

Cultural Landscapes: Sustainability, Power, and Justice
2009-2010
Program Covenant

Coordinated studies and seminars are uniquely social modes of learning. They can either reinforce social inequalities or transform them. They can enable us to feel confident and assertive, or inhibited and fearful. We need trust in order to exercise our rights to voice opinions and be as honest as the Social Contract requires. At the same time, shared learning requires each of us to thoughtfully and rigorously engage with the ideas, issues, information, and analytical perspectives of our program. This covenant is a set of mutual expectations, elaborated over years of teaching and learning at Evergreen, designed to create an environment where we can collaborate to enhance each other's learning, challenge each other intellectually, and trust each other enough to put the Social Contract into practice.

Expectations of Both Students and Faculty

To ensure compliance with the Social Contract and to optimize the collaborative teaching and learning that will take place in this program, faculty and students agree to meet the following expectations:

- create a safe atmosphere for open discussion and maintain an inquiring attitude toward the material;
- attend all scheduled classes regularly and on time, informing your faculty and the group of intended absences and schedule changes;
- treat all individuals with kindness and respect, especially when disagreeing;
- be willing to admit ignorance, to experience discomfort, and to make honest mistakes, since often these are the beginning of learning (Stretching beyond your comfort zone is good, but expanding your comfort zone is better.);
- cultivate sensitivity to and respect for all differences among us, including gender, ethnicity, culture, race, class, age, sexual orientation, disability, and religion;
- acknowledge that racism, anti-Semitism, sexism, classism, homophobia, and other forms of institutionalized oppression exist everywhere, and that one mechanism of their perpetuation is our systematic misinformation about members of various groups;
- agree not to blame ourselves and others for the misinformation we have learned, but to take responsibility for unlearning this misinformation and actively combat all inequalities within the context of our learning community;
- assume that people always do the best they can;
- encourage all participants in the program to speak, but avoid singling out individuals as spokespersons for particular groups;
- be willing to examine the assumptions that come from our own cultural, political, and religious backgrounds;
- act with regard to ecological integrity, respect, and community well-being, both here on campus and when visiting communities;
- allow each other space for humor and relaxation;
- foster a space that allows for reflection and active engagement of the academic material by keeping off all electronic devices during class sessions, including cell phones, beepers, and laptop computers, unless faculty make specific exceptions for students whose learning requires the use of laptops;

- never use or be under the influence of alcohol or drugs during any program functions, including at any time during field trips, community visits, and internship work. **Students who violate this will be dismissed from the program;**
- address any grievance directly to the person involved, and if it is still unresolved, bring it to a meeting first with seminar faculty, then the faculty team, and finally, if necessary, with a mediator agreed upon by both parties.
- prepare delicious food for program potlucks.

Additional expectations of students

Students understand that this is a full-time integrated program and that they will receive full academic credit if they complete all the assigned work in a timely manner. If assignments are not completed in a timely manner, faculty will decide whether to reduce credit, grant an incomplete, or award no credit. These are additional expectations of students:

- read and abide by the Social Contract and the Student Conduct Code;
- be well-prepared to begin the work of each class;
- use high academic standards in preparing all papers, production work, projects, seminar contributions, and classroom presentations;
- submit required writing typed, double-spaced, and on time; **NO WORK OR CLASS MAKE-UP WILL BE ACCEPTED AFTER THE DEADLINE** without permission from the faculty and written documentation, such as from a health practitioner;
- document fully any ideas or material directly used from research, and be fully aware that presentation of the work of others as one's own is plagiarism, a serious offense that will be treated in accordance with the provisions of the Social Contract;
- keep the faculty informed of any academic problems or difficulties;
- submit a typed self-evaluation and evaluation of your faculty seminar leader at the end of the quarter;
- attend a scheduled evaluation conference at the end of the quarter.

Additional expectations of Faculty:

Faculty further agree to:

- participate fully in the planning of the program;
- be fully prepared for seminars, lectures, and workshops;
- comment on students' papers and return them in as timely a manner as possible;
- warn students in writing during the fifth week of the quarter if they are in danger of losing credit;
- be available to students for help, advice, and encouragement;
- write evaluations of students and hold evaluation conferences at the end of the quarter.

Signed

Faculty

Student