizing lens, we will analyze some of the artworks across the century that were reduced to anthropological artifacts and “crafts” as objects of study, rather than recognized or respected for the aesthetically creative and artistic works that they really are. Through lectures, films, readings by indigenous scholars and writers, student-led seminars, guest speakers, weekly studio or research workshops, and field trips to mainstream and tribal museums, students will critically reflect on the power, meaning, and contributions of contemporary Native art, not only to indigenous people, but to the non-Native world. Students will develop skills as writers, artists, researchers, and potential allies by studying indigenous scholarship and the artworks of indigenous artists from the 20th and 21st centuries, and by developing research papers and presentations.

This program does not accept new enrollment in spring.

Credits: 16

Enrollment: 40

Required Fees: \$20 in winter for museum entrance fees, and \$145 in spring for museum entrance fees and an overnight field trip to the Quileute and Makah nations.

Student-Originated Software

Fall 2017 and Winter 2018 quarters

Fields of Study: computer science and mathematics

Class Standing: Sophomore – Senior

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

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

Faculty: Neal Nelson, Richard Weiss, and Sheryl Shulman

Large software systems have proven to be notoriously difficult to build, modify, and maintain despite the best efforts of many very capable people over the last 50 years. This is an upper-division program intended to help students gain the technical knowledge required to understand, analyze, modify, and build complex software systems.

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

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

Signature required. Satisfactory completion of Computer Science Foundations or equivalent, including discrete mathematics, computer architecture, and one year of computer programming. Student background will be assessed based on an informal transcript of prior coursework and/or an interview with the faculty. Contact Sherri Shulman (sherri@evergreen.edu) before Week 1 of classes. **This program accepts new enrollment with signature in winter.** Satisfactory completion of fall quarter Student-Originated Software or equivalent required, including prior coursework in intermediate-level computer programming; computer architecture; and discrete mathematics; and upper-division work in data structures, operating systems, and computer networking. Qualified students will be admitted on a space-available basis.

Credits: 16

Enrollment: 35

Student-Originated Studies: Culture, Community, and Disability

Winter 2018 quarter

Fields of Study: American studies, community studies, and cultural studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in community studies, disability studies, cultural studies, humanities, and education.

Faculty: Chico Herbison

This Student-Originated Studies (SOS) program is an opportunity for students to do intermediate or advanced work in disability studies, an interdisciplinary academic field that includes an exploration of:

1. The historical, cultural, artistic, and other dimensions of disability,
2. Social justice issues and political activism in the disability community, and
3. The intersections among disability, race, gender, class, sex, and other markers of identity.

Students will link theory and practice through engagement with in-depth academic research and writing, as well as participation in community-based activities involving adults with disabilities. Although the bulk of SOS work will be conducted independently, all students will be required to participate in some group activities.

Students will meet with faculty weekly as a group to discuss readings, provide project progress reports and, perhaps most importantly, to build community and support each other's work. In addition, students will participate, as a group, in at least four brown-bag luncheon meetings, or other activities, sponsored by the University of Washington Disability Studies program and attended by UW students, staff, and faculty. Details on the content of these two sets of group activities will be provided during the first weekly class meeting.

A combination of academic and internship credit will be awarded in this SOS. Academic credit will include four credits for seminar participation, four for the writing and presentation of final projects, and four for a journal of reflections on students' overall internship experiences. Four internship credits will be awarded for participation as a tutor in the LEAD (Literacy and Education for Adults with Disabilities) program, a collaboration between Evergreen and Olympia-based Kokua Services, a non-profit, residential-support agency that serves adults with disabilities.

Signature required. Prior to the fall 2017 Academic Fair, students should provide faculty with electronic copies of (1) a sample of their best academic writing (of any length), and (2) a brief (300-word maximum) description of a proposed project. Email these items as attachments to herbisoc@evergreen.edu. In addition, all students are required to submit an online in-program internship application via my.evergreen.edu/individualstudy/internships. Contact Academic Advising with questions about internships and contact the faculty with questions about any aspects of this SOS.

Credits: 16

Enrollment: 25

Student-Originated Studies: Humanities and Social Sciences

Fall 2017 quarter

Class Standing: Freshmen – Senior

Preparatory for studies and careers in Faculty: Bill Arney

This program is an opportunity for students to do intermediate or advanced work in the humanities and social sciences with the support of a peer group. Students will work independently or in small groups on in-depth research projects or topics. This work may include an internship if the student has already identified an outside agency or organization and a potential field supervisor.

Students will meet weekly as a group with faculty to discuss work and support other group members' work. Weekly meetings may also include seminar readings and discussion. Some time will be devoted to writing drafts of Academic Statements.

Signature required. Students should submit a description of the proposed project or internship. If planning a project, include the questions to pursue and an initial book or other resource list. If participating in an internship, include the nature of the internship, the agency or organization, and the status of arrangements. Email to Bill Arney (arney@evergreen.edu) beginning May 1, 2017.

Note: Freshmen probably should not pursue this level of independent study unless they have previous college experience or are peculiarly motivated.

Credits: 16

Enrollment: 25

Student-Originated Studies: Literacy and Culture (CCBLA)

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: communication, community studies, cultural studies, education, media arts, and writing

Class Standing: Sophomore – Senior

Prerequisites: Students with course work or background in community study or community work will be given preference. But students interested in learning the skills to do community-based work are encouraged to apply.

Preparatory for studies and careers in community development, the nonprofit sector, journalism, education, and media arts

Faculty: Catalina Ocampo and Anne Fischel

To speak a true word is to transform the world...
[the] word is not the privilege of some few persons
but the right of everyone.
—Paulo Freire, *Pedagogy of the Oppressed*

This program is offered in collaboration with Evergreen's Center for Community-Based Learning and Action. It supports students to work in community settings through internships or projects. It builds skills for community work and provides a collaborative learning space through round-table discussions.

Our primary focus is on literacy. For many organizations, literacy is central to the development of personal and collective capacity; it is a foundation for full community participation, and it figures in the development of social movements. Literacy highlights the many domains of knowledge people possess, even if their knowledge is not validated through formal schooling. It encompasses not

just language and reading, but the ability to intervene in issues important to community life, including youth development, homelessness, public health, immigration, environmental justice, and climate change. Finally, literacy means the collective production of knowledge through dialogue, research, writing, and cultural and artistic production.

We will learn about literacy in a community context, while expanding our own literacy skills. In fall, students will learn video production and explore how art and culture can document and intervene in community struggles. Workshops include documentary video production, working respectfully with community organizations, and oral histories. Practices of reflective and autobiographical writing will be taught and strongly encouraged. Students will earn half their credits through a project or internship (15–20 hours per week), and half in the classroom through critical exploration of case studies and discussion of community experiences. The goal is to build a foundation for extensive community work in winter and spring. Possible readings include Horton's *The Long Haul*, Freire's *Pedagogy of the Oppressed*, Barndt's *Wild Fire: Art as Activism*, and Landay and Wootton's *A Reason to Read: Linking Literacy and the Arts*.

In winter and spring, students will earn up to 12 credits through community work (20–30 hours per week) while participating in classroom-based learning and reflection (4 credits). Students will meet as a group one day per week to share successes and challenges, discuss short readings, and participate in workshops. Workshops will include refining skills in community-based work and reflective writing, using writing and art as tools to support literacy, and exploring how our personal histories shape our interactions with communities. Readings will cover case studies in the U.S. and Latin America, including informal publishing projects, alternative library systems, memory work, and photography. At the end of winter quarter, students will collaboratively shape our spring reading list.

This program is ideal for responsible, self-motivated students. It is intended for students who value collaborative learning, are enthusiastic about shaping a community of co-learners and co-teachers, and are committed to learning from and with community organizations.

Signature required. For fall enrollment, students should contact Anne Fischel (fischela@evergreen.edu) with an outline of their proposed internship or project. Proposals should include information about the community organization with which they will be working and the background experience that prepares them for this internship or study. Students may also confer with the faculty about possible community placements before applying. No prior experience required, but preference will be given to students whose studies have included a community focus and who have arranged their own project or internship. **This program accepts new enrollment with signature in winter and spring.** For winter or spring enrollment, students should contact Catalina Ocampo (ocampoc@evergreen.edu).

Credits: 16

Enrollment: 25

A similar program is expected to be offered in 2018-19.

Student-Originated Studies: Literary Arts Capstone

Winter 2018 and Spring 2018 quarters

Fields of Study: aesthetics, literature, and writing

Class Standing: Junior – Senior

Preparatory for studies and careers in writing, literature, publishing, and the arts

Faculty: Steven Hendricks and Miranda Mellis

This upper-division literary arts workshop provides students with a forum for extended practice in creative writing, literary criticism, book arts, or hybrid works, and it offers the possibility for the development or completion of capstone projects. It is intended for students who have significant college-level experience in writing literary texts, and who are committed to prose forms and narrative arts (fiction, nonfiction) and book arts related to a literary project (or in a literary vein).

This program will be a lively forum for discussing literary practices; it will help students develop direction as writers and provide support and deadlines for a major project. Program work entails extensive readings from peer and published work, in-class writing exercises, and discussions of works in progress. Documentary, multimedia, hybrid, and post-genre writing projects are welcome. We will look at a number of works by other writers working in and from a range of genres, registers, lineages, and attitudes, which will be useful for your own work. Regular program requirements include but are not limited to: writing daily, bringing original writing to workshop, reading and critiquing the work of other participants, rigorous and serious revision, attendance at all required lectures, giving a talk on a chosen author, writing critical essays, attendance at all required public readings, and meeting with faculty individually to talk about your work. Your final narrative evaluation will be based on your manuscript and your class participation. During spring quarter, students will engage in a two- to four-day residency off campus for intensive writing and workshop in community.

Signature required. Application to the workshop requires a two-page writing sample with a one-page cover letter, and, if you are a senior working on a capstone project, an outline of your research agenda. Detailed application guidelines will be available prior to the Academic Fair; email hendrics@evergreen.edu for application guidelines. **This program accepts new enrollment with signature in spring.**

Credits: 16

Enrollment: 50

Required Fees: \$122 in spring for an overnight field trip.

Student-Originated Studies: Social Sciences, History, Multiculturalism, Diversity

Winter 2018 quarter

Fields of Study: history, political economy, and sociology

Class Standing: Sophomore – Senior

Preparatory for studies and careers in social sciences, history, and education

Faculty: Michael Vavrus

This Student-Originated Studies (SOS) program is an opportunity for students to do intermediate to advanced work in the social sciences and history, especially topics in diversity, multiculturalism, and social justice. Students will work in small groups or independently on in-depth projects or areas of study and may include an internship component if the student has already researched and started the process to get approval from an outside agency with an identified supervisor. The format of this program includes weekly meetings to discuss particular assignments and updates on student work. Each student will engage in weekly academic writing assignments based on the individual student's self-determined reading list, with technical assistance from the faculty.

Students should anticipate meetings Weeks 1–4 and 6–9 with their peers and faculty to report on their studies and to receive critical feedback and recommendations for further study. Students will need to be available for individual conferences with the faculty during Weeks 5 and 10. Students will upload assignments on a weekly basis that indicate academic progress toward a final project. The final project must be uploaded during Week 10. Prior to their final evaluation conference with the faculty, students must upload a self-evaluation of their learning.

Signature required. Students must write a short (one or two paragraphs) description of the proposed project and develop a weekly outline of what they intend to accomplish for each of the 10 weeks during the quarter. Priority is given to students who have proposed their projects at the Academic Fair or by the end of fall 2017. An appointment can be arranged via email (vavrusm@evergreen.edu).

Credits: 16

Enrollment: 25

Internship Possibilities: An in-program internship is possible if (1) it is related to theme of this student-originated studies program, (2) the student has already researched and started the process to get approval from an outside agency with an identified supervisor, and (3) an academic component is included (see SOS description). Students pursuing this option must complete an in-program internship learning contract in consultation with the faculty and Academic Advising. Go to evergreen.edu/individualstudy for more information.

Studio, Archive, Field: Advanced Projects in Media and Visual Art

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: art history, media arts, media studies, visual arts

Class Standing: Junior – Senior

Prerequisites: Students must have both the academic breadth and depth to do advanced work in the arts. In addition to a broad liberal arts foundation, students must have substantive background in at least one of the following areas: media studies, media arts, visual art, art history, or visual studies. Students must have 1) a broad liberal arts foundation (at least 32 credits of an Evergreen interdisciplinary program or the equivalent study in areas outside of the arts); 2) at least 32 credits of Mediaworks, Studio Projects, or the equivalent in-depth study of the history, theory, and practice of visual and/or media arts; 3) upper-division college-level reading, writing, and critical-thinking skills. Students who have successfully completed research projects, long-form essays (10-20 pages), and/or individual and collaborative self-directed creative projects are likely to be well-prepared for this program. All students must be prepared to commit to a regular studio and research practice, collaborative as well as individual creative projects, and academic research and writing.

Preparatory for studies and careers in visual and media arts, art history, visual studies, media studies, humanities, and education

Faculty: Julia Zay

Students prepared for intensive study of the theory and practice of contemporary art and media will pursue capstone projects in film, video, sound, installation, and 2-D and 3-D visual arts in a directed and supportive learning community. The program will support students as they forge their own research-based artistic practice that combines creative and critical methods. Students will develop their projects in the context of this program's specific focus on the site, shape, and significance of iteration, duration, and structured experimentation in the creative process; in particular, we will consider the *studio*, the *archive*, and the *field* (or site-specificity) as three distinct but interrelated locations and methodologies of art-making that require different ways of thinking, working, and being in relationship to one's materials, communities, and contexts. *Students with a significant background in media theory or art history who wish to engage in an arts-based practice or academic project such as museum studies, curatorial and archival practices, or an arts-related internship are also welcome.*

In fall, we will establish our homeroom-studio as students set up their own workspaces there and at home. We will study artists whose practice is based in archival research and fieldwork. We will then explore the archive and the field as spaces for our own artistic research as students complete collaborative and individual assignments by working in local archives and pursuing observational and other site-based practices in the field.

In winter, we will deepen our understanding of the ethics, stakes, and politics of the archive, fieldwork, and site-specificity, and students will organize into groups and create a shared syllabus for weekly meetings. Students will plan and complete an individual creative project, creating an individual syllabus that outlines research in the archive and the field. They will maintain a creative practice in their studios and acquire new skills in workshops, as needed.

In spring, students will expand their winter project or complete a new project, again based in archival and field research and studio practice. We will consider the question of exhibition and audiences as students collaboratively design and host a final conference and exhibition of their work at the end of the program. Students will also attend workshops on professional practices and protocols, discuss the job and graduate school search, prepare for the application process, and consider the world of grant funding.

Throughout the year, students will present their work and engage in extensive discussion and critique at each stage of their process. Students will share skills and provide support on their peers' projects. Students will attend lectures, screenings, and workshops as well as the art lecture series, participate in group critiques, read and discuss research material and texts, complete writing assignments, lead seminar, present their research, and learn how to more effectively document and reflect critically on their working methods and processes.

We will take an overnight field trip in fall. We will also spend time in local or regional archives and establish a site-based practice in winter and spring. While travel is not required in winter and spring, our program will accommodate short trips as part of students' site-based practice.

Signature required. Students must demonstrate that they have the necessary background by submitting an application, available online (<https://sites.evergreen.edu/studioarchivefield/>), or by contacting faculty (zayj@evergreen.edu). Selection criteria will be based on successful academic experience and the strength of application. Students applying for fall quarter should bring completed applications to the spring 2017 Academic Fair or email applications to faculty. Students applying for winter or spring should apply at the Academic Fair the quarter before or email applications to faculty. Applications will be accepted on an ongoing basis until the program is full. Only complete applications will be considered. Students will be individually notified by email of their acceptance into this program. For more information, contact faculty (zayj@evergreen.edu). **This program accepts new enrollment with signature in winter and spring.**

Credits: 16

Enrollment: 18

Required Fees: \$330 in fall for entrance fees, an overnight field trip, and art supplies. \$40 in winter and spring for entrance fees and art supplies.

A similar program is expected to be offered in 2018-2019.

Studio Projects: Outside the Lines

Fall 2017 and Winter 2018 quarters

Fields of Study: aesthetics, art history, media arts, media studies, and visual arts

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in studio art, visual and media literacy, art history, education, and the humanities

Faculty: Ruth Hayes and Lisa Sweet

The dominant concept of Euro-U.S. fine art holds that first and foremost, art serves the artist's self-expression. This assumption requires viewers of art to relinquish their own associations and experiences, and essentially submit to art's "power." Other theories suggest that art serves varied roles extending well beyond the artist's self-expression. For millennia, indigenous and ancient cultures have created and used images and objects to serve ritual and ceremony, or to galvanize communities. Only recently have Euro-U.S. contemporary artists taken up alternative forms and functions—deploying art as a change agent, provoking examination of outmoded paradigms, and questioning the status quo. Images, objects, and experiences "sneak up" on us and surprise us. These works do so disguised as ordinary objects or images that we don't initially perceive as art in the conventional sense. Such art appears in the guise of postcards, graphic novels, web zines, performances, toys and more. We will question and explore the division between the purpose art has traditionally served and alternative ways art can operate. We will pursue this inquiry through multiple learning modes, including studio practice, contemporary art theory and art history lectures, screenings, readings, written assignments, individual creative projects, and seminars.

We will ground the program in two studio practices: animation and printmaking. Because both originate in drawing, students will devote significant time to learning drawing skills and theory. In fall, students will work back and forth between drawn and reproduced images, animation and intaglio printmaking, static and moving pictures. In winter, they will continue this process in addition to developing independent projects that further their own inquiries into these practices. Creating individual and collective projects,

students will gain basic studio skills and foundational visual and media literacy. They will learn a range of creative concept development practices, enhancing their knowledge of alternative ways of making and thinking about art.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 46

Study Abroad Consortium Partnerships

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: study abroad

Class Standing: Sophomore – Senior

Faculty: Michael Clifforne

A consortium is a formal relationship with other institutions to increase travel abroad opportunities for Evergreen students. More than 300 destination programs are offered and financial aid can be used to pay for approved program costs. Students pay the consortium's tuition and fees; they do not pay Evergreen tuition or fees when enrolled in consortium. Enrollment is recorded at both the consortium and at Evergreen; Evergreen students register at Evergreen with a special CRN and retain their student status.

Alliance for Global Education offers interdisciplinary study programs in India and China. In India, students can focus on issues of public health, Indian studies, development, or the environment, in programs located in Manipal, Pune, and Varanasi. In China, students can focus on issues of globalization, development, business, politics, social change, and Chinese language, in programs located in Xi'an, Beijing, or Shanghai. Internship opportunities are available in both countries. Full semester and summer options. Students earn 15 semester credits (22 quarter credits).

American University in Cairo is a premier, full-service, English-language university founded in Cairo, Egypt, in 1919. Students can focus on a wide range of disciplinary studies through the semester or summer options as study abroad, non-degree students, or they can focus on intensive Arabic language through the Intensive



Students in the program Printmaking: Tradition and Innovation hold a final critique in the Arts Annex. Each student made a trio of intaglio prints that conveyed a narrative without text. (Shauna Bittle)

Arabic Program. Credits will vary by individual enrollment but typically range from 15-18 semester credits (22 to 27 quarter credits).

Center for Ecological Living and Learning offers programs in Iceland, Nicaragua, Costa Rica, Honduras, and Kenya that focus on sustainability, environmental issues, experiential learning, and close connection to local communities. Students earn 15 semester credits (22 quarter credits).

Center for Global Exchange and Experience provides a set of interdisciplinary study abroad programs sponsored by Augsburg College in Minneapolis, Minn. Students can focus on issues of gender and social change, international business, migration, globalization, or social work in Mexico; sustainable development and social change in Central America; or nation building, globalization and decolonization in Namibia. Language study and internships, as part of or in addition to the programs, are available. Students earn 16 semester credits (24 quarter credits).

Council on International Educational Exchange provides study abroad programs in conjunction with multiple university sites in Africa, the Middle East, Europe, Asia, Latin America, the Caribbean, and Australia. Students choose from a wide variety of disciplines, with programs taught either in English, the local language, or both. Students earn 15-18 semester credits (22-27 quarter credits).

Danish Institute for Study Abroad offers 14 coordinated programs in architecture and design, biomedicine, child diversity and development, communication and mass media, European culture and history, European politics and society, global economics, international business, justice and human rights, medical practice and policy, migration and identity/conflict, pre-architecture, psychology, public health, and sustainability in Europe. All programs and courses are taught in English, with the exception of Danish language and culture studies. Students earn 15-18 semester credits (22-27 quarter credits).

Educational Programs Abroad arranges internship placements in England, Scotland, Germany, Belgium, and Spain. Students typically intern 30-35 hours per week, with one or two supplemental classes. Adequate fluency in the language is often, but not always, required. Students earn 16 quarter credits, with options to earn more through special coursework with the University of Rochester, and at additional cost.

Institute For Study Abroad – Butler, operated through Butler University in Indiana, connects students with multiple university sites in England, Scotland, Wales, Ireland, Australia, New Zealand, Argentina, Chile, Costa Rica, Mexico, and Peru. Students enroll in regular university course offerings, with opportunities for internships as well. Fluency in Spanish is required for most Latin American studies programs, with some options for students with lower-level Spanish skills. Students earn 15-18 semester credits (22-27 quarter credits). Summer programs also available.

Jackson School of International Studies – UW Seattle offers juniors and seniors a chance to spend one year focusing on one of 14 regional study areas: Africa, Canada, China, comparative religion, European, international, Japan, Jewish studies, Korea, Latin America and Caribbean, Middle East, Russia-Eastern Europe-Central Asia, South Asia, and Southeast Asia studies. Students earn 12-18 quarter credits each quarter, depending on class selection. Evergreen can only recommend a small number of students to this program, so it is competitive. Applications due March for the following year.

International Partnership for Service Learning offers programs that combine language, area studies, and community service placements in Argentina, Cambodia, Ecuador, France, Greece, Guatemala, Ireland, Italy, Peru, Spain, Tanzania, Thailand, and Vietnam. Students gain valuable experience serving in a variety of community organizations. Semester and summer programs available. 15-18 semester credits (22-27 quarter credits).

School for International Training offers a wide variety of interdisciplinary programs in Africa, Asia, Europe, Latin America, and the Middle East that focus on the arts, cultural expression, global health, identity and globalization, environmental issues, post-conflict transformation, social movements, human rights, and sustainable development. Programs entail language, thematic studies, independent study projects, and close connection to local communities. Students earn 16 semester credits (24 quarter credits). Summer programs are also available.

School for Russian and Asian Studies offers programs throughout the European, Central Asian, and Siberian regions of the former Soviet Union on a wide variety of topics: Central Asian studies, acting in Russia, Russian studies abroad, translation abroad, art in Russia, the Russian Far East, the Russian psyche, museums and art restoration, Kyrgyz adventure, politics and international relations, internships, and more. Students earn 15-18 semester credits (22-27 quarter credits).

SEA Education Association offers programs that focus on ocean exploration, documenting change in the Caribbean, oceans and climate, sustainability in Polynesian island cultures and ecosystems, and energy and the ocean environment. Students spend the first part of the semester in Woods Hole, Mass., preparing for the second part of the semester when they embark on tall-masted sailing ships to continue studies at sea and among island communities. The program offers both Atlantic and Pacific routes. Students earn 16 semester credits (24 quarter credits). Options for upper-level credits are available. Summer programs offered as well.

Studio Arts Centers International in Florence, Italy, offers undergraduate options for study in more than 20 studio art and design programs, art history, art conservation, and Italian language and culture. Graduate level studies are also available. Students earn 15-18 semester credits (22-27 quarter credits).

University of Arizona – Russia offers the opportunity to study Russian language and culture in Moscow during the academic year, with summer options in Saint Petersburg. Students receive 20-30 hours of instruction per week depending on their level placement. Program takes place at the GRINT Language Center at the Moscow Humanities University. Options for internship placement in Moscow also exist. Students earn 15 semester credits (22 quarter credits).

Wildlands Studies offers programs through a number of environmental field projects in several countries: Australia, Belize, Borneo, Canada, Chile, Costa Rica, Ecuador, India, Nepal, New Zealand, Panama, Peru, South Africa, and Thailand. Wildlands' domestic programs are not eligible for consortium status. Students are engaged in field studies for seven-week periods typically, and many include cultural studies, since communities are part of local environmental systems. Students earn 10 semester credits (15 quarter credits: 10 upper-division science credits and 5 upper-division cultural studies credits), issued through Western Washington University.

Study Abroad: Destination and duration vary. For details on participating programs and institutions, contact Michael Clifhorne at clifthom@evergreen.edu or visit evergreen.edu/studyabroad/consortiumpartnerships.



A student works on a mask in the carving studio. In Regional Styles of Northwest Native Design and Woodcarving students explored design and woodcarving, focusing on Northwest Native styles as inspiration for their own mask-making and 3D sculpture designs. (Shauna Bittle)

Survival of Indigenous Art

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: Native American studies, art history, community studies, cultural studies, history, sociology, and visual arts

Class Standing: Freshmen – Senior

Preparatory for studies and careers in education, social work, tribal and nonprofit arts management, studio art, and indigenous art fields

Faculty: Yvonne Peterson, Gail Tremblay, Gary Peterson, and TBD

How do indigenous people and their culture survive genocide? What did indigenous people choose to save when facing a holocaust? When the reality of ethnic cleansing is upon you as indigenous people, how do you secure the survival of your culture? In the 21st century, what are the elements of colonization and assimilation that continue to eliminate indigenous people and their culture? We will look at trends in laws; policy; and lived experiences of indigenous people in North America, the Ainu of Japan, the Quechua of Peru; as well as the ability of indigenous people to survive. Elements of indigenous art will be studied in terms of the history and culture of regions, intellectual property, gender norms, and visual sovereignty contrasted with intellectual and political sovereignty. Students will learn about the different ways indigenous communities have employed images and objects as links to history, identity, culture, function, and ceremony. Students will learn about the language of oppression as foundational information for understanding how the impacts of historical events still reverberate in marginalized communities today.

Art, art theory, and the making of art will be predominant during our program studies. We will work with textiles, basketry,

and paper. Students will learn to create both hand-drawn and computer-generated stencils for use with photo-emulsion printing techniques. Students will create a conceptual body of work with an emphasis on professional editioning practices. Students will experience firsthand the therapeutic value of cultural art practices. Students will learn about reclaiming steps Tribes have taken to awaken and use sustaining practices that had been taken away in a civilizing effort by the United States and their allies.

We welcome students who do not identify as artists but have a deep interest in working with indigenous communities. The program will work toward developing different forms of literacies, including visual, cultural, and political. Lectures, films, readings, and student-led text-based seminars will compose the primary structures used by our learning community. Quarterly, students will complete an academic project related to the theme of the program and work in groups to prepare an arts activity for Generations Rising: Tribal Youth/Make Art day. Students will engage in service learning volunteer projects with Tribes preparing for the yearly paddle journeys. Participation in this program means practicing accountability to the learning community and other communities, as well as interacting as a respectful guest with other cultures and engaging in constant communication with co-learners.

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

Credits: 12, 16

Enrollment: 75

Required Fees: \$75 per quarter for art project materials.

Internship Possibilities: Internships related to social work are possible in winter and spring with faculty approval.

Unpacking Counter Narratives: Examining Multiple Perspectives and Diverse Voices

Spring 2018 quarter

Fields of Study: cultural studies, education, language studies, writing

Class Standing: Sophomore – Senior

Preparatory for studies and careers in education, teaching English language learners, qualitative research, and oral history

Faculty: Leslie Flemmer and Grace Huerta

How can we create different forms of education, knowledge, and literacy through storytelling, oral history, multimedia, and popular culture in order to provide a space for marginalized voices to be heard? To address this question, this program will examine how counter-narrative and qualitative research offer a framework for diverse voices to share, research, and create unique, personal, and contextualized multicultural learning experiences. By engaging in the study of education, literature, storytelling, and multimedia, we will explore the lives and experiences of people from different cultures, times, and places. The study of counter-narratives will also help us make meaning of our daily encounters, language, intersectionality, and strategies for community-building. As a pedagogical framework, the examination of counter-narratives will help us expand our understanding of teaching, learning, and language. A major objective of our study of counter-narratives is for students to expand their understanding of research from multiple perspectives and generate new frameworks for cross-cultural education.

In this unique and collaborative program between two institutions of higher education, Evergreen and Daejeon University in Korea, together we will investigate how to conduct oral-history research, storytelling, and learning in a diverse learning community. In addition, this program will serve as an opportunity to support students developing more complex language, literacy, qualitative research, and ESL skills through cooperative and collaborative learning. Students will take an active role in working together through community-based activities, peer mentoring, and local field trips.

Credits: 16

Enrollment: 25

Required Fees: \$200 for entrance fees, transportation, and an overnight field trip.

Walking to Santiago de Compostela

Winter 2018 and Spring 2018 quarters

Fields of Study: consciousness studies, history, philosophy, sociology and study abroad

Class Standing: Freshmen – Senior

Prerequisites: Students should self-select based on their intention and ability, including financial, to travel to Spain in spring quarter.

Preparatory for studies and careers in Faculty: Bill Arney

El Camino, "The Way," is a collection of traditional pilgrimage routes that end in Santiago de Compostela, Spain. A monk said, "The only thing all pilgrims have in common is an interior necessity—I must go, I don't know why ..." As we study paths to Santiago, you will learn from—not just about—the Camino. It may teach you why you had to go, about yourself, or how you want to live. This walk is a "focal activity" that makes demands and requires discipline, helps you sense relationships even when walking alone,

reassures you about unknown capabilities, and, as one writer put it, gives you a "glimpse of life-giving possibilities."

In winter, we will study, first, the political history and the art of walking, especially the connection between walking and writing. Then we will take up the historical, religious, political, and cultural background of the *Camino* and its place in contemporary Spain. Pilgrims' accounts provide many takes on why people go to Santiago, what is required physically, mentally, and financially for walking routes that vary from 100 kilometers to more than 1,600 kilometers, what "pilgrimage" might mean in our time, and the kinds of meanings people make of their experiences after they return. Readings will range from the mystical realm to first aid for blisters, from spirit care to foot care, and everything in between. This portion of the program will involve significant lecture time, guest presentations, seminars, and writing. And we will—all together, in small groups, and alone—take some walks. A substantial independent study project will give each student a personal entrée and continuing connection to "The Way." Projects will be designed to continue during the students' walks in the spring. Conversational Spanish, integrated within the program, will further students' preparations.

In spring, everyone will be prepared to get to his or her starting point during the first week and begin his or her *Camino*. Students will continue their independent studies along the way. Most of week seven or eight will be spent together in Santiago, reflecting thoughtfully, carefully, playfully, and, most important, together on our walks. Then we will probably walk the *Camino Finisterre*, the old pagan route toward the setting sun, the *Costa da Morte* (the "Coast of Death"), and "the end of the world." Some may decide that it is important to follow the route from *Finisterre* north to *Muxía* and back to Santiago.

For a comprehensive program description and supplementary material on the *Camino*, visit <http://sites.evergreen.edu/camino>.

If you are a student with a disability and would like to request accommodations, please contact the faculty or the office of Access Services (Library Bldg. Rm. 2153, PH (360) 867.6348; TTY (360) 867.6834) prior to the start of the program.

This program accepts new enrollment with signature in spring. Students must demonstrate adequate preparation for undertaking the study abroad, including academic preparation (sufficient reading and preparing for an independent research/study project while abroad), as well as logistical and physical preparation. You must submit the program's study abroad questionnaire and meet with faculty for an interview to demonstrate your preparation and competence to walk the *Camino*. Contact the faculty (arney@evergreen.edu) for more information.

Credits: 16

Enrollment: 25

Study Abroad: Students will spend 7–10 weeks in Spain spring quarter. The trip will cost approx. \$4,560, including airfare from Seattle to Santiago de Compostela (\$1,500), lodging (\$850), meals (\$1,410), in-country transportation (\$500), and related expenses (\$300). Approximately \$200 of this will be assessed for collective activities; students will be responsible for arranging the remainder. See <http://sites.evergreen.edu/camino/logistics> for suggestions on how to minimize costs. Students must deposit \$200 by the fifth week of winter quarter. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifthorne at clifthom@evergreen.edu.



The program Radio Practice and Politics included a workshop on audio editing in Audacity. Students developed communication and broadcasting skills while studying the political economy of radio. (Shauna Bittle)

Washington State Legislative Internships

Winter 2018 quarter

Fields of Study: government and law and public policy

Class Standing: Junior – Senior

Prerequisites: One year of interdisciplinary study.

Preparatory for studies and careers in community studies, government, law, political science, public interest advocacy, public policy, and social issues

Faculty: Kathy Kelly

Taking advantage of Evergreen's proximity to the capital of Washington state, this internship presents the opportunity to observe firsthand the development of public policy in that arena. Drawing from the social sciences and systems and change theory, students explore the evolving systems of law, regulation, and governance. Students will learn about proposed legislation on a variety of issues. They will reflect on the dynamics of the legislative process as a means for making change.

Each student will work as an intern with a legislator and her or his staff for a regular 40-hour work week during the 2018 legislative session. Intensive staff-apprenticeship activities include conducting legislative research, drafting policy and other documents, bill tracking, and constituent communications. Responsibilities also include attendance at guest presentations, seminars, workshops on budget, and media panels. Students accepted as legislative interns will develop an internship learning contract, profiling legislative responsibilities and linkages to their academic development.

Each intern will keep a weekly journal that is submitted to the faculty sponsor regularly and a portfolio of all materials related to legislative work submitted upon faculty request. During regular in-capitol seminars, Evergreen interns will confer with colleagues and the faculty sponsor to address challenges and reflect upon their experiences. Each intern will translate his or her activities in the internship into analytic and reflective writing about what they are learning and implications of the work by producing a minimum of three short essays per quarter. Students will also write a self-evaluation at the end of each quarter. At the conclusion of the legislative session, interns will produce a substantial integrative essay and meet with colleagues in person to review and reflect upon their legislative internship experience.

Student performance for the internship is evaluated by the faculty sponsor, field supervisors, and legislative office staff.

Signature required. Student applicants to the Legislative Internship program must complete the online application process in early October 2017. Applications are available online at www1.leg.wa.gov/internships and are due, complete for the 2018 session, by the last Friday in October, to be addressed to the Office of Academic Advising, L2153. Internships will be awarded by Capitol Senate and House of Representatives Education Program staff, and students will be informed of acceptance by late November. An information session will be held on campus each spring and in early October. Check with Academic Advising for dates and locations.

Credits: 16

Enrollment: 14

A similar program is expected to be offered in 2018-19.

What Are Schools For?

Fall 2017 and Winter 2018 quarters

Fields of Study: anthropology, community studies, education, literature, philosophy, and psychology

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in anthropology, community studies, education, literature, philosophy, and psychology

Faculty: Rita Pougiales and Lester Krupp

Schools are contested institutions in our country. For some, they are a means for learning and mobility; for others they are “sorting machines” that maintain social inequality. While every member of our society is promised a good education, there are ongoing inequalities that are fueled by race, class, and gender. In this program we will investigate these contradictions from pedagogical, psychological, philosophical, cultural, and historical perspectives.

Central to our study will be an investigation of how children learn. To do so, we will draw insights from developmental psychology, educational philosophy, and learning theory. We will study theorists such as John Dewey, Lev Vygotsky, Paulo Freire, and Maxine Greene. We will also draw on literature, history, and anthropology to explore the variations in learning that are a result of culture and other environmental variables, through attention to researchers like Shirley Brice Heath and Annette Lareau. From this study, we will seek to create a framework in which we can consider questions of relevant academic content, methods of teaching, ways of learning, and overall educational aims.

We will broaden our investigation of schooling by considering its role in maintaining cultural values and the purposes of education within a diverse, multicultural society. To do so we will look at the history of teacher preparation, subjects included in the curriculum, testing, the membership and role of school boards, state and federal regulations, and the reform movements of the last 20 years. We will pay special attention to the growing alignment of schooling to the values of the economy and the business community.

Writing and field study will be prominent. Academic and reflective writing will make up a core activity within the program. Students can expect to write often and to participate in structured writing-feedback groups; students can also expect to revise pieces to increase power and depth in academic or reflective modes. Field-study projects could include classroom observations and field interviews using ethnographic methods.

This program accepts new enrollment in winter.

Credits: 16

Enrollment: 46

With Liberty and Justice for Whom? (TACOMA)

Fall 2017, Winter 2018, and Spring 2018 quarters

Class Standing: Junior - Senior

See pages 84-85 for more information about the Tacoma Program.

Women's Work: Weaving Feminism and Math

Winter 2018 and Spring 2018 quarters

Fields of Study: cultural studies, education, gender and women’s studies, mathematics, and media studies

Class Standing: Freshmen – Sophomore

Preparatory for studies and careers in education, mathematics, computer science, natural and physical sciences, art, anthropology, cultural studies, and feminist and gender studies

Faculty: Julie Russo, TBD, and Vaughn Foster-Grahler

Women across history and cultures have developed and utilized sophisticated mathematics embodied in art and daily living practices like baking, weaving, basketry, and quilting, as well as in household and community management practices like project planning and budgeting resources. Though essential to successful societies, these skills are rarely recognized as legitimate forms of knowledge—let alone as “math.” This program interrogates mathematics as a field of inquiry, asking what is recognized as math and what isn’t, who had and has access to math, and what privileges it gives access to. We will learn mathematics through a variety of hands-on applications and engage with science and technology studies, cultural studies, and feminist theory. This program is at an introductory level, and the humanities portion will involve substantial reading and writing.

During winter quarter, we will explore the intersection of mathematics with craft and management practices that historically have been done by women in traditional and indigenous cultures. We will also explore the way in which societies throughout the world use mathematics in divination rituals, to mark time, create art, and organize community responsibilities. Through a grounding in feminist critiques (from critical theory, science studies, and women-of-color feminisms), we will examine how mathematical knowledge becomes legitimized and the ways in which power structures influence what counts as knowledge. Students who successfully complete the math portion of winter quarter will earn four credits in discrete math.

In spring, we will focus on the contemporary discipline of mathematics and the historical events that have shaped what is commonly called “academic mathematics,” creating new roles and invisibilities for women from the industrial era to computer age. We’ll delve into the origins and development of computer technology, and the gendered and racialized aspects of its production and consumption. We’ll engage with the complexities of current debates about women and minorities in STEM (science, technology, engineering and math) education and industries. Students who successfully complete the math portion of spring quarter will earn four credits in algebraic thinking and will be prepared to take precalculus I.

This program accepts new enrollment in spring. Contact faculty at or before the winter Academic Fair to obtain the required reading and guidelines for a response paper. Students must turn in the response paper at the first class meeting of spring quarter.

Credits: 16

Enrollment: 40

Required Fees: \$75 in winter for a photocopied coursepack and project materials; \$90 in spring for two coursepacks and project materials.

The Word in the Ear: Finnegans Wake and Other Experiments in Music and Language

Fall 2017 and Winter 2018 quarters

Fields of Study: aesthetics, cultural studies, music, and writing

Class Standing: Junior – Senior

Preparatory for studies and careers in writing, music, and performing arts

Faculty: Arun Chandra and David Wolach

The sound of the name and the name of the sound: James Joyce, Gem's Choice, Jam's Jice ... Assonance? Or just asses?

Every word has its sound ... every sentence its melody ... every paragraph its halitosis.

(Halitosis? That doesn't fit. And why not? Did the rhythm set you up, then trick you? Or is halitosis a new literary form you've not heard of? Does the meaning override the sense, or does the rhythm override the meaning?)

Are there texts that do *not* cry out to be read aloud? How do texts resist their corruption into voice? When does the music overpower the meaning and render it trivial?

Does the voice of a survivor of violence get drowned out by the noise of the musical beat? Does the beat strengthen that voice and what that individual has to say, or does it render its words and their meanings irrelevant?

Or is the meaning of the text helplessly open to corruption by the music?

It's easy to imagine a text rendered irrelevant by its music, but could a text be so powerful as to render its music irrelevant? Can creative artists combine the strength of the text with that of the music without having one distort the aims of the other?

These and other questions will be addressed in the class, along with weekly readings from Joyce's *Finnegans Wake* and other texts. We'll learn, try out, and perform ways of reading the text, and explore ways of extracting melodies from a text. Some of the writers we'll be exploring are François Villon, François Rabelais, Gertrude Stein, T.S. Eliot, Aimé Césaire, James Baldwin, and Sylvia Plath.

All students, whether enrolled for 8 or 16 credits, will meet for Experiments in Loud Out Reading and for seminar discussions and experiments. Students will be asked to give three presentations, both solo and in small groups, and present to the class the result(s) of their work. Students enrolled for the 16-credit option will attend additional sessions to explore music compositions and experiments in sound. Students in these sessions will write compositions for solo and multiple voices. We'll also listen to compositions written for voice, and explorations of what the voice can do, from Luigi Nono, Susan Parenti, Arnold Schoenberg, Rick Burkhardt, and others. In addition to the composition assignments, each student will be asked to write a paper that analyzes one of the pieces studied in the class.

This program accepts new enrollment in winter.

Credits: 8, 16

Enrollment: 25

Required Fees: \$100 per quarter for concert and performance entrance fees.

The Writing Is Round: A Canon of Words Hurled 'Round the World

Spring 2018 quarter

Fields of Study: anthropology, cultural studies, gender and women's studies, international studies, literature, and writing

Class Standing: Junior – Senior

Preparatory for studies and careers in writing, journalism, international studies, cultural studies, and anthropology

Faculty: Arun Chandra and Rita Pougiales

Through the language of writers from around the world, we can learn of the differences between peoples; the uniqueness of their cultural lives; and their images of what is desirable, what is desired by them, and the conflict between the two. Perhaps we might even learn what is missing from our own cultural view.

We will be reading authors who have, over the last century, been awarded the Nobel Prize in Literature, including Mo Yan (China), Orhan Pamuk (Turkey), Kenzaburō Ōe (Japan), Naguib Mahfouz (Egypt), Wole Soyinka (Nigeria), Rabindranath Tagore (India), and Nadine Gordimer (South Africa). There will be a focus on the language and the music of the language these writers use to create their thoughts: What is the rhythm of these writers' sentences? How is a sense of time created by them? How does a writer use paragraphs? How are human relationships and desires made manifest in that culture? Was the writing an attempt at criticizing their culture? At maintaining what had been lost from that culture? At giving a voice to those who might otherwise be silent?

We will be writing our reflections of these writers' work, our contemporary implementations of similar ideas in writing, and our projections of where these writers' imaginations might go and where we might like to take them. So, our writings, including three papers over the 10 weeks of the quarter, will be critical, analytic, and creative.

Credits: 16

Enrollment: 50

Required Fees: \$50 for entrance fees.

Reservation-Based Community-Determined Program (RBCD)



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 who have earned 90 or more college credits with strong connections to tribal communities. In addition to Evergreen’s application, an intake packet must be completed by all prospective RBCD students. To obtain the packet, contact rbcddprog@evergreen.edu.

- Students attend class two nights per week at approved sites.
- 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 credits, The Evergreen State College partners with Grays Harbor College (Aberdeen, Wash.) and Peninsula College (Port Angeles, Wash.) to provide an Associate of Arts direct transfer degree that is reservation based and intended to prepare students for the RBCD Bachelor of Arts Degree program. The colleges are able to deliver a program comprised of a unique set of courses particularly relevant to tribal communities. For more information on the Reservation-Based programs, please visit evergreen.edu/tribal, the Grays Harbor College website: ghc.edu/distance/reservation, or the Peninsula College website: pencol.edu.



Canoes arrive at the Port of Olympia for the Paddle to Squaxin. (Opposite page) Students from regional reservations participated in an RBCD Battlegrounds session—small groups discussed challenges and opportunities for Native American health care. (Shauna Bittle and Evergreen Photo Services)



RBCD: Rebuilding Native Nations: Strategies for Governance and Development

Fall 2017, Winter 2018 and Spring 2018 quarters

Fields of Study: Native American studies, community studies, cultural studies, government, history, law and government policy, law and public policy, leadership studies, and political science

Class Standing: Junior – Senior

Prerequisites: This program is designed for students with strong social, cultural, or economic ties to local tribal communities.

To be formally admitted to the RBCD Program, prospective students must meet the following criteria:

- Complete or be close to 90 transferable college credits or a transferable associate degree.
- Complete an intake packet. To obtain the packet, contact rpcdprog@evergreen.edu.

Preparatory for studies and careers in public administration, political science, social sciences, human services, education, law, and tribal administration and government.

Faculty: TBD and TBD

This program teaches from a Native-based perspective within the context of the larger global society and is designed for students who have social, cultural, or economic ties to tribes. The curriculum addresses three themes that rotate yearly. For 2017–2018, the theme is Rebuilding Native Nations: Strategies for Governance and Development. The program equips students with foundational knowledge for working within administrative frameworks in public and governmental structures. Outcomes include an understanding of the theoretical and practical characteristics of public administration and how it specifically relates to tribal administration and governance.

In fall, students are introduced to the major trends and issues in Tribal Administration by comparing and contrasting different approaches to tribal management development and the factors

contributing to successful nation building. During winter quarter, students will learn about Ethics for Tribal Vitality, which is an exploration of major ethical theories and their applications to a variety of current issues. Students will explore various Native perspectives on ethics and the ways in which they are manifest in contemporary Native America. Developing analytic skills and critical thinking abilities is a key aspect of this course through, among other things, the analysis of cases studies on current issues in Indian communities. In spring, students will be enrolled in Profiles in Leadership, which explores leadership in both mainstream and tribal contexts; students will examine how political and social forces create leaders and make history.

The five curricular elements of the program are Core Course, Integrated Skills, Strands, Integrated Seminar, and Independent Study. The Core Course, taught from a tribal perspective in a global community, is a 9-credit unit within the program taught at all sites at the same time and with the same readings and assignments, but it allows for faculty/student innovation and site specification. Integrated Skills, including critical thinking and analysis, research and writing, public speaking, collaboration, personal authority, and indigenous knowledge, are taught across the curriculum, and integrated into all teaching and learning at the sites and at Saturday classes. Strands are 2-credit courses taught on four Saturdays per quarter; these allow for breadth in the program and make it possible to invite professionals and experts in specific fields to offer courses that otherwise might not be available to students in the program. The Integrated Seminar, Battlegrounds, held on the same four Saturdays as the Strands, is a 1-credit workshop generally built around Native case studies. The program also includes student-initiated work through Independent Study.

Credits: 12

Enrollment: 80

Internship Possibilities: internships are encouraged
A similar program is expected to be offered in 2018-19.

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

- Day or evening classes
- Flexible class schedules
- High graduate school placement rate
- Situated in an inner-city environment
- Faculty and student diversity
- 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 **how** to apply, call (253) 680-3000.



Every Tacoma student participates in Lyceum, a weekly gathering of all students and faculty. Lyceum is an opportunity to meet with advisors and work in small groups on a common academic theme. (Shauna Bittle)



Students in the Tacoma program do a microscopy lab on cell biology facilitated by Dr. Mingxia Li. They examined plant cells in different stages before swabbing their own cheeks to examine cells under the microscope.

With Liberty and Justice for Whom? (TACOMA)

Fall 2017, Winter 2018 and Spring 2018 quarters

Fields of Study: biology, community studies, cultural studies, environmental studies, government, health, history, law and public policy, literature, mathematics, media studies, political economy, sociology, visual arts, and writing

Class Standing: Junior – Senior

Prerequisites: To be formally admitted to the Tacoma program, prospective students must meet the following criteria:

- Complete a minimum of 90 transferable college credits or a transferable associate degree. You will start at the Tacoma program as a junior or senior.
- Complete an in-person intake interview at the Tacoma location. You can interview either before or after beginning the online application, but your application will not be processed until after your interview. To schedule an interview, contact the student services coordinator at (253) 680-3005.

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

Faculty: Tyrus Smith, Arlen Speights, Anthony Zaragoza, Paul McCreary, Mingxia Li, and Gilda Sheppard

The faculty and students will embark upon a thorough study of the origins and current status of justice in American society. Drawing from an interdisciplinary perspective, we will consider various definitions and theories of justice, review the way justice is carried out in different settings and historical periods, and examine the possibility of achieving truly just social institutions. Topics to be considered include social and environmental justice, just political and economic systems, criminal justice, just healthcare and educational access, representations of justice in media, as well as concepts of equity, fairness, and equality. By the end of the academic year, we will be able to offer concrete recommendations as to the steps necessary to achieve justice for all in our society.

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 the concept of justice as it is explicated in theory, history, and practice. The concept will be analyzed from both the perspectives of legal system and moral teachings. In seminars, we will read and analyze texts dealing with issues that have historically raised questions of whether justice was achieved. Students will examine their personal experience with justice issues by constructing an autobiographical memoir. Our work will be supplemented with a series of courses designed to assure literacy with words, numbers, and images. Students will have the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Winter quarter's theme is researching roots, causes, and potential solutions. We will look at specific contemporary societal issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, law, science, government, and politics. Students will investigate specific justice issues of interest 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 final quarter of the program will be devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in winter quarter. Seminar groups will combine their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects may take the form of educational events, publications, multimedia presentations, or art installations to help the community find higher levels of justice. Courses will assist in the successful implementation and evaluation of student group activities.

Credits: 16

Enrollment: 200

Required Fees: \$10 per quarter for entrance fees.

Undergraduate Research

There are many ways to engage in research at Evergreen. In addition to the opportunities to carry out research within programs, students also have the chance to work closely with a faculty mentor in undergraduate research. These opportunities allow students to join faculty research projects, gaining valuable skills for pursuing a graduate degree or entering the job market. For more information, visit evergreen.edu/catalog/2017-18/research. Contact individual faculty for requirements for enrollment. evergreen.edu/faculty

Advanced Research in Environmental Studies

Fall 2017, Winter 2018 and Spring 2018 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, freshwater science, geology, land use planning, marine science, urban agriculture, taxonomy, and zoology

Faculty: Dylan Fischer, Gerardo Chin-Leo, Pauline Yu, Carri LeRoy, Abir Biswas, Erik Thuesen, and Alison Styring

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 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.

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 ecosystem ecology, carbon dynamics, and nutrient cycling in forests of western Washington and the Southwest. This work includes image analysis of tree roots, molecular genetics, plant physiology, carbon balance, nitrogen cycling, species interactions, community analysis, and restoration ecology. He also manages the EEON project (blogs.evergreen.edu/eeon/). See more about his lab's work at blogs.evergreen.edu/ecology. Students in this program work closely with ongoing research in the lab, participate in weekly lab meetings, and develop their own research projects.

Carri LeRoy conducts research on linkages between terrestrial and aquatic environments. She is trained as a freshwater ecologist and primarily studies in-stream ecosystem processes and aquatic communities. She and her students study leaf litter decomposition in streams as a major input of organic material to aquatic systems. In addition, she conducts research on aquatic macroinvertebrate community structure, aquatic fungal biomass, and standard water quality and hydrology measurements in stream and river environments.

Alison Styring studies birds. Current activity in her lab includes avian bioacoustics as well as avian monitoring and research in Evergreen's campus forest and other nearby locations. Bioacoustic research includes field monitoring of local birds using audio recordings and microphone arrays, and editing and identifying avian songs and calls from an extensive collection of sounds from the campus forest as well as tropical forest sites in Borneo. Local research projects in the campus forest and nearby locations include Pacific wren mating and life-history strategy, cavity formation and use by cavity-nesting birds (and other cavity-dependent species), and monitoring long-term trends in bird populations and communities using a variety of standard approaches.

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.

Pauline Yu studies the developmental physiology and ecology of marine invertebrates. She is interested in the biochemistry of the seawater-organism interface, developmental nutritional biochemistry and metabolic depression, invasive species, carbonate chemistry (ocean acidification), and cultural relationships with foods from the sea. Students have the opportunity to collaboratively develop lines of inquiry for lab and/or field studies in ecology, developmental biology, physiology, marine carbonate chemistry, and mariculture.

Signature required. Students should contact the individual faculty member in their area of interest. **This program accepts new enrollment with signature in winter and spring.**

Undergraduate Projects in Critical and Creative Practices

Fall 2017, Winter 2018 and Spring 2018 quarters

Fields of Study: African American studies, art history, communication, cultural studies, gender and women's studies, literature, media arts, media studies, visual arts, and writing

Class Standing: Sophomore – Senior

Preparatory for studies and careers in creative writing, writing, education, editing, media studies, media production, visual arts, film studies, web development, and the humanities

Faculty: Naima Lowe, Shaw Osha (Flores), Joli Sandoz, and Kathleen Eamon

This is an opportunity for students to work on faculty-driven scholarly and creative projects. By working with faculty in a studio and research "apprentice" model, students will gain hands-on experience in visual arts studio practices; film/media production practices; the creative writing workshop focused on craft, critical research, and writing; library and archival research practices; and much more.

Kathleen Eamon (social and political philosophy, aesthetics, philosophy of art) has interests in German idealism (Kant and Hegel), historical materialism (Marx, 20th-century Marxists, and critical theory), and psychoanalysis (Freud and Lacan). She is currently working on an unorthodox project about Kant and Freud, under the working title, "States of Partial Undress: The Fantasy of Sociability." Students working with Kathleen will have opportunities to join her in her inquiry, learn about and pursue research in the humanities, and critically respond to the project as it comes together. In addition to work in Kantian aesthetics and Freudian dream theory, the project will involve questions about futurity, individual wishes and fantasies, and the possibility of collective and progressive models of sociability and fantasy.

Naima Lowe (experimental media and performance art) creates films, videos, performances, and written works that explore issues of race, gender, and embodiment. The majority of her work includes an archival research element that explores historical social relationships and mythic identities. She is currently working on a

series of short films and performances that explore racial identity in rural settings. Students working with Naima will have opportunities to learn media production and postproduction skills (including storyboarding, scripting, 16 mm and HD video shooting, location scouting, audio recording, audio/video editing, etc.) through working with a small crew comprised of students and professional artists. Students would also have opportunities to do archival and historical research on African Americans living in rural settings, and on literature, film, and visual art that deals with similar themes. Students are generally best equipped for this option if they have taken at least one full year of studies in media or visual arts in a program such as Mediaworks, Nonfiction Media, or an equivalent.

Shaw Osha (visual art) works in painting, photography, drawing, writing, and video. She explores issues of visual representation, affect as a desire, social relationship, and the conditions that surround us. She is currently working on a project based on questions of soul in artwork. Students working with Shaw will have opportunities to learn about artistic research, critique, grant and statement writing, website design, studio work, and concerns in contemporary art-making.

Joli Sandoz (creative nonfiction) directs scholarly research focused on critique and/or the writing of creative nonfiction, or critique and/or design of analog games. This opportunity is open to people nearing the end of their Evergreen education who may wish to pursue a major research project, senior thesis, or capstone project in their particular relevant interest. Projects of this type bring together theory and application in the critical and creative pursuit of knowledge new to the researcher. Outstanding creative and critical projects add value to graduate school and job applications, and can enhance skills in synthesis, analysis, and creative thinking and practice. Sandoz specializes in personal and lyric essays, and in board and card games; she does not sponsor projects centered on autobiography, memoir, or computer games (interesting as those topics are).

Signature required. Students should contact the individual faculty member in their area of interest. **This program accepts new enrollment with signature in winter and spring.**



Evergreen faculty Carri LeRoy researches the development of Willow Creek on Mt. St. Helens with a student. They participated in "The Pulse," which brings together scientists from a cross-section of disciplines to study the effects of the eruption on the mountain. (Shauna Bittle)

Undergraduate Research in Scientific Inquiry

Fall 2017, Winter 2018 and Spring 2018 quarters

Fields of Study: biochemistry, biology, chemistry, computer science, marine science, mathematics, and physics

Class Standing: Sophomore – Senior

Preparatory for studies and careers in biology, chemistry, physics, computer science, astronomy, and applied mathematics

Faculty: Paula Schofield, Pauline Yu, Richard Weiss, Andrew Brabban, Brian Walter, Abir Biswas, Michael Paros, Dharshi Bopegedera, Rebecca Sunderman, EJ Zita, Donald Morisato, Clarissa Dirks, James Neitzel, Sheryl Shulman, Neal Nelson, and Lydia McKinstry

Rigorous quantitative and qualitative research is an important component of academic learning in scientific inquiry. Research opportunities allow science students to work on specific projects associated with faculty members' expertise. Students typically begin by working in an apprenticeship model 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, modeling and theoretical analysis, written and oral communication, collaboration, and critical thinking. These are valuable skills for students pursuing a graduate degree or entering the job market.

Faculty offering undergraduate research opportunities are listed below. Contact them directly if you are interested.

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, a long-term ecological study area. Students with backgrounds in a combination of geology, biology, or chemistry can gain skills in soil, vegetation, and water collection and learn methods of sample preparation and analysis for major and trace elements.

Andrew Brabban (biotechnology) studies the physiology and biochemistry of prokaryotes of industrial and agricultural importance. Students who commit at least a full year to a research project, enrolling for 4 to 16 credits each quarter, will learn a broad range of microbiology (both aerobic and anaerobic techniques), molecular (DNA analysis and cloning), and biochemical techniques (chemical and pathway analysis, protein isolation). Students will also have opportunities for internships at the USDA and elsewhere, and to present data at national and international conferences.

Dharshi Bopegedera (chemistry) would like to engage students in three projects: (1) There is concern that toxic metals are found in unsafe quantities in children's toys and cosmetics. She would like to engage a student in the quantitative determination of these metals, using the AA and the ICP-MS. Students who are interested in learning to use these instruments and quantitative analysis techniques will find this project interesting. (2) Science and education. With Dharshi, students will work with local teachers to develop lab activities that enhance the science curriculum in local schools. Students with an interest in teaching science who have completed general chemistry with laboratory would be ideal for this project. (3) Dharshi is also interested in looking at chemicals

present in e-cigarettes. A student interested in this project could work on the organic or inorganic chemicals.

Clarissa Dirks (biology) conducts research in many areas of microbiology and ecology. Her recent work in microbiology has focused on the biodiversity and distribution of tardigrades in different ecosystems. She also 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 hosts. Lastly, she is conducting snail surveys to better characterize the species in Washington state, something that hasn't been done in many decades. Depending on the project, students will gain experience in molecular biology techniques, microbiology, field ecology, genetics, bioinformatics, and tissue culture.

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 and 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 or analytical biochemistry will contribute to this work.

Neal Nelson (computer science) is interested in working with advanced computer topics and current problems in the application of computing to the sciences. His areas of interest include simulations of advanced architectures for distributed computing, advanced programming languages and compilers, and programming languages for concurrent and parallel computing.

Mike Paros (physiology, microbiology, veterinary medicine) is interested in animal health, diseases that affect the animal agriculture industry, and basic ecology of bacteriophage in physiologic systems. Currently funded research includes the development of bacteriophage therapy for dairy cattle mastitis. A number of hands-on laboratory projects are available to students interested in pursuing careers in science, with a particular emphasis on microbiology.

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.

Sheryl Shulman (computer science) is interested in working with advanced computer topics and current problems in the application of computing to the sciences. Her areas of interest include advanced programming languages and compilers, programming language design, programming languages for concurrent and parallel computing, and logic programming.

Rebecca Sunderman (inorganic/materials chemistry, 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.

Brian Walter (mathematics) is interested in problems relating to graphs, combinatorial games, and especially, combinatorial games played on graphs. He would like to work with students who have a strong background in mathematics and/or computer science and are interested in applying their skills to open-ended problems relating to graphs and/or games.

Richard Weiss (computer science, mathematics) has several ongoing projects in computer vision, robotics, and security. There are some opportunities for students to develop cybersecurity games for teaching network-security concepts and skills. In robotics, he is looking for students to develop laboratory exercises for several different mobile robotic platforms, including Scribbler, LEGO NXT, and iRobot Create. This would also involve writing tools for image processing and computer vision using sequences of still images, video streams, and 2.5-D images from the Kinect. In addition, he is open to working with students who have their own ideas for projects in these and related areas, such as machine learning, artificial intelligence, and analysis of processor performance.

Pauline Yu (marine science) studies the developmental physiology and ecology of marine invertebrates. She is interested in the biochemistry of the seawater-organism interface, developmental nutritional biochemistry and metabolic depression, invasive species, carbonate chemistry (ocean acidification), and cultural relationships with foods from the sea. Students have the opportunity to collaboratively develop lines of inquiry for lab and/or field studies in ecology, developmental biology, physiology, marine carbonate chemistry, and mariculture.

EJ Zita (physics), who has expertise in energy physics, modeling, and organic farming, is researching sustainability and climate change. Many students have done fine projects on sustainable

energy and food production in her academic programs. Zita is working with Judy Cushing and Scott Morgan to establish a new research program at Evergreen. She and Cushing will model land use impacts on climate change; she and Morgan will plan and facilitate sustainability projects on campus.

Signature required. Students should contact the individual faculty member in their area of interest. **This program accepts new enrollment with signature in winter and spring.**
A similar program is expected to be offered in 2017-18.

Undergraduate Research in the Humanities

Fall 2017, Winter 2018 and Spring 2018 quarters

Fields of Study: literature, philosophy, and political science

Class Standing: Junior – Senior

Preparatory for studies and careers in literature, history, and the humanities

Faculty: Nancy Koppelman and Stacey Davis

Students of the humanities who are nearing the end of their Evergreen education may wish to pursue a major research project, senior thesis, or capstone project in their particular field of interest. Often, the goal is to construct an original argument around a particular body of literature, set of ideas, or historical events. These kinds of projects develop advanced research skills in the humanities, including the ability to read deeply and critically in a particular field, and to discover and engage with important theoretical writings in that field. Students will also gain valuable skills in reading, analyzing, synthesizing, writing, and editing long pieces of complex prose. The best kinds of this work will be invaluable for graduate school applications and will be an asset to those entering the job market directly following graduation.

Stacey Davis (European history) specializes in French history from the 18th century to the present, as well as the history of French colonies in North and West Africa. Students who wish to study European social, cultural, political, intellectual, or religious history from the Middle Ages to the present, including topics in the history of gender and sociocultural aspects of the history of art, are welcome to propose research projects. Students are welcome to work with Dr. Davis on her ongoing research projects on 19th-century political prisoners, notions of citizenship and democracy in modern Europe, memory, and the history of aging.

Nancy Koppelman (American studies) specializes in American social, literary, and intellectual history until 1920. Students who wish to study in these fields are welcome to propose research projects and senior theses. Particular interests include the social and intellectual history of the Puritans; the founding generation, immigrants, the working class, and the middle class; industrialization and reform movements; pragmatic philosophy; the history of childhood; and the history of technology and consumer culture. Students are also welcome to work with Nancy on her ongoing research projects on the histories of social/economic mobility and of individual physical movement.

Signature required. Students should contact the faculty for more information. **This program accepts new enrollment with signature in winter and spring.**

Evening and Weekend Studies (EWS)

Even if you can't attend Evergreen full-time during the day, you can earn a Bachelor of Arts degree through Evening and Weekend Studies (EWS). We are dedicated to serving all students, especially those who have family, work, and other commitments.

Evening and Weekend Studies gives you the option of taking a wide variety courses and programs—from lab sciences to poetry, from business and management to art history and philosophy. Students can pursue hands-on arts, music, dance, and world languages. They can even study abroad, in programs with two- or three-week trips. Our 8- and 12-credit programs are theme-based and team taught, and approach a question from multiple perspectives. Our 4-credit courses have a more focused disciplinary approach and complement students' study in a program or provide needed work they require in their chosen field of study. It's your decision whether you take day, evening, or weekend classes. If your life changes, so can your schedule.

Several of our 2017-18 programs are listed on the following pages, to see all EWS courses and programs visit evergreen.edu/ews.

AFFILIATED FACULTY

Nancy Anderson Community & International Health

Theresa Aragon Political Science, Public Administration

John Baldridge Geography

Stephen Beck Philosophy

Marcella Benson-Quazienna Human and Organizational Systems

Steve Blakeslee Writing, Literature

Lori Blewett Communication, Social Studies

Rebecca Chamberlain Literature, Writing

Hirsh Diamant Visual Arts, Chinese Studies

Marla Elliott Performing Arts

Judith Gabriele French Language

Aisha Harrison Visual Arts

Mark Harrison Theatre, Performance Studies

Karen Hogan Ecology, Plant Biology

Mark Hurst Psychology

Al Josephy Statistics

Emily Lardner Writing

Allen Olson Mathematics

Nancy Parkes Creative Writing, Public Policy

Susan Preciso English Literature

Thomas Rainey History

Sarah Ryan Labor Studies

Arlene Sandifer Spanish Language

Jolie Sandoz Writing, Literature

Doug Schuler Social Informatics, Computer Science

Suzanne Simons Writing, Journalism

Ann Storey Art History

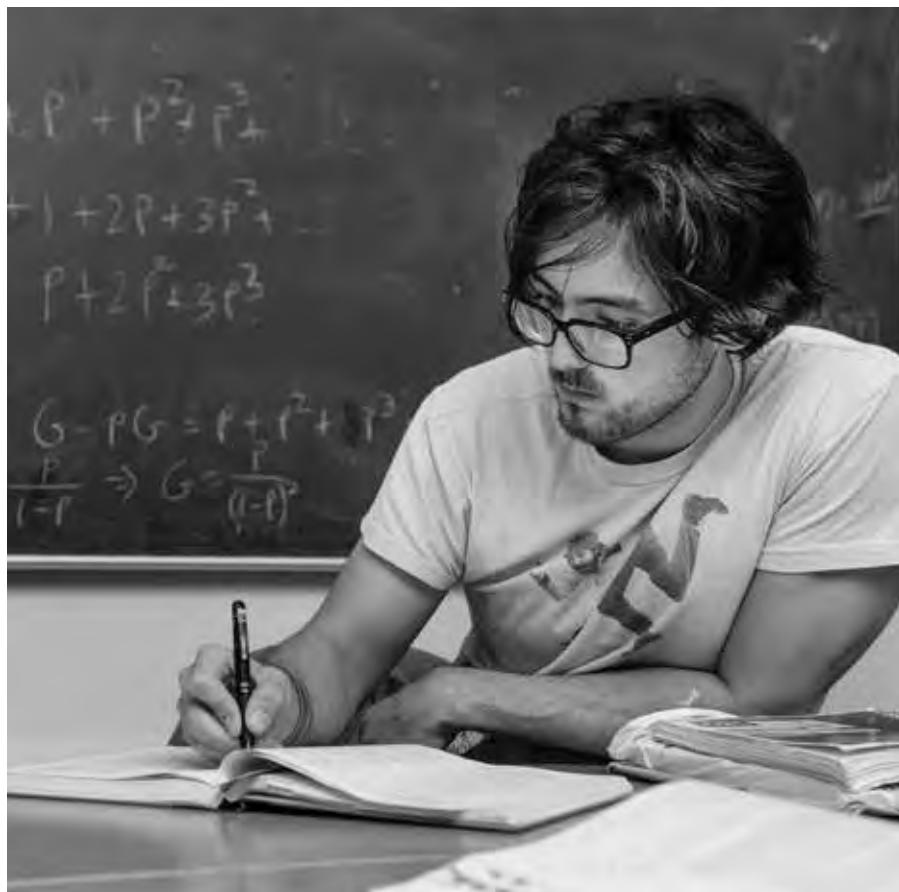
Jamyang Tsultrim Consciousness Studies, Psychology

Tomoko Ulmer Japanese Language & Culture

Thuy Vu Economics

WenHong Wang Sociology

David Wolach Creative Writing



A student in Mathematical Systems works with a TA on homework problems. (Shauna Bittle)

"My class had zero fluff. Our professors took us for a ride beneath the surface of issues: We were given no answers, rather pushed to search and delve even deeper for ideas and solutions that had substance backing them up. I learned to think—and hope—much more critically than before."

—Fiona Holden, EWS student

Business and Culture Along the Silk Roads: Vietnam to China (EWS)

Fall 2017 and Winter 2018 quarters

Fields of Study: business and management, community studies, cultural studies, economics, international studies, leadership studies

Class Standing: Freshmen – Senior

Preparatory for studies and careers in business, education, cultural studies, arts, and healing

Faculty: Hirsh Diamant and Thuy Vu

Business management and cultural competence training are essential for the development of successful and sustainable enterprises. This program will focus on the connections between business, economics, and culture, with a specific application to international finance, cultural exchange, migration, and community development in Asian economies along the Silk Roads.

For centuries the ancient Silk Roads moved ideas and goods between the great civilizations of Asia, the Pacific Rim, the Middle East, and the New World. From the eras of Genghis Khan and Marco Polo to Yo-Yo Ma, the Silk Roads have connected empires and fostered the development of art, religion, culture, and commerce. In this program, we will study contemporary and historical Silk Roads and envision sustainable Silk Roads of the future. We will study human migrations and immigration with their impacts on economy and culture. We will develop skills and practical knowledge necessary for understanding economy, business, and potential for economic development along the Silk Roads. We will examine how developing commerce of Vietnam and China can impact the economic future of Washington state.

In fall quarter, we will learn the skills necessary for understanding the historical and cultural significance of Silk Roads and for creating a sustainable business plan as we consider community resources and learn foundations of business economics. In winter quarter, we will learn about intercultural communication, alternative business-financing models, leadership, and application of business skills in nonprofit and corporate enterprises. We will learn about intercultural leadership, international trade, marketing, and developing sustainable applications of students' business plans. At the end of winter quarter, students will have an opportunity to travel with faculty members Thuy Vu and Hirsh Diamant along Silk Roads to China and Vietnam. Students will study business, economy, culture, and education. (Various credit options will be available for winter travel.)

This 12-credit program will include a core of 8 credits plus 4 credits awarded for in-program modules that will focus on either Chinese language, cultural studies, sustainable business, or community leadership development.

This program accepts new enrollment in winter.

Credits: 8, 12

Enrollment: 50

Study Abroad: China and Vietnam, 3 weeks during winter quarter, approx. \$3,500, with possible extended stay abroad for service learning and for mentoring Vietnamese and Chinese students in American culture and English language. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifthorne at clifthom@evergreen.edu.

Required Fees: \$50 in fall for an overnight field trip; \$10 in spring for Lunar New Year seminar registration.

Chekhov, Stanislavski, and Modern Drama (EWS)

Fall 2017 and Winter 2018 quarters

Fields of Study: history, literature, and theater

Class Standing: Freshmen – Senior

Preparatory for studies and careers in history, literature, theater

Faculty: Marla Elliott and Thomas Rainey

This program will explore the works of the Russian short fiction writer and playwright Anton Chekhov and other European dramatists, such as Henrik Ibsen, who together are credited with the development of modern drama. We will analyze not only their fictional and dramatic works but also their lives and times—from which they drew their characters and dramatic situations. We will also study the Stanislavski system as well as other aspects of modern acting techniques. During the fall quarter we will experience Chekhov and Stanislavski through scene work and culminate those studies in auditions for a full production of Chekhov's *Three Sisters*, which we will perform at the end of winter quarter. During winter quarter we will study plays by Ibsen, Shaw, Brecht, and other dramatists associated with the birth of modern drama. We will also continue to read, critique, and discuss commentaries—current and past—on the plays of Chekhov and the other late-19th and 20th century dramatists, and explore the many explanations given for their enduring legacy and influence.

This program accepts new enrollment in winter.

Credits: 12

Enrollment: 50

Culture as History (EWS)

Fall 2017, Winter 2018, and Spring 2018 quarters

Fields of Study: cultural studies, history, literature, media studies

Class Standing: Freshmen – Senior

Preparatory for studies and careers in literature, history, film studies, and education

Faculty: Susan Preciso, John Baldridge, and Mark Harrison

*Culture is simply the ensemble of stories
we tell ourselves about ourselves.* — Clifford Geertz

Those stories might be told in words, but they also appear in images, music, sports, the built environment, and the things we buy and sell. Our national myths and cultural icons will provide the lens through which we will examine American history in this yearlong program. Students will study works of fiction, film, and history in order to learn how our culture shapes our understanding of past and present realities. We'll look at cultural products, from high art to popular culture, with a particular focus on film and literature, to see how they reflect and shape our ideas about who and what we are. We will view these events through multiple lenses, including symbolic representation and mapping. Our study will be organized around three turbulent decades in American history.

During fall quarter we will consider the post-Civil War years, to include Reconstruction and western expansion. From dime novels to Hollywood westerns, we'll examine how deeply we are shaped by 19th and 20th century frontier ideology. Money and technology—capitalism and the railroads—also drove westward migration. We'll explore the tensions around race and class as they figure in film, novels, and popular culture.

In winter we'll move to the 1930s. How did the Great Depression and the policy created to deal with that crisis change the way we

see government? What was the impact of two great migrations—from the Dust Bowl states to the West, and from the agricultural South to the industrial North—on American society? In such a time of hardship and deprivation, how did the golden age of Hollywood reflect our cultural realities through genre films, such as the screwball comedy, the musical, and the gangster film?

In the spring, we'll focus on the 1950s and '60s and how upward—and outward—mobility informed who and where we are today. The Civil Rights Movement and the Vietnam War transformed the country. Cars, freeways, and the rise of the suburbs reshaped the cultural landscape, and television expanded the scope of mass media and popular culture.

Our work will include critical reading of books and films. Students will be expected to learn about schools of cultural criticism using different approaches to enrich their analyses. They will be expected to participate in seminars, lectures, workshops, and library research—and to attend field trips to local museums and live theater performances.

This program accepts new enrollment in winter and spring.

Credits: 8

Enrollment: 50

The Graphic Novel (EWS)

Winter 2018 quarter

Fields of Study: literature, visual arts, and writing

Class Standing: Freshmen – Senior

Preparatory for studies and careers in humanities, art, education

Faculty: Steve Blakeslee

In recent years, graphic novels have become recognized as an important form of storytelling, shaping contemporary culture even as they are shaped by it. These book-length, comic-art narratives and compilations employ a complex and iconic visual language. Combining and expanding on elements associated with literature, 2-D visual art, and cinema, the medium offers unique opportunities for reader immersion, emotional involvement, and even imaginative co-creation.

We will study sequential narratives that represent diverse periods, perspectives, styles, and subject matter—from groundbreaking works of the 1980s (*Watchmen* and *Maus*) to women's memoirs (*Fun Home* and *One Hundred Demons*) to the radical evocations of time and space in Richard McGuire's *Here*. We will carefully examine each text at multiple levels of composition, from single frames to the work as a whole, and read selected theory, criticism, and commentary, including Scott McCloud's seminal *Understanding Comics* and Matt Madden's ingenious *99 Ways to Tell a Story*. As writers, students will develop and articulate their new understandings by means of response papers, visual analyses, bibliographic summaries, and other activities.

Our studies will conclude with final projects focused on particular artists, works, and themes, or on the creation of original graphic narratives. Finally, while this is not a studio art course, we will experiment with drawing throughout the program as a way to develop an artist's-eye view of comic art. Our overall goal is to develop an informed and critical perspective on this powerful medium.

Credits: 8

Enrollment: 25

Liberty, Equality, Authority: Modern Political Philosophy (EWS)

Winter 2018 quarter

Fields of Study: philosophy

Class Standing: Sophomore – Senior

Preparatory for studies and careers in philosophy

Faculty: Stephen Beck

We hold up equality and liberty as high ideals in our society. Yet we see inequality and restrictions on liberty wherever we look. How did we get here? What can we do about it?

In this program, we will study the origins of the ideals of individual liberty and equality in political philosophy, beginning in the 17th century and moving up to the present day. We will study the questions that arise from these ideals: By what right does any government have power over people? What could constitute legitimate political authority? What order of society best lives up to these ideals? We will read classics of modern political philosophy by Hobbes, Locke, Rousseau, Marx, and Mill, as well as some contemporary sources that extend and challenge the views of earlier thinkers. Students will also engage in research into contemporary political issues in connection with a political theory we study. Credit will be awarded in political philosophy.

Credits: 12

Enrollment: 25

Odd Jobs and Labors of Love: Literature, Work, and Power (EWS)

Spring 2018 quarter

Fields of Study: literature and sociology

Class Standing: Sophomore – Senior

Preparatory for studies and careers in literature, labor studies, and sociology

Faculty: Sarah Ryan and Steve Blakeslee

Whether we experience it as just a job or as a labor of love, the work we do has a profound effect on every aspect of our lives. Yet we seldom treat the literature about work seriously, let alone think critically about power relationships in a landscape of employment that is turbulent and changing. Fortunately, memoirs, novels, and poems can help us unveil the many social and personal truths embedded in our work experiences. This is a literature full of tragedy and hilarity, imagination and insight; it's one that can empower us to forge new and more meaningful relationships with this central activity in our lives.

In this program, we'll approach the literature and sociology of work together, examining the ways in which modern work is changing and the ways it differs across time and culture. Both literary and sociological sources will help us to see how work not only shapes our individual identities, but also affects how we're perceived and valued (or devalued) by others. We'll have a chance to view our individual (and sometimes isolating) experiences in broader contexts. No job is too humble to be a starting place for such an investigation. Students will pursue their new understandings by means of written responses, research, bibliographic writing, and autobiographical accounts of their own work experiences.

Credits: 8

Enrollment: 50



Students in the EWS program The Graphic Novel work on four-panel page designs. (Shauna Bittle)

The Prison-Industrial Complex: Explorations in Social Psychology and Writing (EWS)

Winter 2018 and Spring 2018 quarters

Fields of Study: communication, community studies, law and public policy, psychology, and sociology

Class Standing: Freshmen – Senior

Preparatory for studies and careers in psychology, media, journalism, government, criminal justice, law enforcement, social services, education, and law

Faculty: Suzanne Simons and Mark Hurst

What led to the massive rise in incarceration in America over the past 40 years? What are some solutions in prevention, strategies to strengthen resilience while incarcerated, and ways to integrate formerly incarcerated populations back into their communities? Demonizing individuals and groups is a classic strategy used in psychology and perpetuated by mass media to motivate one population to discriminate against, hate, commit violence toward, and even annihilate an “out group.” With nearly four decades of failure to fund mental health care and substance abuse treatment, America’s jails and prisons have become the default solution to many social ills. Despite evidence that punishment of this kind does not work, incarceration in all its forms is garnering a greater portion of resources than ever.

Many of our ideas and opinions about mass incarceration have been shaped by mass media. Meanwhile, the most popular genre of writing by incarcerated men and women is poetry, both literary

and spoken word. In this writing-intensive eight-credit, two-quarter program, we will examine media coverage of criminal justice and the prison system; explore poetry, fiction, and nonfiction writing of residents of correctional facilities; and practice fundamentals of journalism and poetry. We will also examine fundamental psychological research underlying social cognition, stereotypes, prejudice, attitude formation and change, and self-deception and self-justification. We’ll look at the roles and practices of politics, the justice system, and media in “belief transmission” to uncover the foundations of social stratification, covert and overt classism and racism, mandatory minimum sentencing, the privatization of prisons, the uses of solitary confinement, and the new threat of hyper-militarized police practices, weapons, and tactics. Additionally, we will identify evidence-based practices that look to resolve these issues using a different lens (early education, adequate mental health care and drug treatment, restorative justice, community-based journalism and poetry, positive psychology, etc.). We will call on leaders and participants from many arenas to help us examine the critical questions and potential answers in addressing this growing identification of the U.S. as a “prison nation.” Credit will be awarded in psychology, journalism, and poetry.

This program accepts new enrollment in spring.

Credits: 8

Enrollment: 50

Required Fees: \$20 in fall and \$10 in winter for entrance fees for off-campus activities (exhibits, museums, or plays) related to program themes.

Graduate Studies



MASTER IN TEACHING (MiT)

Evergreen's Master in Teaching (MiT) Program is a nationally recognized teacher preparation program leading to Residency Teacher Certification in Washington state and a Master's degree. The program aspires to develop teachers who can put principles of effective and meaningful classroom teaching into practice, and who can create classrooms that are culturally responsive and inclusive, democratic and learner-centered, developmentally appropriate and active. MiT graduates are knowledgeable, competent professionals who assume leadership roles in curriculum development, assessment, child advocacy, and anti-bias work.

evergreen.edu/mit

MASTER OF ENVIRONMENTAL STUDIES (MES)

Students in this program study natural and social sciences and solve environmental problems. Graduates go on to work in government, natural resources, nonprofits, environmental education, policy, and sustainable business. The program is made for experiential learners—evening classes leave time for jobs and internships. MES students may attend full-time (two years) or part-time (three years). We recognize that the best environmental solutions come from a wide variety of perspectives. We welcome all majors and our students come from across the U.S. and abroad, representing a wide range of ages, cultures, and expertise.

evergreen.edu/mes

MASTER OF PUBLIC ADMINISTRATION (MPA)

Designed for working adults, Evergreen's dynamic MPA program is offered entirely on evenings and weekends and can be completed in as little as two years. Graduates are in high demand and work in a variety of positions in government, education, nonprofit and private industry. Students learn to become effective change agents, exploring and implementing socially just, democratic public service in a dynamic learning community. Coursework covers critical elements such as budgeting, policy analysis, managing organizations, leadership and ethics, human resources, multicultural competencies, and research methods. We offer concentrations in Public and Nonprofit Administration, Public Policy, or Tribal Governance. Join us and "be the change you wish to see in the world."

evergreen.edu/mpa

AFFILIATED FACULTY

MiT

Sunshine Campbell Mathematics,
Teacher Education

Jon Davies Education

Phyllis Esposito Education

Terry Ford Education, Multicultural Studies

Erica Hernandez-Scott Elementary Education

Pat Naughton Mathematics,
Teacher Education, Leadership

Sonja Wiedenhaupt Psychology, Education

MES

Kevin Francis Environmental History, History of Science

Erin Martin Aquatic Ecology, Oceanography

Ted Whitesell Geography, Political Ecology

John Withey Wildlife Biology,
Landscape Ecology

MPA

Lachezar Anguelov Public Administration

Cali Mortenson Ellis Public Policy,
Homeland Security

Laurance R. Geri Public and Nonprofit Management, International Affairs

Amy Gould Public Administration,
Political Science, Women's Studies

Cheryl Simrell King Public and Nonprofit Administration, Community/Urban Studies

Doreen Swetkis Public and Nonprofit Administration, Public Policy, Urban Studies

Eric Travani Public Administration

Evergreen's Faculty

The following is a list of Evergreen's faculty and the programs they are teaching for the 2017-18 academic year, as of summer 2016. More extensive descriptions of their areas of expertise can be found at evergreen.edu/faculty.

A

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.

Aotearoa New Zealand: Native Decolonization in the Pacific Rim pg 22

Michelle Aguilar-Wells, Emerita, Public Administration, 2001. B.A., Human Services, Western Washington University, 1977; MPA, University of Arkansas, 1981.

Maritime Cultures of NW Washington pg 52

Lachezar Angeulov, Public Administration, 2016. B.A., Political Science, York University, 2008; M.S./M.A., International Affairs, 2011 and MPA, 2015 and Ph.D., 2016, Public Administration and Policy, Florida State University.

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, Emeritus, Environmental Education, 2001. Academic Dean 2013-14. 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. SOS: Humanities and Social Sciences pg 72
Walking to Santiago de Compostela pg 78

B

Marianne Bailey, Languages and Literature, 1989. B.A., Foreign Languages and Literature, 1972 and M.A., French Language and Culture, 1974, University of Nevada; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, Germany.
Life as Literature: Studies in Literature, Interpretation, and Writing pg 48

John Baldridge, Geography, 2010. B.A., Creative Writing, University of Arizona, 1991; M.A., English, Colorado State University, 1993; Ph.D., Geography, University of Arizona, 2010.
Culture as History (EWS) pg 91

Jon Baumunk, Business, 2015. B.S., Economics, University of Pennsylvania, 1983; J.D., California Western School of Law, 2004; M.S., Accountancy, San Diego State University, 2010.
Emotional Intelligence and Organizational Behavior pg 36
Free Markets Rock! pg 41

Stephen Beck, Philosophy, 2016. B.A., The Evergreen State College, 1986; A.M., Philosophy, 1990 and Ph.D., Philosophy, 1994 Brown University.
Liberty, Equality, Authority: Modern Political Philosophy (EWS) pg 92

Marcella Benson-Quazienna, Psychology, 2000. B.S., Health and Physical Education, 1977 and M.A., Athletic Administration, 1980, University of Iowa; MSW, Social Work, University of Washington, 1988; M.A., Organizational Development, 1993 and Ph.D., Human and Organizational Systems, 1996, The Fielding Institute.

Abir Biswas, Geology, 2010. B.S. Geology/Chemistry/Environmental Studies, Bowdoin College, 2001; Ph.D., Geology, University of Michigan, 2007.
Earth and Sky: Climate and Change pg 34
Integrated Natural Science pg 45
Adv. Research in Environmental Studies pg 86
Undergraduate Research in Scientific Inquiry pg 88

Evan Blackwell, Visual Arts, 2012. B.F.A., Ceramic Art and Sculpture, Alfred University School of Art and Design, 1999; M.F.A., Ceramic Art, University of Washington, 2008.
Rivers of Clay pg 66

Stephen Blakeslee, Literature, 2016. B.S., Liberal Arts and Sciences, The Evergreen State College, 1985; M.A., Department of English, University of Washington, 1991.

The Graphic Novel (EWS) pg 92
Odd Jobs and Labors of Love: Literature, Work, and Power (EWS) pg 92

Lori Blewett, Communication, 2016. B.A., Speech Communication with English Literature, University of Illinois, 1986; M.A., 1989; and Ph.D., 2000, Speech Communication, University of Illinois.
Political Economy and Social Movements pg 61

Peter Bohmer, Economics, 1987. B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

Political Economy of Revolutions and Social Movements of the 20th and 21st Century pg 62

Dharshi Bopagedera, Physical Chemistry, 1991. B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

Atoms, Molecules, and Reactions pg 24
Undergraduate Research in Scientific Inquiry pg 88

Frederica Bowcutt, Ecology, 1996. B.A., Botany, University of California, Berkeley, 1981; M.S., Botany, 1989 and Ph.D., Ecology, 1996, University of California, Davis.

Botany: Plants and People pg 27
The Nature and Culture of Natural History pg 57

Andrew Brabban, Molecular Biology, 2001. B.S., Microbial Biotechnology, 1989 and Ph.D., Genetics and Microbiology, 1992, University of Liverpool, U.K.

Forensics and Criminal Behavior pg 41
Undergrad. Research in Scientific Inquiry pg 88

Andrew Buchman, Music, 1986. Certificate, School of Musical Education, 1972; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., 1982 and DMA, 1987, Music Composition, University of Washington.

African/American: Afrofuturism pg 21
Making a Living and a Life: Sustainable Creative Practice pg 50

C

Sara Sunshine Campbell, Mathematics

Teacher Education, 2010. B.A., Secondary Mathematics Education, Western Washington University, 1997; M.A., Curriculum and Instruction Mathematics Education, University of Washington, 2007.

Rebecca Chamberlain, Literature, 1996.

B.A., English, Seattle Pacific University, 1980; M.A., English, University of Washington, 1986.

The Funding of Higher Education:
Debt, the Great Divide! pg 42

Arun Chandra, Music Performance, 1998.

B.A., Composition and English Literature, Franconia College, 1978; M.M., Guitar Performance, 1983 and DMA, Composition, 1989, University of Illinois, Urbana/Champaign.

The Writing Is Round: A Canon of Words Hurled 'Round the World pg 81

The Word in the Ear: Finnegans Wake and Other Experiments in Music and Language pg 81

Gerardo Chin-Leo, Marine Biology, 1991. B.A., Biology, Reed College, 1982; M.S., Marine Studies (Oceanography), 1985 and Ph.D., Biological Oceanography, 1988, University of Delaware, Lewes.

Geology & Ecology of Land-Ocean Margins pg 43

Marine Life: Marine Organisms and Their Environments pg 51

Adv. Research in Environmental Studies pg 86

Krishna Chowdary, Physics, 2007. B.A., Physics, Johns Hopkins University, 1995; M.S., Physics, 1997 and Ph.D., Physics, 2013, Carnegie Mellon University. Models of Motion pg 54

Savvina A. Chowdhury, Feminist Economics, 2008. B.A., International Studies, University of Southern Maine, 1995; M.A. and Ph.D., Economics, University of California, Riverside, 2005.

Political Economy of Revolutions and Social Movements of the 20th & 21st Century pg 62

Laura Citrin, Social Psychology and Gender/Women's Studies, 2012. B.A., Political Science, UC Berkeley, 1992; B.S., Psychology, University of Washington, 1996; M.A., Social Psychology, 2000 and Ph.D., 2004, Social Psychology and Women's Studies, University of Michigan.

On Liking pg 58
Research Capstone in Psychology pg 65

Scott Coleman, Education, 2001. Director of MiT 2001-06; Academic Dean 2013-17. B.S., Biology, SUNY College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; M.A., Counseling Psychology, California Institute of Integral Studies, 2009; 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.

Environmental Problem Solving pg 37
Salmon, Raven, and Whale: The Pacific Northwest in Art and Science pg 67

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.

D

Jon S. Davies, Education (Language Arts), 2008. B.A., English, 1972 and M.A., Physical Education, 1978, Oberlin College; Ed.D., University of San Diego, 1994. Gateways for Incarcerated Youth pg 42

Stacey Davis, European History, 1998. B.A., History, Princeton University, 1992; M.A., History, 1993 and M. Philosophy, History, 1996 and Ph.D., History, 1998, Yale University.

Cityscapes pg 29
Undergraduate Research in the Humanities pg 89

Diego de Acosta, Spanish Literature & Language, 2008. B.A., Sociology & Linguistics, Princeton University, 1998; Ph.D., Linguistics, Cornell University, 2006.
Inside Language pg 45
Oral Traditions in Spain and Latin America pg 59

Hirsh Diamant, Interdisciplinary Studies. Technical Degree, Building and Architecture, Kiev, Ukraine, 1964; B.F.A., Painting & Sculpture, Bezalel Academy of Arts & Design, 1975; M.F.A., Photography & New Forms, Pratt Institute, 1978; Ph.D., Arts in Education & Human Development. **Business & Culture Along the Silk Roads...** pg 91

Clarissa Dirks, Biology, 2006. B.S., Microbiology, Arizona State University, 1994; Ph.D., Molecular and Cellular Biology, University of Washington, 2001. **Business, Biology, & Sustainable Solutions** pg 27
Cells, Populations, and Ecosystems pg 28
Integrated Natural Science pg 45
Undergrad. Research in Scientific Inquiry pg 88

Peter Dorman, Political Economy, 1998. B.A., Economics, University of Wisconsin, 1977; Ph.D., Economics, University of Massachusetts, 1987.

E

Kathleen Eamon, Philosophy, 2006. B.A., Liberal Arts, St. John's College, 1997; M.A., Philosophy, 2004 & Ph.D., Philosophy, 2008, Vanderbilt University. **Barely Modern: Aesthetics & Philosophies...** pg 26
Speaking Subject Aesthetic Practice pg 70
Undergraduate Projects in Critical and Creative Practices pg 87

Marla Beth Elliott, Theatre, 2016. B.F.A., Theatre, Southern Methodist University, 1974; M.F.A., Drama, University of Washington, 1978.
Shakespeare and Brecht pg 68
Chekhov, Stanislavski, and Modern Drama pg 91

Cali Mortenson Ellis, Public Policy, 2016. B.A., Economics, Bates College, 1998; MPP, 2001; M.A. Political Science, 2009, and Ph.D., Public Policy and Political Science, 2015, University of Michigan.

Sarah Eltantawi, Comparative Religion, 2014. B.A., Rhetoric and English, UC Berkeley, 1998; M.A., Middle Eastern Studies, 2001 and Ph.D., Study of Religion, 2012, Harvard University.
God(s): An Inquiry pg 43
Reason: Science and Religion pg 64

Phyllis Esposito, Curriculum and Instruction, 2014. B.A., Elementary Education, Rockhurst College, 1997; MiHE, Integrated Humanities and Education, Rockhurst University, 1999; Ph.D., Curriculum and Teaching, University of Kansas, 2011.

Rob Esposito, Modern Dance, 2008. Modern Dance Technique, Nikolais/Louis Dance Theatre Lab, 1975; B.F.A., Dance, 1996 and M.F.A., Dance, 1998, SUNY College at Brockport.
Creating Dance: Basic Technique, Theory... pg 32
Performance Lab: Theater and Dance pg 59

F

Amjad Faur, Photography, 2012. BFA, Painting, University of Arkansas, 2003; MFA, Photography, University of Oregon, 2005.
Greece and Italy: An Artistic and Literary Odyssey pg 44

Susan R. Fiksdal, Emerita, Linguistics and Languages, 1973. Academic Dean, 1996-2001; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, 1972; M.A., 1983 and Ph.D., 1986, Linguistics, University of Michigan.

Anne Fischel, Film/Video, 1989. B.A., English and American Literature, Brandeis University, 1971; M.A., 1986 and Ph.D., 1992, Communication, University of Massachusetts, Amherst.
SOS: Literacy and Culture (CCBLa) pg 72

Dylan Fischer, Forest Ecology, 2005. B.S., Environmental Science, Oregon State University, 1998; M.S., 2001 and Ph.D., 2005, Forest Science, Northern Arizona University.

Field Ecology pg 40
Northwest Forests: Biogeochemistry and Management pg 58
Adv. Research in Environmental Studies pg 86

Leslie Flemmer, Education. B.A., History, University of Utah, 1995; M.E., Utah State University, 1999; Ph.D., Department of Education, Culture & Society, University of Utah, 2008. **Unpacking Counter Narratives: Examining Multiple Perspectives and Diverse Voices** pg 78

Robin Forbes-Lorman, Physiology, 2016. B.A., Biochemistry, Earlham College, 2005; M.S., 2010 and Ph.D., 2014, Biology of the Brain and Behavior, University of Wisconsin-Madison.

Molecule to Organism pg 55

Teresa L. Ford, Education, 1997. B.A., English, Whitman College, 1983; Ed.M., Secondary Education, 1988 and Ph.D., Literacy Education, 1993, Washington State University.

Vauhn E. Foster-Grahler, Mathematics, 2003. Director of QuaSPR 2003-present; B.A. Physical Education, B.A. in Ed.—Special Education, 1981, and M.Ed. Exercise Science, 1989, and M.S., Mathematics, 1994, Western Washington University; Doctoral Studies, Anthropological Mathematics, Union Institute and University. **Women's Work: Weaving Feminism & Math** pg 80

Kevin J. Francis, Philosophy of Science, 2004. Director of MES, 2014-present; 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., 1984 and Ph.D., 1990, Clinical Psychology, Southern Illinois University.

G

Judith Gabriele, French Language. B.A. Education & Speech, certification K-12, Seattle Pacific University, 1969; B.S. Nursing, Seattle University, 1981; M.A. French, Middlebury College, Paris Program, 1995.

Karen Gaul, Sustainability Studies, 2006. B.A., Theology & Philosophy, Carroll College, 1984; MTS, Harvard Divinity School, 1987; M.A., 1989 and Ph.D., 1994, Anthropology, University of Massachusetts. **Living Well: Anthropology of Sustainability** pg 49

Laurance Geri, Public Administration, 1997. B.A., Economics, University of Washington, 1980; MPA, Policy Analysis and Evaluation, George Washington University, 1982; DPA, University of Southern California, 1996.

Amy Gould, Public Administration, 2005. B.A., Public Policy and Management, 1997 and M.S., Public Affairs, 2000, University of Oregon; 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.

Performance Lab: Theater and Dance pg 59

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.

Aotearoa New Zealand: Native Decolonization in the Pacific Rim pg 22

Andrea Gullickson, Music, 2013. B.A., Music, Michigan State University, 1981; M.A., Music, Northwestern University, 1982; DMA, Music, University of Iowa, 1993.
Development as Freedom pg 33
Nature of Music: Patterns, Paradox... pg 57

H

Bob Haft, Expressive Arts, 1982. B.S., Psychology, 1971 and MFA, Photography, 1975, Washington State University.

Greece and Italy: An Artistic and Literary Odyssey pg 44

Jeanne E. Hahn, Emerita, Political Science, 1972. Assistant Academic Dean, 1978-80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; Ph.D. (ABD), Political Science, Chicago, 1968. **The Making of Global Capitalism**, 1500-1914 pg 50

W. Joye Hardiman, Emerita, Literature, 1975. B.A., 1968 & Graduate studies, 1968-70, Literature, SUNY, Buffalo; Ph.D., Applied Literary Studies and Urban Education, The Union Institute, 1986. **African/American: Afrofuturism** pg 21

Aisha Harrison, Visual Arts. B.A., Spanish, Grinnell College, 2000; B.A., Fine Arts, Washington State University, 2004; MFA, University of Nebraska, 2010.

Lucia Harrison, Emerita, Public Administration, 1981. Director of MPA, 1990-93; B.A., Arts Admin., Antioch College, 1972; MPA, Public Policy, 1976 and Ph.D., Ed. Admin., 1979, University of Wisconsin.

Mark Harrison, Theater, 2004. B.A., English, and M.A., Dramatic Art, 1975, UC Santa Barbara; Ph.D., Performance Studies, New York University, 1989. **Culture as History (EWS)** pg 91

Rachel Hastings, Mathematics, 2005. B.A., Physics and Mathematics, Harvard University, 1991; Ph.D., Applied Mathematics, 1998, and Ph.D., Linguistics, 2004, Cornell University. **Andean Roots: Linguistics & Ecological...** pg 21
Andean Roots... in Peru pg 22

Ruth Hayes, Animation, 1997. B.A., Animation, Harvard & Radcliffe Colleges, 1978; MFA, Experimental Animation, Calif. Institute of the Arts, 1992. **Studio Projects: Outside the Lines** pg 75

Martha Henderson, Geography, 1995. Director of MES, 2009-14; B.S., Social Sciences, W. Oregon State College, 1974; M.S., Geography, 1978 and Ph.D., 1988, Geography, Louisiana State University.

Steven Hendricks, Creative Writing, 2009. B.A., Liberal Arts, The Evergreen State College, 1997; MFA, Writing, School of the Art Institute of Chicago, 2000. **Books & Silences: Samuel Beckett & Book Arts** pg 26
SOS: Literary Arts Capstone pg 73

Chauncey "Chico" Herbison, African American Studies, 2007. B.A., American Studies, East Asian Languages & Cultures, English, 1972 and M.A., American Studies, 1980, and Ph.D., American Studies, University of Kansas, 2006. **African/American: Afrofuturism** pg 21
Asian/American: Pop Culture Crosscurrents pg 23
SOS: Culture, Community, and Disability pg 71

Erica Hernandez-Scott, Elementary Education, 2016. B.A., Elementary Education, Rockhurst University, 2000; M.A., Curriculum and Instruction Leadership, 2008 and Ph.D., Interdisciplinary Studies, ABD, University of Missouri-Kansas City.

Heather E. Heying, Vertebrate Natural History, 2002. B.A., Anthropology, UC Santa Cruz, 1992; Ph.D., Biology, University of Michigan, Ann Arbor, 2001. **Modes of Sensory Perception: Evolution and Mechanisms** pg 55

Karen Hogan, Environmental Science, 2001. B.S., Biology, Michigan State University, 1979; M.S., Botany, 1982 and Ph.D., Plant Biology, 1986, University of Illinois.

Grace C. Huerta, Teacher Education (ESL) , 2008.	
B.A., English, University of Southern California, Los Angeles, 1981; M.A., English, California State University, 1986; Ph.D., Educational Leadership and Policy Studies, Arizona State University, 1994.	
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Sara Huntington, Librarianship , 1987. B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; MLS, University of Washington, 1984.	
Mark Hurst, Psychology . B.A., Psychology, 1990, and M.S., Clinical Psychology, 1992, Eastern Washington University; Ph.D., Counseling Psychology, Ball State University, 1997.	
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Ren-Hui (Rose) Jang, Theater , 1988. B.A., English, National Taiwan University, 1980; M.A., Theater, 1981 and Ph.D., Theater, 1989, Northwestern University.	
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Al Josephy, Statistics . B.A., History/Middle Eastern Affairs, 2003 and MES, 2006, The Evergreen State College.	
Heesoon Jun, Clinical/Counseling Psychology , 1997. B.S., Psychology, Washington State University, 1971; M.A., Clinical Psychology, Radford University, 1972; Ph.D., Educational Psychology, University of Washington, 1982.	
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Kathy Kelly, Systems Theory . B.A., Accounting, University of South Florida, 1975; M.A. Whole Systems Design, Antioch University, 1993; Ph.D., Humanities, California Institute of Integral Studies, 2008.	
Cynthia C. Kennedy, Management , 1999. B.S., Business & French, 1985 & MBA, 1988, Penn State.	
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Mukti Khanna, Developmental Psychology , 2000. B.A., Human Biology, Stanford University, 1983; Ph.D., Clinical Psychology, University of Tennessee-Knoxville, 1989.	
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Adam King, Computer Science , 2015. B.S., Computer Science, Yale University, 1988; M.S., 1992 and Ph.D., 1997, Computer Science, UCLA.	
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Cheryl Simrell King, Public Administration , 2000. Director of MPA 2006-10 & 2013-15. B.A., Psychology/Sociology, University of Texas, 1981; M.A., Experimental/Testing Psychology, 1987 and Ph.D., Public Administration, 1992, University of Colorado.	
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Robert Knapp, Jr., Emeritus, Physics , 1972. Academic Dean, 1996-99; Assistant Academic Dean, 1976-79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, U.K., 1968.	
Nancy Koppelman, American Studies , 2009. B.A., Liberal Arts, The Evergreen State College, 1988; M.A., History, University of Washington, 1992; Ph.D., American Studies, Emory University, 1999.	
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Patricia Krafcik, Russian Language & Literature , 1989. B.A., Russian, Indiana University, Bloomington, 1971; M.A., 1975, and Ph.D., 1980, Russian Literature, Columbia University.	
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Ulrike Krotscheck, Classical Studies , 2008. B.A., Art History, Mount Holyoke College, 1997; M.A., Classical and Prehistoric Archaeology, Art History, University of Heidelberg, 2001; Ph.D., Classics and Archaeology, Stanford University, 2008.	
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Lester Krupp, Education . B.A., The Evergreen State College, 1974; M.A., Language and Literature in Education, University of London, 1988.	
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Faculty Planning Units

Evergreen's faculty organize themselves into Planning Units to develop our curriculum. The units are formed to provide an intellectual and curricular focus for faculty that reflects breadth of interdisciplinary teaching and learning.

Faculty from diverse disciplines come together to form a planning unit and faculty of similar disciplines may associate with different units. The resulting diversity of perspectives enriches our curriculum.

Visit evergreen.edu/faculty/planning for more information.

Consciousness Studies We're interested in questions we need each other to explore, including: How does experience shape consciousness? How is sentience defined? What constitutes collective forms of consciousness? Emotion, cognition, attention, interpretation, creativity, sensation, listening, dreaming, expression, reflection: these and more are the elements of consciousness, our subjects of study, and our data.

Critical & Creative Practices We emphasize the ways in which creativity is vital to all integrative thinking, criticism and cultural production. By offering programs and courses related to the theory and practice of cultural production that are tied to using creativity to pose complex questions about the world, faculty guide students to develop skills in understanding the theories and histories associated with a range of disciplines.

Culture, Text, & Language We engage in rigorous critical inquiry about the human experience. We bring together different disciplines to pose crucial questions about the human condition so our students gain an interconnected view of the humanities and interpretive social sciences.

Environmental Studies Broadly interdisciplinary studies within and across distinctive thematic areas: human communities and the environment, natural history, and environmental sciences. We emphasize experiential study and research primarily in the Pacific Northwest, field observation, quantitative and qualitative methods, and Geographic Information Systems.

Expressive Arts Media Arts, Performing Arts, and Visual Arts. **Media Arts** faculty emphasize experiential, documentary and hybrid modes of production, critical engagement with media in

cultural and political context, and real-world production skills. **Performing Arts** faculty offer studies in theater, dance and music. **Visual Arts** faculty emphasize the linkages between art making and cultural contexts.

Native Programs We share a commitment to provide quality higher education for Native American and other Indigenous students, educate non-Native students on interacting in productive ways with Native communities, partner in a respectful manner with Indigenous communities, and honor the government-to-government relationship our state institution has made with Washington tribal nations.

Scientific Inquiry We help students—whatever their primary interest—understand the wonders of nature and appreciate the power of science and math in our technological society. Because science, math, and technology are essential in our world, citizens must be scientifically and quantitatively literate in order to participate effectively in a democratic society. Scientists also must understand the social implications and consequences of their work.

Sustainability and Justice We address real-world issues, including analyses and action toward just communities, healthy environments and a more sustainable future. We address such issues as climate change, food systems, cultural survival, meaningful and equitable work, racial and economic justice, applied ecology, green business, and more. Programs encourage students to gain skills in critical thinking, reading, listing, and writing; research and quantitative reasoning; economic and media literacy; and complexity and systems thinking.

L	
Glenn G. Landram, Business Management , 2004. B.S., Mathematics, University of Puget Sound, 1978; M.S., Statistics, Oregon State University, 1983; Ph.D., Management Science, University of Washington, 1990.	
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Emily Lardner, Writing . B.A., English, Augustana College, 1979; M.A., English, 1981 and Ph.D., English Language & Literature, 1985, University of Michigan.	

Carri LeRoy, Freshwater Ecology, 2014. B.A., International Studies, 1998 & B.S. Environmental Sci., 1998, Oregon State University; MLS, Environmental Ed., 2001 & Ph.D., Biology, 2005, N. Arizona University. Cells, Populations, and Ecosystems pg 28
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Robert T. Leverich, 3-D Art, 1999. B.A., 1978 & Master of Architecture, 1979, University of Minnesota; MFA, Rochester Institute of Technology, 1990.

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Mingxia Li, Biomedical Health, 2007. M.D., Capital Medical College, Beijing, 1982; M.S., Pharmacology, Chinese Academy of Medical Sciences, 1986; Ph.D., Molecular Pharmacology, Cornell University, 1992. With Liberty and Justice for Whom? pg 85

Naima Lowe, Experimental Media, 2010. B.A. Africana Studies, Brown University, 2002; MFA, Film and Media, Temple University, 2008. Mediaworks: Signifying Power & Difference... pg 53
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Cheri Lucas-Jennings, Emerita, Public Policy, 1999. B.A., Political Economy/Graphic Design, San Francisco State University, 1974; M.A., Political Science/Women's Studies/Public Law, 1978 and Ph.D., Public Leg./Public Health, 1984, University of Hawaii.

Lee Lytle, Library Sciences, 1992. Director of MPA, 2010-13; Dean of Library Services, 2001-08; Academic Dean, 1998-2001; BFA, Architecture, University of New Mexico, 1974; M., Urban Planning, University of Washington, 1985; M., Library Sciences, University of Hawaii, 1991.

M

Jean Mandenberg, Emerita, Fine Arts, 1978. B.A., Art History, University of Michigan, 1972; MFA, Metal-smithing-Jewelry Making, Idaho State University, 1977.

Carlos Marentes, Political Economy. B.A., The Evergreen State College, 2006; Ph.D. candidate, Economics, University of Massachusetts-Amherst, 2016. Political Economy and Social Movements pg 61

Carrie Margolin, Psychology, 1988. B.A., Social Science, Hofstra University, 1976; Ph.D., Experimental Psychology, Dartmouth College, 1981. Madness & Creativity: Psychological Link pg 49
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Erin Martin, Chemical Oceanography, 2015. B.A., Biology, Carleton College, 2002; M.S., 2007 & Ph.D., 2012, Oceanography, University of Washington.

David McAvity, Mathematics, 2000. Academic Dean 2012-present; B.S., Mathematical Physics, Simon Fraser University, 1988; Distinction in Part III of the Mathematical Trypos, 1989 and Ph.D., Mathematics, 1993, Cambridge University.

Paul McCreary, Mathematics, 2006. B.S., Political Science, Massachusetts Institute of Technology, 1970; MAT, Education, Harvard, 1971; M.S. Computational Mathematics, 1984 and Ph.D., Mathematics, 1998, University of Illinois at Urbana-Champaign. With Liberty and Justice for Whom? pg 85

Lydia McKinstry, Organic Chemistry, 2004. B.S., Cellular and Molecular Biology, Fort Lewis College, 1989; Ph.D., Organic Chemistry, Montana State University, 1994.

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Paul McMillin, Reference Librarian, 2005. B.A., Philosophy, Cornell University, 1987; M.A., Sociology, Binghamton University, 1994; MLIS, Library and Information Science, University of Texas, 2001.

Laurie Meeker, Film and Video, 1989. B.A., Film Production/Still Photography, Southern Illinois University, 1980; MFA, Film Production, University of British Columbia, 1985. Diversity & Dissent in Education & the Media pg 34

Miranda Mellis, Creative Writing, 2012. B.A., Writing & Literature, Naropa University, 2001; Literary Arts MFA, Fiction, Brown University, 2004. Remix Reverse Remediate pg 64
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Donald V. Middendorf, Physics and Biophysics, 1987. B.A., Biology, University of Missouri, 1977; M.S., Applied Physics, 1980 and Ph.D., Plant Physiology, 1984, Cornell University. Dance of Consciousness pg 33

Kabby Mitchell III, Dance, 2000. A.A., Contra Costa College, 1979; MFA, Dance, University of Iowa, 1998.

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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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Lawrence J. Mosqueda, Emeritus, Political Science, 1989. B.S., Political Science, Iowa State University, 1971; M.A., Political Science, 1973 and Ph.D., 1979, Political Science, University of Washington. Power in American Society pg 62

David Muehleisen, Sustainable Agriculture, 2010. B.S., Zoology, 1975 and M.S., Botany, 1977, Clemson University; Ph.D., Entomology, Texas A&M, 1987. Practice of Organic Farming pg 63

Greg A. Mullins, American Studies, 1998. A.B., Academic Dean 2015-present, English, Stanford University, 1985; Ph.D., English, UC Berkeley, 1997.

Ralph W. Murphy, Environmental Science, 1984. Director of MES, 1988-95; B.A., Political Science/Economics, 1971, M.A., 1973, and Ph.D., 1978, Political Science, University of Washington. Ecological and Environmental Economics pg 35
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Nancy Murray, Developmental Biology, 2001. Academic Dean 2008-16. B.S., SUNY Oswego, 1986; Ph.D., Neurobiology, SUNY at Stony Brook, 1997.

N

J. Patrick Naughton, Curriculum and Instruction, 2014. Director of MIT, 2014-present; B.A., Political Science, Gonzaga University, 1969; MBA, Southern Illinois University, 1978; Ed.D., Curriculum and Instruction, Seattle Pacific University, 2006.

James Neitzel, Chemistry, 1989. B.A., Chemistry, Biology, Macalester College, 1977; Ph.D., Chemistry, California Institute of Technology, 1987. Molecule to Organism pg 55
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Alice A. Nelson, Spanish Language and Culture, 1992. B.A., cum laude, Spanish, Davidson College, 1986; A.M., Spanish, 1989 & Certification, Women's Studies, 1990 & Certification, Latin American Studies, 1992 & Ph.D., Spanish, 1994, Duke University. Latin American Women Writers pg 47
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Lin Nelson, Emerita, Environmental Health, 1992. B.A., Sociology, Elmira College, 1970; M.A., Sociology, 1975 and Ph.D., Sociology, 1981, Pennsylvania State University.

Neal N. Nelson, Computing and Mathematics, 1998. B.A., Mathematics, 1974 & M.S., Computer Science, 1976, Washington State University; Ph.D., Computer Science, Oregon Graduate Institute, 1995. Computer Science Foundations pg 30
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Steven M. Niva, Middle Eastern Studies, 1999. B.A., Government and International Affairs, University of Virginia, 1988; Ph.D., Political Science, Columbia University, 2003.

O

Catalina Ocampo, Spanish Language & Latin American Literature, 2013. B.A., Comparative Literature, University of Virginia, 2001; M.A., 2004 and Ph.D., 2013, Comparative Literature, Brown University. SOS: Literacy and Culture (CCBLA) pg 72

Allen Olson, Mathematics, 2016. B.A., Physics, University of Chicago, 1990; M.S., Mechanical Engineering, University of Washington, 1992.

Toska Olson, Sociology and Social Problems, 1998. B.A., Anthropology, 1989; M.A., 1991, and Ph.D., 1997, Sociology, University of Washington. Forensics and Criminal Behavior pg 41

Shaw Osha, Fine Art, 2013. B.S., Nursing, Columbia University, 1985; MFA, Visual Art, Vermont College of Fine Art, 2009. Cityscapes pg 29
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Nancy Parkes, Literature and Writing, 1998. B.A., Liberal Arts, The Evergreen State College, 1978; MFA, Creative Writing, Goddard College, 1996.

Michael Paros, Health Science, 2006. B.A., Molecular Biology, UC San Diego, 1989; Ph.D., Veterinary Medicine, Washington State University, 1993. Ecology of Perennial Agricultural Systems pg 36
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Sarah Pedersen, Emerita, English Literature & Library Science. Interim Academic Dean, 2010-2011; Interim Dean of Library, 2011-2013; B.A., English Literature, Fairhaven College, 1973; MLS, College of Library Science, University of Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1980. Maritime Cultures of NW Washington pg 52

Gary W. Peterson, Northwest Native American Studies, 1999. B.A., Human Services, Western Washington University, 1992; MSW, University of Washington, 1995. Survival of Indigenous Art pg 77

Yvonne Peterson, Education, 1984. B.A., Elementary Education, 1973, and B.A., Ethnic Studies, 1973, Western Washington University; M.A., Political Science, University of Arizona, 1982. Survival of Indigenous Art pg 77

Rita Poujales, Anthropology and Education, 1979; Academic Dean, 1985-88 and 2002-08; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, 1977, and Ph.D., Anthropology and Education, 1981, University of Oregon. What Are Schools For? pg 80

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Susan Preciso, Literature and Writing, 1998. B.A., 1986, & M.A., 1988, English, Portland State University. Culture as History (EWS) pg 91

Carolyn Prouty, Public Health, 2014. B.A., Biological Sciences, 1983 and DVM, Veterinary Medicine, 1987, Cornell University. Investigating the Mind-Body: Biology and Beyond pg 47
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Paul Przybylowicz, Environmental Studies Generalist, 1998. Academic Dean 2007-13. B.S., Forest Entomology, SUNY College of Environmental Science and Forestry, 1978; Ph.D., Plant Pathology, Oregon State University, 1985. Learning About Learning in Nature pg 48
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R

Thomas Rainey, History. A.B., History, University of Florida, 1962; M.A., 1964 and Ph.D., 1966, History, University of Illinois.

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Frances V. Rains, Native American Studies, 2002. B.S., Elementary Education/American Indian Education, 1978, and M.S., Elementary Education/Mathematics, 1987 and Ph.D., Curriculum and Instruction/Curriculum Theory/ Multicultural Education-Elementary Education, 1995, Indiana University Bloomington.

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Andrew Reece, Classical Studies, 2003. Academic Dean 2012-16. A.B., Classical Studies, Earlham College, 1991; M.A., 1993 and Ph.D., 1998, Classical Studies, Indiana University.

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Liza R. Rognas, Library Faculty/Reference Librarian, 1999. B.A., History, 1991 and M.A., American/Public History, 1995, Washington State University; M.A., Information Resources and Library Science, University of Arizona, 1998.

Martha Rosemeyer, Ecological Agriculture, 2001. B.S., Plant Pathology, University of Wisconsin, Madison, 1978; M.S., Plant Sciences-Horticulture, University of Arizona, 1982; Ph.D., Biology-Agroecology, University of California, Santa Cruz, 1990.

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Ratna Roy, Emerita, Dance and English, 1989. B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.

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Julie Levin Russo, Communications/Journalism, 2013. B.A., English Literature, Swarthmore College, 2001; M.A., 2006 and Ph.D., 2010, Modern Culture and Media, Brown University.

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Sarah F. Ryan, Labor Studies, 1999. Academic Dean 2013-17. B.A., The Evergreen State College, 1992; M.A., Labor and Industrial Relations, Rutgers-The State University of New Jersey, 1999.

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S

Therese Saliba, English, 1995. Academic Dean 2016-present. B.A., English, UC Berkeley, 1983; MFA, Fiction Writing, 1989 & Ph.D., English, University of Washington, 1993; Fulbright Scholar, 1995.

Arleen Sandifer, Spanish Language. B.A., Spanish and History, Louisiana Tech University, 1977; J.D., University of Houston-University Park, 1983.

Joli Sandoz, Literature, 2016. B.A., Portland State University, English; M.A., Brigham Young University, Recreation Education; M.A., Episcopal Divinity School, Theological Studies.

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Steven Scheuerell, Ecological Agriculture, 2005. B.S., Ecology, Behavior and Evolution, University of California, San Diego, 1992; Ph.D., Botany and Plant Pathology, Oregon State University, 2002.

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Paula Schofield, Organic Chemistry, 1998. B.S., Chemistry, Manchester Metropolitan University, 1990; Ph.D., Polymer Chemistry, University of Liverpool, 1995.

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Samuel A. Schrager, Emeritus, Folklore, 1991. B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983. Face of the Other: Levinas, Postmodern Ethics, and Jewish Thought pg 39

Douglas Schuler, Computer Science, 1998. B.A., Liberal Arts, The Evergreen State College, 1976; B.A., Mathematics, W. Washington University, 1978; M.S., Software Engineering, Seattle University, 1985; M.S., Computer Science, University of Washington, 1996.

Leonard Schwartz, Creative Writing, 2003. B.A., Creative Writing and Literature, Bard College, 1984; M.A., Philosophy, Columbia University, 1986. Development as Freedom pg 33
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Terry A. Setter, Music and Audio, 1983. B.A., Music Composition, 1973 and M.A., Music Composition, Theory, Technology, 1978, UC San Diego. Awakening the Dreamer... pg 25

Gilda Sheppard, Cultural Studies/Media Literacy, 1998. B.A., Sociology, Mercy College of Detroit, 1972; MSW, University of Washington, 1983; Ph.D., Sociology/Cultural and Media Studies, The Union Graduate School, 1995.

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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. Computer Science Foundations pg 30
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Suzanne Simons, Journalism, 2016. B.A., Journalism and Sociology, Indiana University, 1982; M.A., West European Studies, Indiana University, 1983; Secondary Education Teaching Certificate, St. Martin's College, 1993.

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Matthew E. Smith, Emeritus, Political Science, 1973. Academic Dean, 1987-90; B.A., Political Science, 1966 and MAT, Social Science, 1968, Reed College; Ph.D., Political Science, University of North Carolina, 1978.

Tyrus L. Smith, Urban Environmental Science, 2002. Interim Director of Tacoma Program 2012-13; B.S., Environmental Policy and 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.

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Trevor Speller, British Literature, 2010. Academic Dean 2016-present. B.A., Psychology, 1996 and B.A., English Literature, 1999, University of Calgary; M.A., English Literature, York University, 2001; Ph.D., English Literature, SUNY Buffalo, 2009.

Eric Stein, Cultural Anthropology, 2007. B.A., Anthropology and Philosophy, University of Wisconsin, Madison, 1995; M.A., 2001 and Ph.D., 2005, Anthropology and History, University of Michigan, Ann Arbor.

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Ann Storey, Art History, 1998. B.A., Art History, The Pennsylvania State University, 1973; M.A., Art History, 1993 and Ph.D., Art History, 1997, University of Washington.

Linda Moon Stumpff, Emerita, Natural Resource Policy, 1997. Director of MPA, 1999-2001; B.A., Political Science, University of California, Berkeley; M.A., Public Administration and Regional Planning, 1991 and Ph.D., Public Administration and Regional Planning, Land Management and Public Policy, 1996, University of Southern California.

Alison Styring, Mammalogy and Ornithology, 2005. B.A., Biology, Indiana University, 1994; Ph.D., Biological Sciences, Louisiana State University, 2002. Cells, Populations, and Ecosystems pg 28
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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. Scientific Explorations in Chemistry and Archaeology pg 67
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Lisa Sweet, 2-D Art, 1999. BFA, Ceramics and Drawing, Grand Valley State University, 1989; MFA, Printmaking, University of Wisconsin, Madison, 1997. Studio Projects: Outside the Lines pg 75

Doreen Swetkis, Public Administration, 2010. Director of MPA 2015-present. B.L.S., Business and Law, Bowling Green State University, 1991; M.Ed., Adult Learning and Development, 1998 and Ph.D., Urban Studies and Public Affairs, 2009, Cleveland State University.

T

Kenneth D. Tabbutt, Environmental Geology, 1997. Interim Provost, 2010-11 and 2016-17; Academic Dean 2005-12; B.A., Geology and Biology, Whitman College, 1983; M.S., 1987 and Ph.D., 1990, Geology, Dartmouth College.

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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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Joseph Tougas, Philosophy, 2009. B.A., Liberal Arts, The Evergreen State College, 1984; M.A., Philosophy, 1994 and Ph.D., Philosophy, University of California, Irvine, 1998.

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Gail Tremblay, Emerita, Creative Writing, 1980. B.A., Drama, University of New Hampshire, 1967; MFA, English (Poetry), University of Oregon, 1969. Survival of Indigenous Art pg 77

Eric Trevan, Public Administration, 2016. B.A., Public Administration, Western Michigan University, 1998; MPA, Central Michigan University, 2001; Ph.D., Local and Tribal Economies, Arizona State University, 2016.

Jamyang Tsultrim, Consciousness Studies. B.A., Western Psychology and English Language, The Evergreen State College, 1992; M.A., Counseling Psychology, Saint Martin's College, 1997.

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U

Tomoko Ulmer, Japanese Language & Culture. B.A., ESL/English Literature, Doshisha Women's College, Kyoto, Japan, 1977; M.A., Cultural Anthropology, Indiana University, 1981.

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Jules Unsel, Librarian, 2006. B.A., 1991 and M.A., 1993, U.S. History, University of Kentucky; Ph.D., U.S. History, University of Wisconsin-Madison, 2005.

V

- Zoë L. Van Schyndel, Finance**, 2008. A.S., Massasoit Community College, 1975; BGS, Social Administration and Research, University of Mass., Amherst, 1981; MBA, Finance and Accounting, Northeastern University, 1983; CFA, 1989.
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- Michael Vavrus, Education**, History, and Political Economy, 1995. B.A., Political Science, Drake University, 1970; M.A., Education and History, 1975 and Ph.D., Education and Economics, 1978, Michigan State University.
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- Thuy Vu, Economics**. B.A., Law, and M.A., Economics, University of Saigon, Vietnam; M.A., 1972 and Ph.D., 1974, Economics, Michigan State University.
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W

- Brian L. Walter, Mathematics**, 2002. B.S., Symbolic Systems, Stanford University, 1995; M.A., 1998 and C. Phil., 2001 and Ph.D., 2002, Mathematics, UCLA.
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- Sherry L. Walton, Emerita, Education**, 1987. Director of MiT, 2006-14, B.A., Education, 1970 and M.Ed., Developmental Reading, 1977, Auburn University; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980.
- Learning About Learning in Nature pg 48
- Wenhong Wang, Sociology**. B.A., Sociology, Nankai University, China, 1990; M.A. Sociology, Beijing University, China, 1996; Ph.D., Journalism and Communication, Chinese University of Hong Kong, China, 2004.
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- Bret Weinstein, Biology**, 2009. B.A. with Honors, Biology, UC Santa Cruz, 1993; Ph.D., Biology, University of Michigan, Ann Arbor, 2009.
- Richard Weiss, Computer Science**, 2015. A.B., Mathematics, Brandeis University, 1969; M.A., 1972 and Ph.D., 1976, Mathematics, Harvard University.
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Edward A. Whitesell, Geography, 1998.

Director of MES 2005-08, B.A., Environmental Biology, University of Colorado, Boulder, 1973; M.A., Geography, 1988 and Ph.D., Geography, 1993, University of California, Berkeley.

- Sonja Wiedenhaupt, Social Psychology**, 1999. B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D., Social/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.
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- Sean Williams, Ethnomusicology**, 1991. B.A., Music, University of California, Berkeley, 1981; M.A., 1985 and Ph.D., 1990, Ethnomusicology, University of Washington.
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- Elizabeth Williamson, Renaissance Literature**, 2005. B.A., English Literature, Princeton University, 1999; M.A., 2001 and Ph.D., 2005, English Literature, University of Pennsylvania.

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- John Withey, Environmental Studies**, 2016. B.A., Biology, Pomona College, 1991; M.S., Wildlife Science, 2002 and Ph.D., Forest Resources, 2006, University of Washington.

- David Wolach, Creative Writing**, 2007. B.A., Cognitive Science, Sarah Lawrence College, 1999; M.A. Philosophy, Columbia University, 2003.
- The Word in the Ear: Finnegans Wake and Other Experiments in Music & Language pg 81

- Thomas Womeldorf, Economics**, 1989. Academic Dean, 2002-07; B.A., Liberal Arts, The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.
- Intermediate Macroeconomics pg 46
 River Resources pg 66

- Shangrila Wynn, Climate Justice**, 2016. B.Sc., Environmental Science, Kathmandu University, 2001; M.A., International Affairs, Ohio University, 2004; Ph.D., Environmental Science, Studies and Policy, University of Oregon, 2011.
- Countertextual Ecologies pg 31
 Development as Freedom pg 33

Y

- Sandra L. Yannone, English**, 2001. Director of Writing Center 2001-present; B.A., Writing and Literature, Wheaton College, Massachusetts, 1986; MFA, Creative Writing, Emerson College, 1991; Ph.D., English, University of Nebraska-Lincoln, 1998.

- Artee F. Young, Law and Literature**, 1996. Director of Tacoma Program 2007-12; 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.

- The Evolution of Constitutional Law
 Beyond the 20th Century pg 38
 Feminist Jurisprudence pg 39

- Pauline Yu, Marine Science**, 2014. B.S., Bioresources Sciences, University of California-Berkeley, 1996; Ph.D., Biological Sciences, University of Southern California, 2009.

- Marine Life: Marine Organisms and Their Environments pg 51
 Reason: Science and Religion pg 64
 Adv. Research in Environmental Studies pg 86
 Undergrad. Research in Scientific Inquiry pg 88

Z

- Anthony Zaragoza, Political Economy of Racism**, 2004. B.A., English and Philosophy, Indiana University, 1996; M.A., 2000 and Ph.D., 2007, American Studies, Washington State University. With Liberty and Justice for Whom? pg 85

- Julia Zay, Digital Mixed Media**, 2005. A.B., Art and Media Theory and Practice, Vassar College, 1993; M.A., Media Studies, Northwestern University, 1995; MFA, Video, The School of the Art Institute of Chicago, 2000.

- Media Internships pg 53
 Studio, Archive, Field: Advanced Projects in Media and Visual Art pg 74

- E. J. Zita, Physics**, 1995. B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D., Physics, University of Wisconsin-Madison, 1993.
- Earth and Sky: Climate and Change pg 34
 Earth Dynamics: People, Place, Technology, and History pg 35
 Undergrad. Research in Scientific Inquiry pg 88

**2017 ADMINISTRATION**

George S. Bridges, President, Ph.D., University of Pennsylvania.

Wendy Endress, Vice President for Student Affairs, Ph.D., University of Maryland.

John A. Hurley, Jr., Vice President for Finance and Administration, Ed.D., Seattle University.

Ken Tabbutt, Interim Vice President for Academic Affairs Provost, Ph.D., Dartmouth College.

Amanda Walker, Vice President for Advancement and Executive Director, The Evergreen State College Foundation, M.A., University of York.

BOARD OF TRUSTEES

SEPTEMBER 30, 2016

Gretchen Sorensen '82, Chair, Seattle

Fred Goldberg, Vice Chair, Olympia

David Nicandri, Secretary, Tumwater

Rhianna Hruska, Student Trustee, Olympia

Irene Gonzales, Spokane

Keith Kessler, Hoquiam

Anne Proffitt '76, Freeland

James Wigfall, Newcastle

Applying for Admission

Complete and updated information regarding admission criteria and standards for all applicants is available at evergreen.edu/admissions.

ELIGIBILITY FOR ADMISSION

Applicants are initially reviewed based upon academic factors such as grade point average, test scores and course work completed and/or attempted. Evergreen offers admission to all qualified applicants until the entering class has been filled.

The most important factor in the admissions process is academic preparation, demonstrated by the nature and distribution of academic course work. Grade point average or narrative evaluation progress, and scores from the ACT or SAT are also evaluated. You may submit additional materials you believe will strengthen your application, such as your application 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 evergreen.edu/admissions/apply.

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

TO APPLY FOR ADMISSION

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

Fall Quarter accepting applications from August 1 to February 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 paper application from a PDF file found at evergreen.edu/admissions/apply.

Summer Quarter Summer quarter enrollment is handled through Registration and Records and does not require formal admission. Students who wish to continue their studies into fall quarter may do so by registering as a special student or by being formally admitted.

Special Students Students wishing to enroll on a part-time basis prior to seeking admission may register as “special students” for a maximum of eight credits per quarter. Admissions counselors are available to assist special students with academic advising and registration information. For an overview, refer to evergreen.edu/admissions/adultstudent.

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.

Evergreen can receive official transcripts delivered by Docufide, National Student Clearinghouse, Naviance, and Script-Safe International. Check with your counselor to find out if your high school or college participates in these electronic transcript services.

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.

FRESHMAN APPLICANTS

Acceptable College Preparatory Course Work

English: Four years are required, at least three of which must be in composition and literature. One year may be satisfied by courses in public speaking, drama as literature, debate, journalistic writing, business English or ESL. Not generally acceptable: remedial or applied (e.g., developmental reading, remedial English, basic English, yearbook/newspaper staff, acting, library).

Mathematics: Three years, at the level of algebra, geometry and advanced algebra, required. Advanced courses, such as trigonometry, mathematical analysis, elementary functions and calculus recommended. Arithmetic, pre-algebra and business mathematics courses will not meet the requirement.

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

World Language: Two years of study in a single language, including Native American or ASL, are required. A course in foreign language, Native American or ASL taken in eighth grade may satisfy one year if the second year of study is completed in high school. The 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 required. One credit (one full year) of algebra-based chemistry or physics should be included. The second year may be in any lab science that satisfies the high school's graduation requirement in science. Students planning to major in science or science-related fields should complete three+ years, including two years of algebra-based laboratory science.

Fine, visual and performing arts or 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.

Electives that offer preparation for college. Honors and AP are encouraged, and a more rigorous

curriculum will be taken into account during the admissions process. Interdisciplinary study and courses that stress skills in writing, research and communication are especially helpful in preparing for Evergreen.

Admission can be granted on the basis of at least six semesters of high school work. Applicants may be admitted if they submit an official transcript showing the date of graduation and successful completion of all subject area requirements prior to attending. Failure to show satisfactory completion of 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.

Students who have earned college credit or participated in Running Start 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 transfer students.

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. 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 transfer degrees, as well as several vocational/technical associate degrees that also receive admission

preference can be found at evergreen.edu/transfer.

Students who have already earned a BA or BS only need to submit the final official transcript from the institution, 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 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. In general, courses are acceptable if a 2.0 or grade of

C was received (C-minus work does not transfer).

Physical education, remedial work, military science, and religion courses are not transferable. Some vocational and personal development courses are transferable. Evergreen abides by Washington's Policy on Intercollegiate Transfer and Articulation. See evergreen.edu/transfer for details. Evaluation of your transcripts is conducted after you have been admitted and paid the \$50 tuition deposit. This evaluation is based upon the transcripts submitted for your admission application.

Other Transfer Credit: Prior Learning Assessment

Credit by Examination: AP (min. score of 3); CLEP (general & subject examination may generate credit); and International Baccalaureate; certificated or experiential learning, and military training. evergreen.edu/admissions/priorlearningassessment

BILLING AND PAYMENT PROCEDURES

The Student Accounts Office is the central billing office. 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, etc.) are charged. This allows a single 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 statements by logging onto their my-evergreen.edu student account.

Tuition and fees are billed quarterly. Bills are generated two to four weeks before the start of each quarter. If you register after bills are generated, you will not receive a bill before tuition is due.

Tuition must be paid by the quarterly deadline (fifth calendar day of each quarter) or a \$50 late payment fee will be charged. A second late fee in the amount of \$75 is also charged if tuition and fees remain unpaid as of the 30th calendar day of the quarter. Web payment for Visa, MasterCard, Discover or American Express (2.75% convenience fee will be charged), or E-Check (at no cost) are available.

Checks or money orders must be received by the deadline; postmarks are not considered. Do not mail cash! Make cash payments in person to the Cashier's Office.

In accordance with Section 438 of FERPA, billing information will only be discussed with the student. Students dependent on someone else for financial support while attending Evergreen are responsible for informing the other party when payments are due. Students can sign a release form online, for more information visit evergreen.edu/ferpa.

Late Registration Fees 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 registration fee.

Refunds/Appels Tuition and fees are refunded on the following schedule: 100 percent to Friday of the first week of the quarter; 50 percent to the 30th calendar 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.

Costs

The cost of attendance is more than just tuition. Your annual budget includes tuition, books and supplies, room and board (regardless of where you live), transportation, and personal expenses. This table shows the tuition for a typical full-time student taking 10 to 18 credits each quarter. The costs cover the nine-month 2016–17 academic year (three quarters) beginning in September and ending in June.

TUITION Tuition rates are set by the Washington State Legislature and the Evergreen Board of Trustees in September. They are subject to change without notice. Visit evergreen.edu/costs or call Student Financial Services to verify tuition rates at (360) 867-6447.

FEES Student fees are not included in tuition. The fee rate is sometimes based on the number of credits you take each quarter. A typical student registers for 16 credits each quarter. The 2016–17 estimated fees are \$243 per quarter in addition to tuition. Student Financial Services maintains a comprehensive list of student fees. Visit evergreen.edu/costs for more information.

ROOM AND BOARD Be sure to complete the online housing application in February at evergreen.edu/housing.

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 with an established domicile in Washington state for at least one year, (2) a financially dependent student with a parent residing in Washington state or (3) meet certain conditions as a non-citizen. Detailed information about residency status can be found at evergreen.edu/registration/residency. You can apply to change your residency status 30 days before the quarter when you may be eligible for residency. Information and forms are available at evergreen.edu/registration/residency and at the Registration and Records office. If you have specific residency questions, contact residency@evergreen.edu.

Financial Aid

During the 2014–15 academic year, 69% of Evergreen students received some form of financial aid. The average award was \$15,190. All students are encouraged to apply for scholarships, tuition awards and financial aid annually, which will help to reduce costs.

APPLYING FOR FINANCIAL AID — FAFSA

The Free Application for Federal Student Aid (or FAFSA) is the critical piece in the financial aid equation. The FAFSA is an application that you need to complete annually. Only admitted students are processed for financial aid, so apply for admission early. FAFSA applications will become available to Evergreen around mid-February. New students who filed their FAFSA on-time, are admitted, and have no outstanding eligibility issues should receive an award offer mid to late March. Award offers are made on a rolling basis according to when students filed their FAFSA and are admitted to the college.

Once you are admitted to Evergreen, activate your Evergreen email address and monitor my.evergreen.edu for messages and requirements from financial aid.

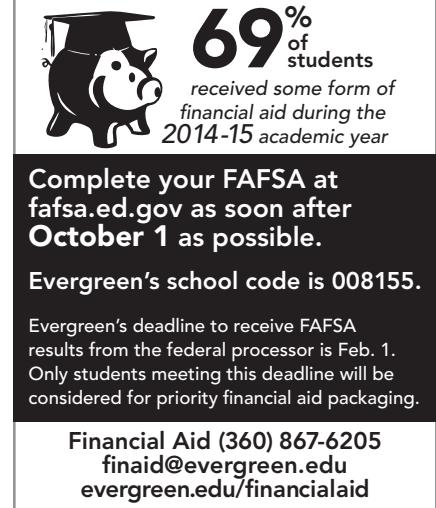
Please read all correspondence from the college carefully and respond in a timely manner. A delay in providing us necessary documentation in order to determine eligibility could delay your financial aid offer and/or possibly move the student out of the eligible queue for priority or on-time packaging.

Visit evergreen.edu/financialaid for more information.

Scholarships and Tuition Awards Evergreen offers a variety of scholarships every year to new and continuing students. Separate applications are required for scholarships. Most applications are due on February 1 for the following year. Find scholarships at evergreen.edu/scholarships.

	RESIDENT	NON-RESIDENT
Tuition	\$6,534	\$23,007
Books and supplies	750	750
Room and board	9,360	9,360
Transportation	1,125	1,125
Personal Expenses	2,055	2,055
Total	\$19,824	\$36,297

Estimate your cost of attendance with the Net Price Calculator available at evergreen.edu/costs



STATE & FEDERAL FINANCIAL AID AWARDS INCLUDE:

- Grants
- Tuition Waivers
- Loans
- Work Study
- Scholarships

VETERAN STUDENTS

Evergreen's programs are approved by the Washington Student Achievement Council (WSAC) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC. Contact the Veterans Resource Center for more information at (360) 867-6254 or see evergreen.edu/veterans.

Registration and Academic Information

COLLEGE COMMUNICATIONS

You receive a **my.evergreen.edu** account when you are admitted. Official College communications, including registration, financial aid, and student account information, will be sent to this email address.

CHANGES IN PERSONAL INFORMATION

It is important to keep your personal information, including name, address, telephone and email, up to date with the Registration and Records Office. Visit evergreen.edu/registration for information about *changing personal information* on your student record.

RECORD KEEPING

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
- Non-disclosure of personally identifiable information contained in your records, except disclosures without consent permitted by FERPA
- File a complaint with the U. S. Department of Education concerning alleged failures to comply with the requirements of FERPA

We may disclose directory information without your consent. If you want your directory information kept confidential, contact Registration and Records. Directory information includes your name, address, telephone number and student status.

Questions concerning your rights under FERPA should be directed to Registration and Records at registration@evergreen.edu or (360) 867-6180.

Transcripts Transcripts are the records of your academic achievement at Evergreen, and are maintained by Registration and Records. Your transcript lists all work done for credit, the official description of the program, course or contract, faculty evaluation, your Academic Statement and, when submitted, your self-evaluations. Official transcripts always include these elements.

For additional information on ordering your transcript, see evergreen.edu/transcripts.

Credit and evaluations are reported at the end of a program, course, or contract. Credit in multiple-term programs is reported after you withdraw or change programs or after the program ends. 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 and the Office of Registration and Records.

Your Academic Statement and self-evaluations cannot be removed or revised once they have been submitted to your transcript.

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.

STUDENT REGISTRATION PROCESS

Registration at Evergreen happens by time ticket. Your ticket will be determined by your class standing. Seniors register first, followed by juniors, then sophomores, and finally, freshmen.

Class Standing:

Freshmen	0–44 credits	Juniors	90–134 credits
Sophomores	45–89 credits	Seniors	135+ credits

You can check your time ticket at my.evergreen.edu. Time tickets will be available by the day of the Academic Fair.

Increase the chances of getting into the program of your choice by registering early. Some programs require a faculty interview, portfolio, or audition for entry. You will need to get an override from the faculty in order to register for these programs.

You will need a faculty signature to change registration after the quarter starts. Changes made after the quarter begins may result in a reassessment of tuition, fees and eligibility for financial aid. Changes in enrollment or credits after the first week must be done through the Registration and Records office and will incur late fees.

ACADEMIC CREDIT

Academic credit, expressed in quarter hours, is added to your permanent academic record if you meet the requirements of your program, course or contract. Evergreen will not award credit for duplicate work.

Credit Limit You may register for a minimum of 2 and maximum of 20 credits during any given quarter. Full-time status is registration of twelve to sixteen credits. Well-prepared students may register for an overload up to 20 credits. Registration for more than 16 credits must be done by the first Friday of the quarter and may incur additional tuition charges. Academic programs, individual 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.

TO ADD, CHANGE, OR DROP A PROGRAM

Complete changes in registration by the 10th day of the quarter (end of second week). After that, you must petition to change a program, course or contract. The petition form is available at evergreen.edu/registration.

You may drop classes through the 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 98.)

Withdrawal You may withdraw any time up to the 30th calendar day of the quarter, but you must inform Registration and Records. (See Refunds/Appeals, page 98.)

Leave of Absence If you are regularly admitted and have 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 for a quarter, you are considered to be on leave (for up to one year).



GRADUATION REQUIREMENTS

- The minimum requirement for the Bachelor of Arts or the Bachelor of Science is 180 credits.
- Students must submit an **Academic Statement** of up to 750 words, summarizing and reflecting on their liberal arts education. See evergreen.edu/academicstatement for more information.

To graduate, you must submit a graduation application to Registration and Records at least one quarter in advance of your anticipated graduation date. If you transfer credits from another college, at least 45 of your last 90 credits must be earned from Evergreen to earn an Evergreen degree. Students pursuing a Bachelor of Science (BS) degree must submit a Declaration of Intent to Pursue a BS or BA/BS form to Registration and Records. To make sure you are choosing programs that will fulfill the degree requirements or to see if the combined BA/BS is the best choice for you, please meet with an academic advisor. If you want to see how the credits you've already completed count toward the BS requirement, submit a BS Credit Review Request Form to Registration and Records.

The average time to degree for Evergreen students is as follows:

Direct from high school: 3.9 years

All transfers: 2.4 years

ACADEMIC STANDING POLICY

The academic standing of each student is carefully monitored to ensure the full development of his or her academic potential.

At mid-quarter, any student in danger of receiving less than full credit is notified in writing by his or her faculty or sponsor. Formal faculty evaluation of student achievement occurs at the conclusion of programs, contracts, courses and internships. Any student not making satisfactory academic progress, as defined below, is informed of her or his standing and is advised accordingly.

1. Academic warning. A student who earns less than three-fourths of the number of registered credits in two successive quarters, will receive an academic warning issued from the Academic Deans. 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 after 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.

In extenuating circumstances, a student may appeal required leave to the Academic Dean responsible for academic standing. Students 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.

3. Dismissal 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 appealing the dismissal with an Academic Dean. The appeal must convince the Dean that there are compelling reasons that the conditions which previously prevented the student from making satisfactory academic progress at Evergreen have changed.

Bachelor of Arts

180 quarter credits + Academic Statement.

Bachelor of Science

180 quarter credits + Academic Statement.

At least 72 credits must be in math, science, or computer science, 48 of which must be upper division math, science, or computer science.

Bachelor of Arts & Science degree

225 quarter credits + Academic Statement.

At least 72 credits must be in math, science, or computer science, 48 of which must be upper division math, science, or computer science.

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

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 evergreen.edu/studentaffairs/studentconduct. 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 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.



A unique, collaborative program between Evergreen and Daejeon University in Korea investigated what it means to understand and tell personal stories—across different cultural domains—through music, storytelling, and learning in community. (Shauna Bittle)

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.

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.

Learning and Study Resources

LIBRARY

Experience the bounty of free books, music, movies, periodicals, and other research treasures. The Daniel J. Evans Library provides access to 16 million items both onsite and through interlibrary loan. With its media loan system, you can train to use and check out audio, video, and photographic equipment.

COMPUTERS / TECHNOLOGY

Animate, compose, produce, program, or broadcast at Evergreen's general-purpose labs, with special resources for animation, multimedia, music production, language learning, and scientific computing.

QuaSR

Calculate, calibrate, quantify, and commit a whole lot of other mathematical functions at the Quantitative and Symbolic Reasoning Center (QuaSR). A supportive space for students working with math or science material. Get individual help from tutors, work in small groups, or just hang out and do your homework.

ORGANIC FARM

At this five-acre hub you can plant and harvest crops, and all steps in between. Facilities include the Farmhouse, a variety of gardens, a compost facility, workroom, tool shed, several greenhouses, and a 38,000-square-foot production area.

WRITING CENTER

Create and strengthen your skills, whatever your level of experience or confidence with writing. Explore the process with tutors who will support you in navigating different types of writing you encounter during your academic journey.

Academic Support

ACADEMIC AND CAREER ADVISING

Explore your educational options, plan your academic pathway, and prepare for life after Evergreen. Meet with an adviser to choose the best programs and courses for your goals, to plan internships and individual study, and to explore career and graduate school paths. Learn the skills of job searching, resume writing, and interviewing. **(360) 867-6312 evergreen.edu/advising • evergreen.edu/career**

STUDENT AFFAIRS

Collaborate with staff on solving problems that involve other persons or institutional issues. Learn the ins and outs of the Student Conduct Code. **(360) 867-6296 evergreen.edu/studentaffairs**

STUDENT AND ACADEMIC SUPPORT SERVICES (SASS)

Participate in an orientation session. Receive referrals to campus and community resources. Respond to surveys that help the college assess students' needs, satisfaction, and educational outcomes. **(360) 867-6034 evergreen.edu/studentservices**

STUDENT WELLNESS SERVICES

Basic medical and mental health counseling services for registered students. We provide acute care (colds/flu), reproductive health, pre-travel and immunizations, management of depression and anxiety, individual counseling, groups, workshops and care-consultation. **(360) 867-6200 evergreen.edu/health**

TRANS AND QUEER CENTER (TQC)

TQC strives to be a welcoming, supportive, and nurturing environment for lesbian, gay, bisexual, transgender, and queer (LGBTQ) students and their allies. **(360) 867-6467**

TRiO STUDENT SUCCESS

Academic support and individual assistance for first-generation students, low-income students, and students with disabilities. **(360) 867-5927 evergreen.edu/trio**

VETERANS SERVICES

Receive all the benefits you earned through service to your country, whether active duty, veteran, or dependent. Get respectful, confidential, compassionate support in navigating both the VA system and Evergreen. **(360) 867-6254 evergreen.edu/veterans**

ACCESS SERVICES FOR STUDENTS WITH DISABILITIES

Discern which educational aids, services, and accommodations you may need. Services include accessible parking, alternate media and testing, assistive technology lab, books on tape, note takers, counseling referrals, sign language interpreters, and tutorial assistance. **(360) 867-6348 / TTY: 867-6834 evergreen.edu/access**

CARE NETWORK

Learn creative strategies to solve problems before they escalate. Problem-solve ways to resolve conflicts and recover from conflict. Develop clear, accurate, consistent means for addressing conflicts. **(360) 867-5291 / (360) 867-6656 evergreen.edu/carenetwork**

FIRST PEOPLES MULTICULTURAL ADVISING

Find allies, build community, explore challenging issues, celebrate your victories. This multicultural center assists you in achieving your goals through academic, social, and personal advising, referrals to community resources, and community-building events. **(360) 867-6467 evergreen.edu/multicultural**

POLICE SERVICES

Get a lift or an escort, get your vehicle jump-started, register your bicycle and other valuables, or get help with lockouts. Officers are available 24/7 to assist students with everyday security needs. **(360) 867-6832 evergreen.edu/policeservices**

Greener Culture

Make Evergreen your home away from home. The campus offers recreation and athletics, learning and study resources, groups and clubs, housing options, meal plans, and much more. Learn more at evergreen.edu/campuslife.

STUDENT ACTIVITIES AND GROUPS



Meet new friends and follow your fancy by joining a student group that fits your interests. Evergreen has its own bike shop, newspaper, student government, and radio station. In addition, our many diverse student organizations represent interests in art, music, spirituality, culture, politics, environmental issues, gaming, and more.

GALLERIES AND PERFORMANCES



Laugh, cry, "ooh, ah," wonder, and ponder at Evergreen's many performances and exhibitions at our state-of-the-art theater spaces and galleries. Works from visiting artists, faculty, and staff, as well as student-originated productions, are presented throughout the year.

LIVING ON CAMPUS (HOUSING & DINING)



Make the most of your time at Evergreen with intentional living and dining. Options range from same-gender living arrangements to vegan eating. Experience dorm life if you are a first-year student. After that, choose from on-campus apartments and modular housing, including studios and duplexes. Off-campus options are

also available. Enjoy a cafeteria-style sit-down meal, quick grab-and-go options, or eat at the student-run cooperative, the Flaming Eggplant. Campus dining offers opportunities to spend quality time with classmates.

RECREATION CENTER



Swim, lift, climb, and more at Evergreen's extensive athletic complex. The Costantino Recreation Center (CRC) offers plenty of outlets for fitness, exercise, healthy activities, and general well-being. Check out our three-court gymnasium, five playing fields, weight rooms, aerobic workout rooms, 11-lane swimming pool, diving

well, tennis courts, rock climbing walls, movement rooms, and a covered outdoor sports pavilion.

WOODS, BEACH, AND TRAILS



Hike the trails, comb the beach, or go kayaking in the Sound whenever you want. Evergreen's campus encompasses more than 1,000 acres of forest with 3,300 feet of unspoiled beach on the Puget Sound, not far from downtown Olympia.

GEODUCK ATHLETICS



Get fit, build skills, have a good time with Geoduck athletics. Check out inter-collegiate teams in basketball, soccer, track, and volleyball. Non-competitive clubs include archery, badminton, ballet, Capoeira Angola, crew, fencing, and wrestling.

OLYMPIA LIFE



See first-run indie films at the Olympia Film Society. Enjoy live local music and buy fresh, organic fruits and vegetables at the Farmers Market. Stock up on bulk foods and healthy fare at the Food Co-op. Dress up as your favorite animal for the Procession of the Species parade. Take a bus to Seattle or Portland, walk barefoot on a sandy beach, hike in an Olympic rainforest or on the glaciers of Mt. Rainier. Olympia has a rich, Greener-inspired local arts scene and is two hours' drive or less from major cities, the Pacific Ocean, and mountains.

STUDENT-PRODUCED MEDIA



Tune in to 89.3 KAOS FM or listen online via kaosradio.org to hear local, volunteer-DJed, noncommercial community radio. Join the student-run newspaper *The Cooper Point Journal*, which runs both in print and online.

Public Service Centers 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.

Center for Community-Based Learning and Action

Find a community-based internship that fits your area of interest and skills. Learn approaches to community work, such as grantwriting, ethnography, and community organizing. Learn how to earn tuition awards through AmeriCorps. CCBLA links you with community organizations working on a wide range of issues through internship listings, reference library, and community service activities.
evergreen.edu/communitybasedlearning

"House of Welcome" Longhouse Education and Cultural Center

Enjoy gatherings for indigenous arts and cultures through education, cultural preservation, creative expression, and economic development. Participate in multicultural classes, presentations, performances, and more. Meet Native artists and visit exhibitions and art sales throughout the year, including the annual winter holiday arts and crafts fair. evergreen.edu/longhouse



The Longhouse is currently in the process of designing and developing a unique indigenous arts campus—there is already a new carving studio.

Center for Sustainable Infrastructure

Imagine a new sustainable infrastructure in the Pacific Northwest and beyond, and help Washington and Oregon become nationally recognized innovators. Learn how regional experts advocate sustainable best practices and help put principles to work developing innovative public-works infrastructure. evergreen.edu/sustainableinfrastructure

Washington Center for Improving Undergraduate Education

Consider how the strategic use of learning communities and other innovations in education are making a difference for students nationwide through this resource for two- and four-year colleges and universities, and other higher education institutions.
evergreen.edu/washingtoncenter

Washington State Institute for Public Policy

Understand public policy issues affecting Washington state through this nonpartisan public research group of multidisciplinary researchers who conduct applied policy research for the state legislature in a creative and collaborative environment. wsipp.wa.gov

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Campus Regulations



USE OF COLLEGE PREMISES Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 227, (360) 867-6192. Reservations for space and/or facilities are made through Space Scheduling, (360) 867-6314. Only student and campus organizations may schedule tables in the College Activities Building. Reservations are made through the Student Activities Office.



FIREARMS Weapons and firearms as defined by state law are prohibited on campus except where authorized by state law.



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.



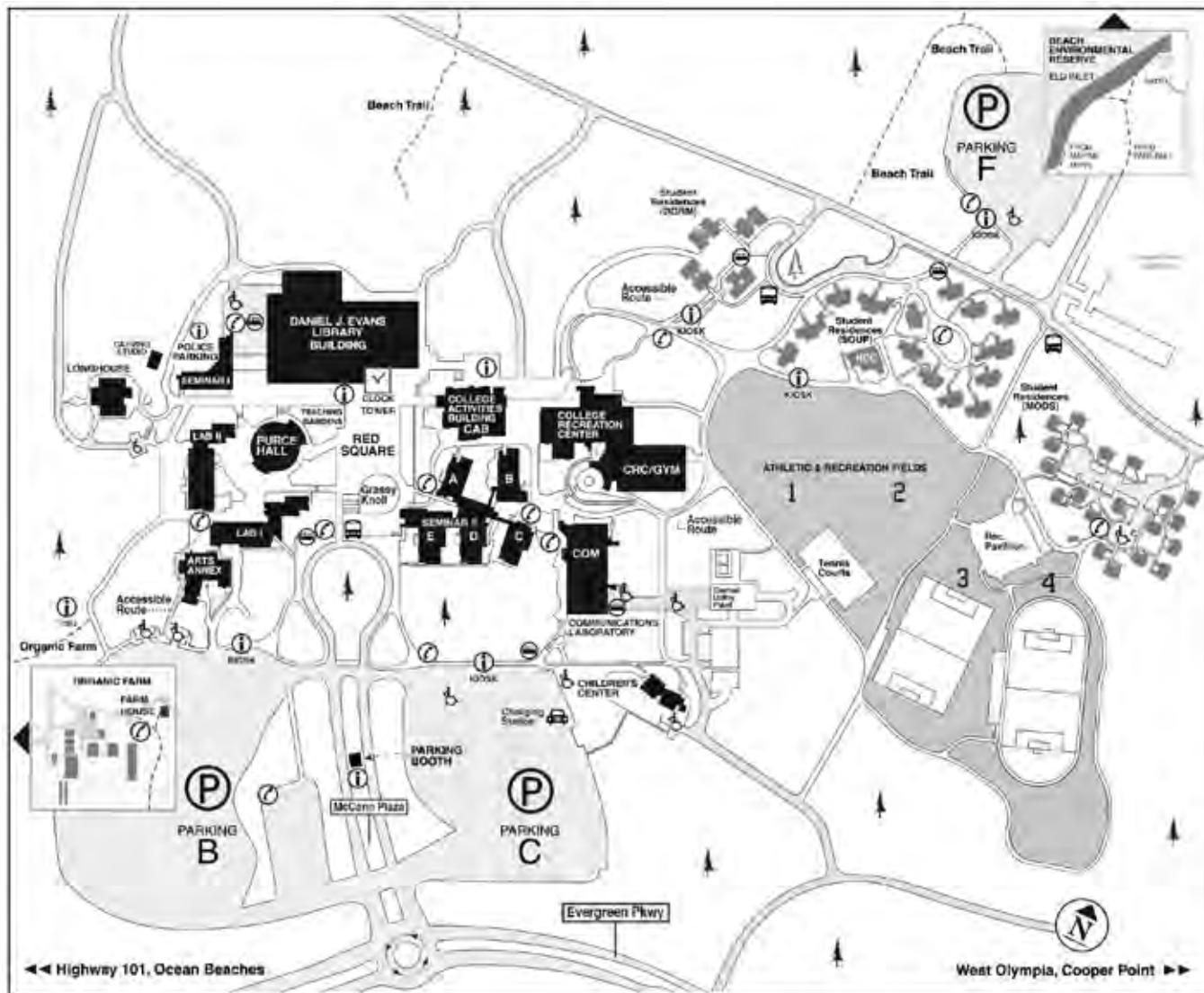
DRUGS AND ALCOHOLIC BEVERAGES No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. Rooms in the residence halls and modular units are considered private homes and drinking is legal for students 21 or older. For students choosing to live in a substance-free environment, Housing provides alcohol- and drug-free residences. Marijuana is not permitted on campus.



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 Police Services for a small fee.



SMOKING No smoking or vaping is allowed inside the campus core. Smoking is prohibited in housing except in designated outdoor areas.



EMERGENCY PHONE



ACCESSIBLE



INFORMATION



FOREST AREA



DIAL-A-RIDE



PUBLIC TRANSPORTATION



PARKING AREA

EQUAL OPPORTUNITY AND NON-DISCRIMINATION

The Evergreen State College expressly prohibits discrimination and behaviors which, if repeated, could constitute discrimination against any person on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity, gender expression, genetic information, marital status, age, disability, pregnancy, or status as a disabled, a Vietnam-era veteran or other covered veteran. Sexual harassment, including sexual assault and sexual misconduct are forms of discrimination that the college prohibits, as required by Title IX of the Education Amendments of 1972.

The college also prohibits retaliation against anyone who files a discrimination complaint or participates in a related complaint process. These prohibitions extend to all college admissions, employment, and education programs and activities. 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. Evergreen's Social Contract, Student Conduct Code, Non-Discrimination policy, Sexual Harassment and Sexual Misconduct policy, and the Affirmative Action and Equal Employment Opportunity policy are available at evergreen.edu/policies.

Persons who believe they have been discriminated against at Evergreen are urged to contact:

Human Resources Service Center
Library 3102, (360) 867-5371
or TTY: (360) 867-6834, or

Andrea Seabert-Olsen, Senior Conduct Officer
Library 3009, (360) 867-5113
seaberta@evergreen.edu

Inquiries concerning the application of college non-discrimination policies or Title IX may be referred to the College Title IX Coordinator, Library 3207, (360) 867-6368.

REASONABLE ACCOMMODATION

The Evergreen State College is committed to providing reasonable accommodations, including core services, to qualified students with disabilities. The purpose of this policy is to identify the rights and responsibilities of students under Section 504 of the Rehabilitation Act of 1973, the 1990 Americans with Disabilities Act, and chapter 28B.10 RCW, and to establish clear guidelines for seeking and receiving reasonable accommodations.

To qualify for and receive reasonable accommodations in an appropriate and timely manner, students are responsible for requesting accommodation and documenting the nature and extent of their disability in a timely manner. The policy establishing the scope of and the procedures for requesting those accommodations is available at: evergreen.edu/policies/policy/studentswithdisabilities.

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.

ACCREDITATION

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



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