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

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

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

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

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

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

Linking Theory with Practical Applications
Students understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations.
EXPECTATIONS

of an Evergreen Graduate

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.

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.

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.

Demonstrate integrative, independent, critical thinking.
A successful Evergreen graduate will have the ability to 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.

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.

As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.
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.
EVERGREEN’S MISSION STATEMENT

The Evergreen State College is a public, liberal arts college serving Washington state. Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, humanities, social sciences and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems. This mission is based on a set of principles that underlies the development of all college programs and services.

Principles That Guide Evergreen’s Educational Programs:

- Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen—faculty and staff.

- Academic offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.

- Students are taught to be aware of what they know, how they learn, and how to apply what they know; this allows them to be responsible for their own education, both at college and throughout their lives.

- College offerings require active participation in learning, rather than passive reception of information, and integrate theory with practical applications.

- Evergreen supports community-based learning, with research and applications focused on issues and problems found within students’ communities. This principle, as well as the desire to serve diverse placebound populations, guides Evergreen’s community-based programs at Tacoma and Tribal Reservations.

- Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, gender and sexual orientation.

- Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.

As evidenced by these principles, an important part of Evergreen’s educational mission is engagement with the community, the state and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community.
SERVICES AND RESOURCES

Evergreen's commitment to you means sound advice, genuine support, good information and easily accessible resources are available to you. We encourage you to take advantage of these services.

Academic Advising

Kitty Parker, Director
LIB 1401, (360) 867-6312
www.evergreen.edu/advising

Academic Advising provides academic advising and information. Check out our bulletin boards and Web page for schedules and new programs, our workshop schedule for help with internships, self-evaluations and study abroad. See a counselor on a drop-in basis or by appointment—which ever best suits your schedule. We have evening appointments for students who work days. We can help you set up an internship, plan your academic pathway and answer all kinds of questions.

Access Services for Students with Disabilities

Linda Pickering, Director
LIB 1407D, (360) 867-6348, TTY: 867-6834
www.evergreen.edu/access

Welcome to Evergreen! Access Services for Students with Disabilities provides students, staff and faculty with assistance and information regarding the rights and responsibilities of all concerned when working with students who have disabilities.

Career Development Center

Wendy Freeman, Director
LIB 1407, (360) 867-6193
www.evergreen.edu/career

We provide career and life-work planning services, resources, referral and support to students and alumni; career counseling, graduate school advising, career exploration and planning, résumé writing, interview and job coaching. We sponsor annual Graduate School and Career Fairs; facilitate workshops and job search groups; maintain a 300-file Web site, a 6,000-volume library of graduate school catalogs and work resources, and a Job Board posting more than 63,000 job announcements per year. Additionally, we track employment information and graduate school acceptance of alumni and maintain the Alumni Career Educator program connecting current students with alumni mentors. We hold evening hours during the academic year and offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

Center for Mediation Services

Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences. Trained volunteers help students, faculty and staff in conflict, examine individual needs, identify common interests and begin to craft an agreement that is mutually beneficial. In addition, center staff offer conciliation and referral services. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential.

Counseling and Health Centers

Elizabeth McHugh, Director
Counseling: SEM 4126, (360) 867-6800
Health: SEM 2110, (360) 867-6200
www.evergreen.edu/health

The Counseling and Health centers provide safe, confidential environments for enrolled students to discuss concerns. Counseling typically covers anxiety, depression, interpersonal relationship issues and stress management. The Health Center, a small general practice clinic, provides a range of medical services, including acute care, chronic disease management, women's health services, birth control and STD testing. Visits are covered by the quarterly Health and Counseling fee; there may be small charges for lab work or prescriptions. Both centers make referrals to community providers as needed.

Equal Opportunity and Non-Discrimination

Special Assistant to the President for Equal Opportunity
(360) 867-6368
www.evergreen.edu/equalop

Responsibility for protecting our commitment to equal opportunity and nondiscrimination extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of each and every member of the college community to ensure that this policy is a functional part of the daily activities of the college. The Evergreen social contract is available online at www.evergreen.edu/social.htm. The college Sexual Harassment policy is available at www.evergreen.edu/policies/g-sexhar.htm. Persons who believe they have been discriminated against at Evergreen are urged to contact the special assistant to the president for civil rights and legal affairs, (360) 867-6386 or TTY: (360) 867-6834.
First Peoples’ Advising Services
Holly Colbert, Director
LIB 1407, (360) 867-6467
www.evergreen.edu/multicultural
First Peoples’ Advising Services assists students of color in achieving their academic and personal goals through comprehensive academic, social and personal advising, referral services to campus and community resources and ongoing advocacy within the institution. Our services are designed to meet the needs of students of color, and are open to all students. We look forward to working with you.

Housing
Mike Segawa, Director
www.evergreen.edu/housing
Bldg. A, Room 301, (360) 867-6132
Campus Housing offers a variety of accommodations, including single and double studios, two-person apartments, four- and six-bedroom apartments and two-bedroom, four-person duplexes. Most units are equipped with cable TV and Internet access. We also offer recreational activities and educational workshops throughout the year. Staff members are available 24 hours a day to serve residents.

KEY Student Support Services
Niki Amarantides, Director
LIB 1407, (360) 867-6464
www.evergreen.edu/key
KEY (Keep Enhancing Yourself) Student Support Services is a federally funded TRIO program. You are eligible for KEY if: (1) neither parent has a four-year college degree; or (2) you meet federal guidelines for low-income status; or (3) you have a physical or documented learning disability. KEY will work with you to provide academic and personal advising; free tutoring; academic and study skills development; financial aid advising; career guidance; cultural enrichment; advocacy and referral.

Learning Resource Center
Vauhn Wittman-Grahler
Quantitative Reasoning Director
LIB 3405, (360) 867-6557
www.evergreen.edu/qrc
Sandra Yannone
Writing Center Director
LIB 3407, (360) 867-6420
www.evergreen.edu/writing
Evergreen’s innovative curriculum demands an equally innovative support structure for undergraduate and graduate students. The Learning Resource Centers include the Quantitative Reasoning Center (QRC) and the Writing Center. The QRC assists students in all programs with regard to quantitative reasoning, math and science; the Writing Center supports students in all genres of writing for academic and personal enrichment. Providing peer tutoring and workshops in a comfortable and welcoming environment, the Centers also co-sponsor additional activities such as Scrabblicious, the Writers’ Guild and the Problem Solving Society. Please check our Web sites for more detailed information. We hope to see you soon.

Police Services
Steve Huntsberry, Director
SEM 2150, (360) 867-6140
www.evergreen.edu/policeservices
Evergreen’s officers, who are state-certified and hold the same authority as county and municipal officers, see themselves as part of the college educational process and are committed to positive interactions with students. Police Services offers community-based, service-oriented law enforcement. Officers also assist students with everyday needs by providing escorts, transportation, personal property identification and bicycle registration, vehicle jump-starts and help with lockouts. Information on campus safety and security, including statistics on campus crime for the past three years, is available from the Vice President for Student Affairs or www.evergreen.edu/studentaffairsafety.htm.

Athletics and Recreation
Dave Weber, Director
CRC 210, (360) 867-6770
www.evergreen.edu/athletics
Evergreen offers a three-court gymnasium; five playing fields; weight rooms and aerobic workout rooms; an 11-lane pool with separate diving well; four tennis courts; indoor and outdoor rock-climbing practice walls; movement rooms and a covered outdoor sports pavilion. Evergreen offers intercollegiate teams in soccer, basketball, cross country and women’s volleyball. There are club sports in crew, martial arts, men’s lacrosse, women’s rugby, baseball and softball. A wide array of leisure and fitness education courses; a WSU/4-H Challenge course; mountaineering, skiing, rafting, kayaking and mountain biking are also available.
At Evergreen, learning doesn’t end when you leave the classroom. Students are involved in a wide range of activities and services that bring the campus to life. By becoming involved, you can gain experience, knowledge and invaluable practical skills such as event planning, budget management, computer graphics, coalition building, volunteer management and community organizing. Our staff of professionals can provide orientation and training, guide you in developing and implementing services and activities, and help interpret relevant policies, procedures and laws. Visit our Web site to see the list of student organizations and other opportunities to get involved.

Phyllis Lane, Dean
LIB 1414, (360) 867-6024
www.evergreen.edu/studentservices

The dean has oversight and is responsible for Academic Advising, Access Services for Students with Disabilities, the Career Development Center, First Peoples’ Advising Services, GEAR UP, Health Counseling Centers, KEY Student Services, Student Activities and Upward Bound. This office coordinates new-student programs, such as orientation sessions. The dean provides referrals to campus and community resources and conducts an ongoing assessment of students’ needs, satisfaction and educational outcomes.

Art Costantino, Vice President
LIB 3236, (360) 867-6296
www.evergreen.edu/studentaffairs

The Office of the Vice President for Student Affairs can assist you in determining how to proceed with problems that involve other persons or institutional issues. The vice president oversees the grievance and appeals process outlined in the Student Conduct Code, and establishes a hearings board in the event of an appeal regarding alleged infractions of the code. The vice president also oversees Student and Academic Support Services, Enrollment Services, Housing, Recreation and Athletics, and Police Services.

USEFUL URLs

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<tr>
<td>FAFSA</td>
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<td>Financial Aid</td>
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<td>Sexual Harassment Policy</td>
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<td>Student Accounts</td>
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<td>Student Conduct Code</td>
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<tr>
<td>Tuition Rates</td>
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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 www.evergreen.edu/policies/governance.htm. More information is available from the campus grievance office at ext. 5052.

The policy on sexual harassment is available from the Equal Opportunity Office, LIB 3103, or at www.evergreen.edu/policies/g-sexhar.htm.
EVERGREEN'S
SOCIAL CONTRACT (Cont.)

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 as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

INDIVIDUAL AND INSTITUTIONAL RIGHTS:
Each member of the community must protect: the fundamental rights of others in the community as citizens; the rights of each member of the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

SOCIETY AND THE COLLEGE:
Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.

All members of the Evergreen community should strive to prevent the financial, political or other exploitation of the campus by an individual or group.

Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

PROHIBITION AGAINST DISCRIMINATION:
There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board. * Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC).

RIGHT TO PRIVACY:
All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently. All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution.

Evergreen does not stand in loco parentis for its members.

INTELLECTUAL FREEDOM AND HONESTY:
Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.

An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

Honesty is an essential condition of learning, teaching or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.

* The college's anti-discrimination policy is now approved only by the Governor's Affirmative Action Policy Committee (GAAPCOM).

OPEN FORUM AND ACCESS TO INFORMATION:
All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities.

As an institution, Evergreen has the obligation to provide open forums for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.

The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

Decision-making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status or role in the community. However, college policies and rules shall not conflict with state law or statutory, regulatory and/or contractual commitments to college employees.

POLITICAL ACTIVITIES:
The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.
Community-Based Learning—Classroom to Community

Evergreen's educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students.

Our emphases—interdisciplinary understanding and analysis, collaborative learning, communication, problem-solving skills, multicultural richness and seeing the connections between global issues and personal or community action—provide our students with community-building tools that are needed and appreciated outside our walls.

Over the past three decades, Evergreen students and faculty have worked on a remarkable number of significant community-based research, organizational development, education and advocacy projects. More than 800 students each year earn some of their academic credit through internships with community organizations of all sizes and types.

A few of the hundreds of examples of community-based projects embedded in coordinated studies programs have been: helping the city of North Bonneville plan and design its new town when forced to relocate; working with concerned citizens to plan for a shelter for abused women and children; helping oyster growers research the impact of upland development on tidelands; creating community gardens; helping small farmers research and implement direct marketing strategies for their produce; helping neighborhood organizations and community groups learn how to effectively participate in growth management and other policy discussions; and assisting public school teachers develop innovative curricula in environmental education and the arts.

Seeking Diversity, Sustaining Community

Evergreen is committed to diversity because we believe strongly that our students’ experiences are enhanced and their lives enriched in a multicultural environment. Within academic programs and outside them, Evergreen faculty and staff work with students to create a welcoming environment, one that embraces differences, fosters tolerance and understanding, and celebrates a commitment to cultural, ethnic and racial awareness.

We believe that the attitudes, behaviors and skills needed to overcome intolerance and to create healthy individuals, communities and nations begin when people engage in dialogues that cut across ethnic, cultural, class and lifestyle differences. Seminars, collaborative projects, individualized evaluation of students’ progress and opportunities to work with people who have different worldviews, ethnic or class backgrounds, are the foundations of teaching and learning at Evergreen—and all promote what we call “teaching and learning across differences.”

We put our ideas about diversity into practice in many ways—there is a wide variety of student organizations working on issues of justice and cultural expression and a diverse faculty and staff. Primary texts and guest lectures by scholars and activists from different ethnic and cultural communities are employed, and field trips and community projects are designed to engage students and faculty in dialogue with diverse segments of our communities. Internships with social change organizations, support services for students of color and study abroad opportunities that include immersion in local culture and reciprocity of learning and service, further our commitment.
Because Evergreen is a state institution, we must meet state and county responsibilities.

ALCOHOLIC BEVERAGES
No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. Nevertheless, rooms in the residence halls and modular units are considered private homes and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol- and drug-free residences.

USE OF COLLEGE PREMISES
Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 211, (360) 867-6192.

Reservations for space and/or facilities are made through Space Scheduling, (360) 867-6314. Allocations of space are made first for Evergreen’s regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

All private and student vendors must schedule tables in the College Activities Building through the Student Activities Office. Student vendors pay a fee of $5 for used goods only. All other student vendors, alumni and nonprofits pay $30. Corporations pay $50. Non-student vendors are limited to one table per day and three days per quarter.

Vendor space in other buildings or outdoors may be scheduled with Conference Services. Similar fees apply.

FIREARMS
The college discourages anyone from bringing any firearm or weapon onto campus. Weapons and firearms as defined by state law are prohibited on campus except where authorized by state law. Campus residents with housing contracts are required to check their firearms with Police Services for secure storage. Violations of the Campus Housing Contract relating to firearm possession are grounds for immediate expulsion from Evergreen or criminal charges or both.

PETS
Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

BICYCLES
Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Campus Police Services for a small fee.

SMOKING
No smoking is allowed inside main campus buildings or near building entrances. In campus housing, smoking is prohibited in public areas, including lobbies, laundry rooms, TV rooms, elevators and public hallways. Smoking is allowed within apartments with roommates’ permission.

Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.
Eligibility for Admission
Applicants are ranked for eligibility using formulas that combine academic factors such as grade-point average and/or test scores. Evergreen offers admission to all qualified applicants up to the number of enrollment spaces available in the entering class.

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

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
Remember that a substantial amount of time is needed to process and evaluate each application. Send your application and all of the items noted on the application checklist in advance of the priority date.

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

GENERAL TRANSCRIPT INFORMATION
Transcripts must reflect all coursework completed prior to the application priority date. If transcripts are not available, verification must be sent directly from the institution, or the overseeing state agency if the institution no longer exists.

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

NOTIFICATION AND DEPOSIT
Once the college notifies you of your eligibility, you will be asked to send a nonrefundable tuition deposit of $50 by a stated deadline to assure your place at the college for the quarter of admission. The deposit, an admissions processing fee, will be credited toward your first quarter’s tuition. Admission and deposit do not guarantee your enrollment in a particular program, contract or course.
Additional Information for First-Year Applicants

ACCEPTABLE COLLEGE-PREPARATORY COURSEWORK

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

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

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

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

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

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

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

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

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

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

Additional Information for Transfer Applicants

COMMUNITY COLLEGE DEGREES

The highest transfer admission preference is awarded to applicants who have earned, or will earn (prior to enrolling at Evergreen), a Designated Transfer Degree from a Washington community college. Each community college has a designated transfer degree and it is your responsibility to consult with the college you attend to ensure that you are registered in the correct course sequence. A complete list of designated degrees can be found at www.evergreen.edu/admissions/waCCdegrees.htm.

Evergreen has also identified a variety of vocational or technical associate degrees that will also receive admission preference. A list of these vocational/technical associate degrees may also be found at the same Web address above.

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

TRANSFER OF CREDIT

Evergreen has a generous policy of accepting credit from other accredited institutions. The maximum amount of credit that can be transferred is 135 quarter hours (90 semester hours). A maximum of 90 quarter hours (60 semester hours) can be transferred from two-year colleges.

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

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

**OTHER SOURCES OF TRANSFER CREDIT**

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

- **AP examinations:** a minimum test score of 3 is required to receive credit.
- **CLEP** general and subject examination may also generate credit. Minimum test scores vary by subject area.
- **International Baccalaureate:** Evergreen will award up to 45 credits of IB work, based on a minimum of three higher-level subject marks and three subsidiary-level subject marks with scores of 4 or better. Students without the final IB diploma and with scores of 4 or better on the exams may be eligible to receive partial credit.

**Special Students and Auditors**

Students wishing to enroll on a part-time basis prior to seeking admission to Evergreen may register as “special students” for a maximum of eight credits per quarter. The outreach coordinator for Evening and Weekend Studies is available to assist special students with academic advising and registration information. For additional information, refer to www.evergreen.edu/admissions/nondegree.htm.

Auditing a program or course may be allowed by signature from faculty. Auditors receive neither credit nor narrative evaluations that could be applied toward a degree. The Office of Registration and Records can assist students wishing to audit.

**Summer Quarter**

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

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

Residency Status for Tuition and Fees
To be considered a resident for tuition and fee purposes, as a financially independent non-resident, you must first establish a domicile in the state of Washington in compliance with state regulations. You must also establish your intention to be in Washington for purposes other than education. Once established, the domicile must exist for one year prior to the first day of the quarter in which you plan to apply as a resident student. Contact Evergreen's Office of Registration and Records directly at (360) 867-6180 should you have specific residency questions.

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

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

Tuition and fees are billed quarterly by mail if you are preregistered. Payment in full must be in the Cashier’s Office by 3:45 p.m. on the deadline for each quarter. Cash, check, money order, Visa and MasterCard are all acceptable forms of payment. Credit card payments can be made by calling (360) 867-6445.

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

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

Students registering for the first time after a quarter begins must pay a $50 late-registration fee.

Estimated Expenses
These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2003-04 nine-month academic year.

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$3,651</td>
<td>$13,332</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>780</td>
<td>780</td>
</tr>
<tr>
<td>Housing and meals</td>
<td>5,772</td>
<td>5,772</td>
</tr>
<tr>
<td>Personal needs</td>
<td>2,058</td>
<td>2,058</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,290</td>
<td>1,707</td>
</tr>
<tr>
<td>Total</td>
<td>$13,551</td>
<td>$23,649</td>
</tr>
</tbody>
</table>

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

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

- 100 percent to Friday of the first week of quarter
- 50 percent to 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 unit assessing the charge.
Estimated Tuition and Fees

Rates are set by the Washington State Legislature and the Evergreen Board of Trustees. They are subject to change without notice. The rates below are for the 2003-04 academic year. Visit www.evergreen.edu/tuition or call Student Accounts to verify tuition rates at (360) 867-6447.

<table>
<thead>
<tr>
<th>ENROLLMENT STATUS</th>
<th>QUARTER CREDIT HOURS</th>
<th>WASHINGTON RESIDENT TUITION*</th>
<th>NONRESIDENT TUITION*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time undergraduate</td>
<td>10–18</td>
<td>$1,217 per quarter</td>
<td>$4,444 per quarter</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>$1,321</td>
<td>$4,859</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>$1,425</td>
<td>$5,274</td>
</tr>
<tr>
<td>Part-time undergraduate</td>
<td>9 or fewer</td>
<td>$121.70 per credit; 2 credits minimum</td>
<td>$444.40 per credit; 2 credits minimum</td>
</tr>
<tr>
<td>Full-time graduate</td>
<td>16 MIT; 10–12 MPA and MES</td>
<td>$1,993 per quarter</td>
<td>$6,102 per quarter</td>
</tr>
<tr>
<td>Part-time graduate</td>
<td>9 or fewer</td>
<td>$199.30 per credit; 2 credits minimum</td>
<td>$610.20 per credit; 2 credits minimum</td>
</tr>
</tbody>
</table>

For other fees, see the Miscellaneous Fees chart below.

* Tuition and fees may vary in summer quarter, which is not part of the regular academic year.

### Miscellaneous Fees

- Mandatory health fee (quarterly): $39
- Mandatory bus pass (quarterly): $1 per credit up to $12
- WashPIRG (quarterly, waivable): $6
- Housing/administrative fee:
  - Rental contract: $45
  - Unit lease: $75
- Transcript, per copy: $10
- ID card replacement:
  - With meal plan: $5
  - Without meal plan: $25
- Returned check: $15
- Application fee (nonrefundable): $37
- Undergraduate admission deposit (nonrefundable): $50
- Graduate admission deposit (nonrefundable): $100
- Reinstatement/late-registration fee: $50
- Graduation fee: $25
- Specialized facility use fee (varies): $5–$150

### PARKING

<table>
<thead>
<tr>
<th>PARKING</th>
<th>AUTOMOBILES</th>
<th>MOTORCYCLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>$1.25</td>
<td>$1.25</td>
</tr>
<tr>
<td>Quarterly</td>
<td>$32</td>
<td>$16</td>
</tr>
<tr>
<td>Academic year</td>
<td>$90</td>
<td>$45</td>
</tr>
<tr>
<td>Full year</td>
<td>$96</td>
<td>$48</td>
</tr>
</tbody>
</table>

These fees are current at time of publication. Please check to verify amounts or additional fees.
NEW AND CONTINUING STUDENT ENROLLMENT PROCESS

Each quarter, you will be notified in advance, by mail, when registration information is available on the Web using the Evergreen Gateway. You are responsible for looking up your time ticket to register, researching the curriculum information and registering. New students may be asked to participate in an academic advising session. Registration priority is based on class standing. Early registration may increase your chances of getting into the program of your choice. Late registration begins the first week of the quarter and requires faculty signature. Late fees begin the second week of the quarter for all transactions.

Some programs require a faculty interview or audition for entry. For those programs, you will need to obtain faculty approval in the form of an override in order to register using the Evergreen Gateway. You may be required to specify the number of credit hours you are registering for in a term.

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

ADDRESS CHANGES
It is important to maintain a current address—even one of short duration—on file with the Office of Registration and Records. (See also Billing and Payment Procedures, page 15.) You can update your address on the Evergreen Gateway.

TO DROP OR CHANGE A PROGRAM
If you want to change your program or courses, you should complete your change of registration by the 10th day of the quarter. During or after the second week of the quarter, you must petition to change a program or course (as opposed to changing your credits or dropping). Changes in your registration, including reducing credits or dropping a program, must be completed by the 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 15.)

WITHDRAWAL
You may withdraw any time up to the 30th calendar day of the quarter, but you must inform the Office of Registration and Records. (See the tuition and fee refund schedule, page 15.)

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

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

ACADEMIC CREDIT

General Policies
You receive academic credit for meeting your faculty’s requirements. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill these academic obligations. Evergreen will not accept credit twice for the same coursework.

Credit Limit
Students may register for a maximum of 20 credits during any given quarter, and a minimum of two. A full-time load is considered to be 12 to 16 credits, although well-prepared students may register for an overload up to 20 credits. Registering for more than 16 credits must be completed by the Friday of the first week of the quarter. Additional tuition charges may apply.

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

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

- Freshmen: 0–44 credits
- Sophomores: 45–89 credits
- Juniors: 90–134 credits
- Seniors: 135 or more credits

RECORD KEEPING

Transcripts
Transcripts are the records of your academic achievement at Evergreen, and are maintained by the Office of Registration and Records. Your transcript will list all work done for credit, the official description of the program or contract, faculty evaluations and, when required, your self-evaluations.
If you decide to write a summative self-evaluation at graduation time, this will also be included. (See Expectations of an Evergreen Graduate, page 3.)

Credit and evaluations are reported only at the end of a program or contract, unless you go on a leave of absence, withdraw or change programs. When you receive a copy of an evaluation from the Office of Registration and Records, and if you need your faculty to further revise your evaluation, you have 30 calendar days or until you request your transcript to be sent out, whichever comes first. Your self-evaluation cannot be removed or revised once it has been received in the Office of Registration and Records. Pay close attention to spelling, typographical errors, appearance and content before you turn it in.

When a transcript is requested in writing, the entire body of information is mailed. Graduate students who attended Evergreen as undergraduates may request transcripts of only their graduate work. Please allow two weeks for processing between the time you make your written request and pay the required fee, and the time your transcript is mailed. The transcript request form and current fees are available on our Web site under Registration and Records.

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

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

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

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

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

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

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

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

2. Required leave of absence. A student who has received an academic warning, and while in warning status received either an incomplete or less than three-fourths of the credit for which she or he is registered, will be required to take a leave of absence, normally for one full year. A waiver of required leave can be granted only by the academic dean responsible for academic standing upon the student’s presentation of evidence of extenuating circumstances. A student returning from required leave will re-enter on academic warning and be expected to make satisfactory progress toward a bachelor’s degree. Failure to earn at least three-fourths credit at the first evaluation period will result in dismissal from Evergreen.

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

GRADUATION REQUIREMENTS
The minimum requirement for the Bachelor of Arts or the Bachelor of Science is 180 credits.

If you transfer credit from another college, you must earn at least 45 of your last 90 credits while enrolled at Evergreen to be eligible for an Evergreen degree. Credits for Prior Learning from Experience documents or CLEP tests do not satisfy the 45-credit requirement.

If you have a bachelor’s degree from a regionally accredited institution (including Evergreen) and wish to earn a second bachelor’s degree, you must earn at least 45 additional credits as an enrolled Evergreen student.

The Bachelor of Science degree requirement also includes 72 credits in mathematics, natural science or computer science, of which 48 credits must be in advanced subjects.

Concurrent awards of Bachelor of Arts and Bachelor of Science degrees require at least 225 credits, including 90 at Evergreen, and application at least one year in advance.

To graduate, you must submit an application form to the Office of Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MIT programs, please refer to the appropriate catalog.

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

ENROLLMENT STATUS

<table>
<thead>
<tr>
<th>Undergraduate students</th>
<th>Full time</th>
<th>Part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>12–20 credits</td>
<td>11 credits or fewer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate students</th>
<th>Full time</th>
<th>Part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10–12 credits</td>
<td>9 credits or fewer</td>
<td></td>
</tr>
</tbody>
</table>
PLANNING AND CURRICULAR OPTIONS

Selecting Your Program of Study

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

FACULTY SUPPORT
You will discuss your academic plans in an annual reflection with your faculty, usually at your evaluation conference at the end of the program. At the quarterly Academic Fair, you can talk to the faculty directly about the content, style and requirements of the program you are considering. Ask them anything. If one program is not right for you, they may suggest an alternative. Fair dates are included in the Registration calendar on the Gateway page of the Web.

THE ADVISING OFFICES
Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to the Web for a full explanation of what these offices offer under "Student Support Services."

PUBLICATIONS
This catalog contains the full-time curriculum for 2004-05, planned during the spring of 2003. Updates and changes are published on the Web Gateway page under "Academic Advising." Our part-time offerings are published in the Evening and Weekend Studies Class Listing and the Summer Times. These publications are all accessible through links on the Gateway page.

Special Features of the Curriculum

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

EVENING AND WEEKEND STUDIES
The Evening and Weekend Studies area offers a variety of two- to 12-credit courses and programs with a single or multi-disciplinary focus. Offerings are found in the quarterly class listings or at www.evergreen.edu/ews. Courses available during summer sessions are listed in the Summer Times or at www.evergreen.edu/summer.

For more information about Evening and Weekend Studies, contact the outreach coordinator at (360) 867-6164 or ews@evergreen.edu.

INDIVIDUAL LEARNING CONTRACTS AND INTERNSHIPS
Typically reserved for junior- and senior-level students, these are student-generated projects where the student works with a faculty sponsor to complete advanced academic work. An internship, which is a way to gain specialized knowledge and real-world experiences, requires a field supervisor as well. Assistance with both types of study, and more information, is available from Academic Advising, www.evergreen.edu/advising under "Individual Study."

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

STUDY ABROAD
At Evergreen, international studies may include study abroad in a full-time academic program, consortium program, individual contract or internship. Advanced-level students who choose to study abroad through individual contracts or internships should have previous experience in both the method of study and the subject matter to be studied. Students must negotiate agreements with an appropriate faculty or staff sponsor. Students are required to complete the Study Abroad Waiver, Release, and Indemnity Agreement to comply with safety and emergency contact information before traveling. For more information and forms, contact the International Programs and Services coordinator in the Academic Advising office or visit www.evergreen.edu/advising under "Study Abroad."

Programs in the 2004-05 curriculum with a strong international focus include:

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Food Systems in Cuba and Costa Rica</td>
<td>54</td>
</tr>
<tr>
<td>Latin America in a Global Free Market</td>
<td>76</td>
</tr>
<tr>
<td>Memory of Fire: Spain and Latin America</td>
<td>44</td>
</tr>
<tr>
<td>Russia: Empires and Enduring Legacies</td>
<td>34</td>
</tr>
</tbody>
</table>

Academic Planning
Currently, Evergreen offers the following graduate programs:

**MASTER OF ENVIRONMENTAL STUDIES (MES)**

John Perkins, Director

The Graduate Program in Environmental Studies (MES Program) prepares students for employment in the public and private sectors or continuing graduate study in related fields.

For complete information on admissions requirements and procedures, please consult the current Master of Environmental Studies catalog or visit www.evergreen.edu/mes.

**MASTER OF PUBLIC ADMINISTRATION (MPA)**

Lawrence Geri, Coordinator

The Graduate Program in Public Administration (MPA Program) prepares students intending to pursue a public sector career as well as those already working for government or organizations involved in public issues.

For complete information on admissions requirements and procedures, please consult the current Master of Public Administration catalog or visit www.evergreen.edu/mpa.

**MASTER IN TEACHING (MIT)**

Scott Coleman, Director

The Master in Teaching Program at Evergreen is a professional teacher preparation program leading to the MIT degree and Residency Teacher Certification in Washington state.

For complete information on endorsements, admissions requirements and procedures, please consult the current Master in Teaching catalog or visit www.evergreen.edu/mit.

Catalogs are available from the Graduate Studies Office, Lab I 3019, or the Admissions Office.

**PUBLIC SERVICE AT EVERGREEN**

Evergreen operates six public-service organizations funded by the Washington Legislature to carry out functions related to the educational and service missions of the college.

The Evergreen Center for Educational Improvement focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The Center welcomes inquiries and ideas for innovative projects to improve teaching and learning in K-12 education.

[www.evergreen.edu/ceci](http://www.evergreen.edu/ceci)

The Evergreen State College Labor Education & Research Center, established in 1987, organizes workshops, programs and classes for workers, community members and Evergreen students and engages in research with and for unions. The center designs and implements union-initiated and center-sponsored programs throughout the year and maintains a resource library on labor topics. The center helps students find labor movement internships and sponsors labor studies classes in the Evening and Weekend Studies program.

[www.evergreen.edu/laborcenter](http://www.evergreen.edu/laborcenter)

The Longhouse Education and Cultural Center's primary work as a public service center is the administration of the Native Economic Development Arts Program (NEDAP). The mission of NEDAP is to promote education, cultural preservation and economic development for Native American artists residing in the Northwest. The Center is housed in the "House of Welcome" Longhouse, designed to incorporate the Northwest indigenous nations' philosophy of hospitality. It provides classroom space as well as a place for cultural ceremonies, conferences, performances, art exhibits and community events.

[www.evergreen.edu/longhouse](http://www.evergreen.edu/longhouse)

The Northwest Indian Applied Research Institute was established in 1999 by The Evergreen State College following authorization from the state Legislature and in response to the interest of tribal communities. The Institute sponsors and undertakes applied research, (i.e., putting theory into practice) that focuses on natural resource management, governance, cultural revitalization and economic sustainability as these issues impact tribal communities in the Northwest. Evergreen students and faculty are encouraged to submit research proposals and to assist in research projects. The Institute's research programs are administered in collaboration with a network of Indian community leaders, educators, professionals assisting tribal governments, service providers and public agencies.

[www.evergreen.edu/nwindian](http://www.evergreen.edu/nwindian)

The Washington Center for Improving the Quality of Undergraduate Education was established in 1985 and includes 52 participating institutions—all of the state’s public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center helps higher-education institutions use existing resources more effectively by supporting the development of interdisciplinary “learning community” programs and by holding workshops and conferences on effective approaches to teaching and learning.

[www.evergreen.edu/washcenter](http://www.evergreen.edu/washcenter)

The Washington State Institute for Public Policy, established in 1983, conducts research on public policy topics at the request of the Washington State Legislature.
MATCHING EVERGREEN’S PROGRAMS TO YOUR FIELD OF INTEREST

If you are accustomed to thinking about your future studies in terms of majors, rather than the Planning Units used at Evergreen, this guide can help you match your educational interests with our offerings. Another option is to use “Pick Your Program” from the home page, www.evergreen.edu.

ACTING
Foundations of Performing Arts: Moving Moments
Time Rhythm Music Theater

AESTHETICS
After Nietzsche: Arts, Literature and Philosophy in the Wanderer’s Shadow
Foundations of Visual Arts
Nietzsche: Life, Times, Work
Seeing the Light
Teaching Gardens
Time Rhythm Music Theater

AFRICAN AMERICAN STUDIES
Faulkner and Friends
Religion, Race and Law in America
Slavery in Africa and the Americas

AGRICULTURE
Community Food Systems in Cuba and Costa Rica
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Light and Terror: France in the Age of Voltaire and Robespierre
Memory of Fire: Spain and Latin America
Nietzsche: Life, Times, Work
The Novel: Life and Form
Old and New Worlds: The Making of the Western Tradition
These pages feature the titles of programs planned during the spring of 2003 for the 2004–05 academic year. Evergreen’s programs are organized within Planning Units, groups of faculty with similar interests. Each planning unit offers all-level programs, intermediate programs with a prerequisite of one year of college, and advanced programs geared toward junior- and senior-level students. You may decide to work for a number of quarters within one planning unit, or you may move from area to area to broaden your education. Either choice may be appropriate, depending on your academic goals. Some programs will be listed in more than one planning unit.

**KEY:**
- F = fall quarter
- W = winter quarter
- S = spring quarter

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<tr>
<td><strong>SCIENTIFIC INQUIRY</strong></td>
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<tr>
<td>Intermediate</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Astronomy and Cosmologies</td>
<td>S</td>
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<tr>
<td>Computer Science and Limitations of Formal Systems</td>
<td>S</td>
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<tr>
<td>Data to Information: Computer Science and Mathematics</td>
<td>S</td>
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<tr>
<td>Health and Human Development</td>
<td>S</td>
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<tr>
<td>Mathematical Origins of Life</td>
<td>S</td>
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<tr>
<td>Meter and Motion</td>
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</tbody>
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### EXPRESSIVE ARTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Level</th>
<th>Credit</th>
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<tbody>
<tr>
<td>All-Level (provides opportunities for intermediate- and advanced-level work)</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Student Originized Studies: Visual and Media Arts</td>
<td>F</td>
<td>W</td>
</tr>
</tbody>
</table>

### METHODS OF APPLIED MATHEMATICS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Level</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Molecular to Corporation</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Molecular to Organism</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Physical Systems</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Undergraduate Research in Scientific Inquiry</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>All-Level (provides opportunities for intermediate- and advanced-level work)</td>
<td>F</td>
<td></td>
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<tr>
<td>Introduction to Natural Science</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Sustainable Design: Green Means</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Methods of Applied Mathematics</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Science Seminar</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Intermediate</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Business in Action</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Environmental Economics and Natural Resource Policy</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Health and Human Development</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Latin America in a Global Free Market</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Political Ecology of Land</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Political Economy, Social Change and Globalization</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Power in American Society</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Power in American Society</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Rhythmic Meditations</td>
<td>F</td>
<td>W</td>
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<tr>
<td><strong>METHODS OF APPLIED MATHEMATICS</strong></td>
<td>F</td>
<td>W</td>
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<tr>
<td>Advanced</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>All-Level (provides opportunities for intermediate- and advanced-level work)</td>
<td>F</td>
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<tr>
<td>America in the 20th Century</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>The American Civil War in Modern Memory</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Contemporary Social Issues: Analyzing Critically, Arguing Persuasively</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Masculinity and Femininity in the U.S.: Sex Is Fun, but Gender Is a Drag</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Organizing for Democracy: Problems and Possibilities in the 21st Century</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Popular Economics</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Religion, Race and Law in America</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>So You Want to Be a Psychologist?</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td><strong>NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLES STUDIES</strong></td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Advanced</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Tribal Reservation-Based/Community-Determined</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>All-Level (provides opportunities for intermediate- and advanced-level work)</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>American Places</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>TACOMA PROGRAM</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Transformational Literacies</td>
<td>F</td>
<td>W</td>
</tr>
</tbody>
</table>
**FACULTY**
Lists members of the faculty team scheduled to teach the program. See faculty bios page 87.

**ENROLLMENT**
Describes the number of students who may enroll. Core programs typically allow 23 students per faculty; all-level programs typically allow 24; intermediate and advanced programs typically allow 25.

**SPECIAL EXPENSES**
Indicates expenses you should anticipate beyond books and normal supplies.

**PROGRAM DESCRIPTION**
This condensed description explains the theme or question at the heart of the program and how participants will approach it. The content of each description varies, but you will usually find examples of books to be read, activities planned and the disciplines and modes of study that participants will use. For more information, make an appointment with a faculty member, ask for a copy of the syllabus, stop by the program's table at the Academic Fair or talk to an advisor at Academic Advising.

**CREDIT AWARDED IN ...**
At the end of each program, faculty will register the credits you earn as “credit equivalencies” that correspond to traditional disciplines and subjects. This section explains the kind of credit equivalencies you can expect if you successfully complete the program. An asterisk [*] indicates upper-division science credit. Equivalencies help potential employers and graduate schools understand what subject areas you have studied. All undergraduate programs lead to a bachelor’s degree in liberal arts and sciences.

**TOTAL CREDITS**
Number of quarter hours that will be credited at the end of each quarter if you successfully complete this program. This portion also states whether you may take part of the program and under what circumstances. For example, this program allows students to register for reduced credit allowing for part-time opportunities in spring.

<table>
<thead>
<tr>
<th>Memory of Fire: Spain and Latin America</th>
<th>CLASS STANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Winter and Spring quarters</td>
<td>Tells you what level of study the program is aimed at: freshman, sophomore, junior or senior. It also gives registration restrictions, i.e., registration is prioritized by the number of credits earned, giving seniors first choice, and is organized this way: freshmen 0-44 credits, sophomores 45-89 credits, juniors 90-134 credits, seniors 135 or more.</td>
</tr>
<tr>
<td>Faculty: Nancy Allen, Alice Nelson</td>
<td><strong>PREREQUISITES</strong></td>
</tr>
<tr>
<td>Enrollment: 50</td>
<td>Lists conditions you must meet to be eligible to take this program. These might include studies you should already have completed, the academic standing expected of you or both. This portion might state other entry requirements, such as faculty review of student portfolio.</td>
</tr>
<tr>
<td>Class Standing: Sophomore, transfer students welcome.</td>
<td><strong>INTERNSHIP POSSIBILITIES</strong></td>
</tr>
<tr>
<td>Prerequisites: Some study of history or literature.</td>
<td>States whether an internship possibility is an optional or required component of the program.</td>
</tr>
<tr>
<td>Special Expenses: Approximately $3,500 for optional spring quarter trip to Spain or Latin America.</td>
<td><strong>TRAVEL COMPONENT</strong></td>
</tr>
<tr>
<td>Internship Possibilities: Spring quarter only.</td>
<td>Indicates whether program participants will take significant field trips or study abroad.</td>
</tr>
<tr>
<td>Travel Component: Optional travel to Granada, Spain, and Santo Tomás, Nicaragua.</td>
<td><strong>FACULTY SIGNATURE</strong></td>
</tr>
<tr>
<td></td>
<td>Indicates whether you must obtain a signature code from a faculty member before registering. It may also specify how and when to obtain a signature code. See page 56, “Local Knowledge: Community, Media Activism, Public Health and the Environment.”</td>
</tr>
</tbody>
</table>

- *Memory of Fire: the title of Eduardo Galeano’s historical/fictional trilogy on Latin America, captures the human need to create memories of the past in order to understand the present. The image of fire embodies the violent relations among ethnic and religious groups on the Spanish peninsula that led to the violence of the Conquest: fires of the Inquisition, fires of imperialism. … Spring quarter will offer opportunities to study abroad in Santo Tomás, Nicaragua, or Granada, Spain, as well as internships with local Latino organizations for those who stay on campus. All classes during the spring will be conducted in Spanish. |

- Credit awarded in Spanish, history and literature of medieval Spain, history and literature of colonial Spanish America, contemporary Latin American literature and culture, research, writing and additional equivalencies depending on students’ projects completed during spring quarter. |

- Total: 16 credits fall and winter quarter; 8, 12 or 16 credits spring quarter. |

A similar program is expected to be offered in 2006-07. |

**A SIMILAR PROGRAM IS EXPECTED** |
A similar, but not identical program may be offered every year or every other year. |

**PROGRAM IS PREPARATORY …** |
Indicates how this program might be particularly useful in preparing for future studies or careers.
First-year students have several options: Core programs, all-level programs and some intermediate programs.

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

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

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

Intermediate programs are designed for sophomore students and are listed elsewhere in the catalog. These programs may admit a particularly well-qualified first-year student. Consult the faculty and Academic Advising if you are interested in an intermediate program.
America in the 20th Century
Fall and Winter quarters
Faculty: David Hitchens, Tom Grissom, Jerry Lassen
Enrollment: 72
Class Standing: This all-level program accepts up to 25 percent first-year students.

The United States began the 20th century as a creditor nation and naval power against a debtor country. The nation ended the century as the last superpower with an economy that sparked responses across the globe. In between, we invented flying, split the atom, sent men to the moon and began to explore our place in space. Many observers have characterized the 20th century as “America’s Century” because, in addition to developing as the mightiest military machine on the face of the earth, the United States also experienced the central phenomenon of mass culture: mass media, mass action, massive destruction and massive fortunes—all significant elements of life in the United States. This program will be a close study of the origins, development, expansion and elaboration of American cultural phenomena and will place those aspects of national life against our heritage to determine if the growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and scientific thought to help us understand the nation and its place in the last century. Students will be challenged to understand their place in the scope of national affairs; read closely; write effectively; and develop projects to refine their skills and demonstrate competence in several different arenas, both written and oral. To hone those skills, we expect students to acquire and demonstrate competence in several different areas, including: close textual analysis of authors’ assumptions, arguments, and use of evidence; ethnographic observations in the public schools; use of graphs and statistics; expository writing; and oral argumentation.

Credit awarded in anthropology, literature, public policy, education, political science and journalism.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in the humanities and social sciences.
This program is also listed under Culture, Text and Language and Native American and World Indigenous Peoples Studies.

American Places
Fall, Winter and Spring quarters
Faculty: Sam Schrager, Kristina Ackley, Matt Smith
Enrollment: 72
Class Standing: This all-level program accepts up to 25 percent first-year students.

Special Expenses: $200 for field trips in fall and spring quarters.

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

This program will explore how places in America are created and experienced. We will learn how they have emerged at the intersection of geography and history, and how they are lived in, felt about, perceived, shaped, fought over, and transformed by persons and groups. As Welty says, we depend on being rooted in an actual place for our sense of who we are and what we can do. Yet in this age of unprecedented interchangeability of spaces, what happens to the distinctive character of places? In the face of the mobility, uprooting, and alienation endemic to American society, what connections to places do we have and can we hope to nurture?

We will study dispossession and survival of Native American communities; experiences of place for African Americans and immigrant groups; place-based identities in the West, South, Midwest, and New England. We’ll look at the interplay of nature, economics, religion, and nationalism in urban and rural localities. We will examine how people infuse meaning into places through story, literature, material and collective practices. We’ll also examine moral implications of policies regarding place. We will conceive our subject broadly, to include not only Olympia and Chicago, Squaxin Island and Yosemite, but also homes and farms, classrooms and beauty salons.

Students will develop skills as interpreters, writers, and researchers by studying scholarly and imaginative works and by conducting policy research and ethnographic fieldwork (observation, interviewing, documentation of social life). They’ll undertake an extended project on an American place of their choice, locally or elsewhere, in spring. Faculty will give strong support to upper-division students and seniors writing theses. The program is also recommended for students new to the Northwest who want to explore it at firsthand.

Credit may be awarded in anthropology, literature, policy, U.S. history and community studies.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in the humanities and social sciences.
This program is also listed under Culture, Text and Language and Native American and World Indigenous Peoples Studies.

Contemporary Social Issues: Analyzing Critically, Arguing Persuasively
Fall and Winter quarters
Faculty: Sam Schrager, Kristina Ackley, Charles Pailthorp
Enrollment: 48

Class Standing: This all-level program accepts up to 25 percent first-year students.

Prerequisite: Students must be competent in the mechanics of writing and reading.

Any student who demonstrates problems with grammar, sentence structure, or syntax will need to participate in additional writing workshops.

Special Expenses: Approximately $30 each quarter for travel expenses.

This program will use sociological studies of controversial contemporary issues to aid students in analyzing and participating in current debates over social policy. Among the topics we may consider are such questions as the causes of poverty, what reforms are needed in the nation’s schools, how we should evaluate and respond to contemporary trends in marriage, divorce and single parenthood, and what areas of personal life and interpersonal relations are properly subject to regulation. Students will read, outline and evaluate a variety of viewpoints on these issues during fall quarter, preparing themselves to research and debate selected topics during winter quarter.

This program stresses the development of critical tools of analysis, observation and argumentation, both written and oral. To hone those skills, we expect students to acquire and demonstrate competence in several different areas, including: close textual analysis of authors’ assumptions, arguments, and use of evidence; ethnographic observations in the public schools; use of graphs and statistics; expository writing; and oral argumentation.

Credit awarded in sociology, expository writing, history, debate, ethnography, social psychology, civics, sociology of education and family studies.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in law, sociology, social psychology, public policy, education, political science and journalism.

This program is also listed under Culture, Text and Language and Society, Politics, Behavior and Change.
Cultural Landscapes: Peoples, Places and Power
Fall, Winter and Spring quarters
Faculty: Ted Whitesell, Therese Saliba
Enrollment: 46
Class Standing: This is a Core program designed for first-year students.
Special Expenses: Potentially $75 a quarter for overnight field trips.

This program will introduce students to the foundations of cultural and environmental studies, with an emphasis on human geography, cultural practices and political struggles to preserve land and cultures in the face of colonization and globalization. Students will learn to read landscapes as primary sources of information about peoples, places and power relationships. We will read a variety of cultural texts, including literature, to understand peoples in terms of their relationships within their environments and the ways in which a people's sense of identity is influenced by their sense of place. We will look at threats to biological and cultural diversity, and examine their interconnectedness.

Our studies will focus on Brazil and the Middle East to explore the connection between native peoples, the land and resources and struggles for self-determination. We will examine the significance of land reform, socialism and other resistance movements as a means of maintaining cultural practices and identity in the face of colonialism, global capitalism, the globalization of culture and the politics of technology. Students will be introduced to a variety of approaches to environmental action and resistance movements, including feminist, radical and socialist.

There will be a number of field trips, emphasizing field observations of landscapes and cultures of the Pacific Northwest. Students will also engage in documenting local activism around cultural and environmental issues. Throughout the program, students will develop skills in field observation, creative and expository writing, interviewing and ethnography, literary analysis, the terminology and methodology of the natural and social sciences, and the use of maps.

Credit awarded in human and cultural geography, political economy, multicultural literature, environmental studies, writing, cultural studies, Middle East studies and Latin American studies.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in geography, cultural studies, international affairs, environmental conservation and education.

Evolution of the Book
Fall and Winter quarters
Faculty: Bill Ransom, Joe Feddersen
Enrollment: 48
Class Standing: This all-level program accepts up to 30 percent first-year students.
Special Expenses: Up to $200 per quarter for printmaking tools, materials, lab fees and field trips.

This program will introduce students to the foundations of cultural and environmental studies, with an emphasis on human geography, cultural practices and political struggles to preserve land and cultures in the face of colonization and globalization. Students will learn to read landscapes as primary sources of information about peoples, places and power relationships. We will read a variety of cultural texts, including literature, to understand peoples in terms of their relationships within their environments and the ways in which a people's sense of identity is influenced by their sense of place. We will look at threats to biological and cultural diversity, and examine their interconnectedness.

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Credit awarded in creative writing, editing, publishing, printmaking, bookbinding and history of the book.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in visual art, printmaking, book editing, design and production and writing.

This program is also listed under Culture, Text and Language and Expressive Arts.

Forests in Space and Time: Introduction to Environmental Studies
Fall and Winter quarters
Faculty: Paul Przybylowicz, Heather Heying
Enrollment: 48
Class Standing: This all-level program accepts up to 25 percent first-year students.
Special Expenses: Approximately $150 for overnight field trips in Washington and through Oregon and California to study western forests.

Why do forests look the way they do? What forces in current time and in history have shaped the forest ecosystems and the organisms within them? This program will examine these forces that operate on many different levels of scale—from landscape to organism. These include abiotic factors such as the underlying geology and climatic influences, as well as biotic factors such as competition, succession and resource availability. In addition, we will consider evolutionary forces that shape organisms and their behavior, both in plants and animals, and attempt to explain current observations in terms of evolution and adaptations. A wide range of forest ecosystems—from tropical to boreal—will be used as examples to explore various processes.

All of the world's forests have been impacted to varying degrees by humans. We will examine some of the underlying social and political forces that have shaped forests.

Credit awarded in forest ecology, evolutionary biology, scientific writing and research, botany and zoology.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in field biology, evolution, ecology and other life sciences.

This program is also listed under Environmental Studies.
Geology and Art: Getting Grounded

Fall quarter
Faculty: Ken Tabbutt, Susan Aurand
Enrollment: 46

Class Standing: This is a Core program designed for first-year students.
Special Expenses: Approximately $100-$150 for art supplies; $75 for field trip.

This program offers an introductory study of the Earth, through geology and art. Both scientists and artists rely heavily on skills of observation and description to understand the world, and to convey that understanding to others. Geologists use images, diagrams and figures to illustrate concepts and communicate research. Artists draw on scientific information to inform their artworks, and seek to communicate the implications of what science tells us about the world. This program will use both science and art to study geology, and to consider the relationship of geologic time and processes to our human experience of time and change in an individual life.

Geologic time and evidence of the Earth’s dynamic past are recorded in the rock like an incomplete but never-ending book—a book that describes the paleogeography, climate, biodiversity and tectonic evolution of a region. To read this book and convey the information to others, an understanding of the language and how the language developed is needed. Students will be introduced to physical geology during several daylong excursions and an overnight field trip to central Washington.

Students will learn skills in drawing and watercolor and techniques for keeping an illustrated field notebook. They will also develop finished artworks, ranging from scientific illustrations to expressive works. In addition, students will have the opportunity to learn basic ceramics skills, including the digging and refining of natural clays, handbuilding skills and low-fire glaze and firing techniques.

Credit awarded in introduction to physical geology, drawing and 2-D art, introduction to ceramics, writing and humanities.

Total: 16 credits.

Program is preparatory for careers and future studies in ecology, geology, art, art history and the humanities.

Interrogating American Cultures through the Arts

Fall, Winter and Spring quarters
Faculty: Ratna Roy, Gail Tremblay, Ju-Pong Lin
Enrollment: 69

Class Standing: This Core program is designed for first-year students.
Special Expenses: Museum, theater and gallery fees, approximately $20 for each field trip.

This program will examine the multiplicity of cultures in North America made up of both the indigenous peoples and the settlers from around the world and will interrogate the notion of “American culture.” This study will also include issues of cultural hybridity and intercultural interaction and will involve the exploration of these topics through the study of history, literature, art history, visual arts, film, multimedia and dance theater.

Students will focus on individual communities through readings, discussions, reflective writing and hands-on projects. They will reflect on their selves and own ethnic identity, as well as influences from growing up in a diverse society, dealing with issues of identity, cultural hybridity and insider/outside dynamics.

In winter, there will be research writing about cultures that have shaped the vitality of the American scene: Native American, South Asian American, Irish American, Japanese American, Armenian American, Appalachian, Chinese American, Mexican American and African American, as well as those of mixed cultural heritage. All students will be expected to participate in hands-on workshops in Orissi dance, mixed media art and/or multimedia production and to produce creative as well as written work on the themes of the program. They will also begin working towards multimedia performances. In spring, students’ multimedia, interactive performances and/or installations will be performed and shown on and off campus, in the community and in public schools.

Students will interact with visual artists, performing artists, media artists and Evergreen alumni in the arts. There will be field trips to cultural events in Seattle and Native American communities.

Credit awarded in multicultural American history, visual arts, media studies, Orissi dance, theater, cultural studies, English composition and American studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in fine arts, performing arts and history.

Introduction to Environmental Studies: Communities and Their Environment

Fall and Winter quarters
Faculty: Amy Cook, TBA
Enrollment: 48

Class Standing: This all-level program accepts up to 25 percent first-year students.
Prerequisites: High school algebra assumed.
Locally and regionally, community organizations have a tremendous influence in the protection or development of their local environments, both urban and rural. This program will examine the range of ways that communities become involved in conservation and in doing so, explore the relationships among science, policy and community. Grassroots organizations generate a voice and are a vehicle for involvement; they are an important link between the individual and the community. This program will use a series of case studies to explore this topic, paying particular attention to grassroots organizations and their influence in environmental enhancement.

In fall quarter, the program will focus on biotic systems. Ecology and conservation biology will be the general themes. A variety of issues including salmon ecology and marine protected areas will be addressed. In winter quarter, the focus will shift to environmental chemistry and issues consistent with aquatic chemistry, biogeochemical cycles and atmospheric pollution. The cause of acid rain, global warming and nitrogen loading will be covered as will the policies regarding these problems and the role of community involvement.

This program is designed to introduce students to the principles of ecology, public policy and community development. Our studies will serve as a foundation for more advanced work in environmental studies. This is an excellent entry point for transfer students interested in gaining a broad, integrated introduction to environmental studies.

Credit awarded in ecology, conservation biology, community studies, introductory environmental chemistry and writing.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2005-06.

Program is preparatory for careers and future studies in environmental science, environmental policy, community development, planning and environmental education.

This program is also listed under Environmental Studies.

Programs for First-Year Students

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Negotiating Cultural Landscapes: Money, Music, Citizens and Stories
Fall and Winter quarters
Faculty: William Bruner, Andrew Buchman, Jan Kidó, Toska Olson
Enrollment: 92
Class Standing: This is a Core program designed for first-year students.
Special Expenses: $100 per quarter for workshop supplies, event tickets and retreat expenses.
How do we imagine and understand American culture? As a melting pot, a gorgeous mosaic, a patchwork quilt, a salad mix, a dominant, “main-stream” culture with subsidiary streams or a loose union of rugged individuals? What are the strengths and limits of each of these metaphors? We live in a dynamic era of almost instantly accessible mass media, global networks, rapidly changing technologies and many uncertainties about the future. How do we negotiate this landscape? Should we construct and maintain a unique identity in a culturally diverse world? How do we uphold our ethical duties in a world of divergent experiences and opportunities?
We will examine these and other questions in an attempt to understand our culture through our experience as producers and consumers, our social structures and institutions, our music, and the stories we tell in person, in print and in the media.
Students will participate in a series of skill-building workshops related to writing, quantitative methods, computer skills, music literacy and storytelling.
During fall quarter, we will develop theoretical perspectives derived from musicology, sociology, economics and communication, with an emphasis on understanding individual behavior. In doing this, we will be interested in concerns about fairness and justice in social interaction and social organization. During winter quarter, we will apply these theoretical models to issues related to race, ethnicity, gender and social class, and our focus will be on groups within society.
Credit awarded in communication arts, musicology, statistical reasoning, sociology, economics, expository writing, cultural studies and developmental psychology.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in social sciences, humanities, education, law and expressive arts.

Old and New Worlds: The Making of the Western Tradition
Fall and Winter quarters
Faculty: David Marr, Andrew Reece, Bob Haft, Michael Pfeifer
Enrollment: 92
Class Standing: This is a Core program designed for first-year students.
The past is not dead. It is not even past.
—William Faulkner
Where do American ideas of democracy come from? What are the origins of American concepts of the self? Of freedom and authority? Of justice and the good? Old and New Worlds rests on the premise that it is by close study of the past that we can understand the origins of these ideas and in that way find something important about who we are, what we believe and why. World-shaping ideas are most profitably studied in conjunction with world-shaping events and the history of social life. So, in this program we will study important philosophers such as Plato and John Locke but also the rise and fall of the ancient Greek city state, the emergence of Christianity and the Protestant Reformation and Catholic Counter-reformation, the rebellion of the American colonies and foundation of the American republic, the enslavement of African Americans, and the growth of capitalism in 19th-century America.
This program offers an introduction to the western tradition in philosophy, literature, art, politics, and society from Athens in the 5th century BCE to the United States in 1900. In fall, we will examine consciousness and society from Ancient Greece through the American Revolution. Main authors will include Plato, Sophocles, Shakespeare, James Madison and Thomas Jefferson. In winter, we will trace American consciousness and society in the 19th century, investigating European, African and Native American traditions. Main authors will include Ralph Waldo Emerson, Herman Melville, Frederick Douglass, Abraham Lincoln and Mark Twain.
Credit awarded in classical studies, humanities, literature, European history, American history, art history, philosophy and social thought.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in the humanities, teaching, law and other professions.

Students who register for a program but do not attend the first class meeting may be dropped.
Organizing for Democracy: Problems and Possibilities in the 21st Century
Fall and Winter quarters
Faculty: Peter Bohmer, Dan Leahy, Jeanne Hahn
Enrollment: 72
Class Standing: This all-level program accepts up to 25 percent first-year students. What did it mean when President Bush claimed "we are bringing democracy to the Middle East"? Is the United States a democratic country? In the 21st century? At its "founding"? What is democracy, exactly? What is the relationship between our view of what a just society is and our view of what democracy is? How can we organize and act to bring a deeper and more meaningful democracy to our lives and to our country? This program will examine how individuals and groups learn a democratic practice and organize for a democratic life and society. We'll focus on how to establish voice, develop strategies, build organizations, exercise tactics and the movements for social change and organize for a democratic life and society. There will be workshops on topics such as civil liberties, economic inequality and the economy, gender relations, media, government, and the media. Students will develop writing, argumentative writing. Credit awarded in Constitutional Law, American religious history, legal advocacy, ethnography, comparative religion, American literature and expository and argumentative writing.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in English, public policy, law, ethnic studies, literature, American studies and cultural anthropology. This program is also listed under Culture, Text and Language and Society, Politics, Behavior and Change.

Religion, Race and Law in America
Fall and Winter quarters
Faculty: Laurens Laird, Babacar M'Baye, José Gómez
Enrollment: 72
Class Standing: This all-level program accepts up to 25 percent first-year students. What is law, exactly? What is the relationship between law and democracy? Law is democracy, exactly? What is the relationship between our view of what a just society is and our view of what democracy is? How can we organize and act to bring a deeper and more meaningful democracy to our lives and to our country? This program will examine the major constitutional conflicts that have arisen from making real the First Amendment's guarantees of both freedom of religion and freedom from religion. To examine the entanglement of government and religious entities in a variety of contexts, students will analyze landmark cases, prepared legal briefs and present oral arguments. We will also examine the historic and present role of religion among ethnic and racial groups and the movements for abolition, civil rights, social justice and equality under the law inside and outside the United States. Students will consider how American culture, law and racial classifications shape the practice and public presence of both dominant and non-dominant religious traditions. They will consider how these forces shape the various narratives of American national identity.

Russia: Empires and Enduring Legacies
Fall, Winter and Spring quarters
Faculty: Laree Paitz, Grafield, TBA
Enrollment: 48
Class Standing: This all-level program accepts up to 30 percent first-year students. Join us on an extraordinary journey as we explore the diverse peoples, cultures, and histories of the region that was once demarcated by the borders of the Russian and Soviet empires. While we focus on the Russians, we will take a multicultural approach in our examination of other peoples who from ancient times have inhabited the vast expanses of Eurasian and Siberian steppelands and forests. In fall quarter, we will investigate Slavic, Turkic and Scandinavian contributions to early Russian society up to Russian imperial expansion in its 19th-century zenith and the rise of the Russian Empire's radical revolutionary intelligentsia. Winter quarter will emphasize the great transformations of 20th-century Russia—the Bolshevik Revolution, the Stalin terror and the unexpected collapse of the Soviet Union. Readings will include historical texts, epics and the literature of Pushkin, Gogol, Lermontov, Turgenev, Leaf, Tolstoy, Chekhov, Solzhenitsyn, Akhmatova, Pasternak and Petrushevskaya.
Spring quarter provides an opportunity to pursue individual research and to explore in depth the lives of the people from Russia's Eurasian culture through a series of workshops. These may be determined in part by the students and may include a study of the following: the cultures of distinctive ethnic groups, such as the Vikings, Mongols or Cossacks; Russian folklore; cultures of distinctive ethnic groups, such as the Vikings, Mongols or Cossacks; Russian folklore; and Petrushevskaya.

Credit awarded in Russian history, literature, culture and writing. Upper-division credit will be awarded for upper-division work.
Total: 12 credits each quarter. Students may enroll in a separate and optional four-credit course in Beginning Russian through Evening and Weekend Studies. A similar program is expected to be offered in 2006-07.
Program is preparatory for careers and future studies in the diplomatic service, international business, graduate studies in international affairs, and Russian studies. This program is also listed under Culture, Text and Language.
Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Waste and Want: The Science, Psychology and Business of Consumption
Faculty: Sharon Anthony, Cynthia Kennedy, Sonja Wiedenhaupt
Enrollment: 69
Class Standing: This is a Core program designed for first-year students.
Special Expenses: Approximately $125 for one overnight field trip per quarter.
Fees are due during the first week of class each quarter.
Minims. Minims. Yikes! Boy was that good! Need a refill? Ever wonder what went into that 15 minutes of morning satisfaction? "I drink two cups a day. At that rate, I'll down 34 gallons of water in a year. For one overnight field trip per quarter. Water is the universal solvent, essential for life, critical in geological cycles, and simply put, it makes Earth a unique planet. Throughout history, water has been used and abused with little thought for where it comes from and where it goes. It is one of the Earth's most important and endangered natural resources. This program will examine this simple compound in an integrated manner; introducing students to the scientific disciplines (chemistry, microbiology and hydrogeology) that are needed to grasp a fundamental understanding of water, as well as some of the public policies that govern the resource. This will be an applied study of water with a strong emphasis on experimental work. Students will be involved in a range of field and case studies from wetlands and riverine systems to groundwater contamination and remediation methods.

In winter quarter, several daylong field trips will examine water issues within Thurston County. Monitoring programs will be conducted in the campus' natural reserves. We will also focus on developing skills such as the use of field and laboratory analytical instrumentation. Quantitative analysis using computer applications will be stressed but a wide range of writing assignments will also be included to improve students' writing skills.

In spring, the program will build on winter’s work, applying our understanding of water to a wide variety of topics. An extended field trip will focus on regional issues to allow students the opportunity to see first-hand, remediation sites at the Hanford Site, acid mine-drainage in Idaho, hydrothermal systems in Yellowstone National Park, and water allocation by the Columbia Basin Project. The program will involve extensive in-lab analysis using samples drawn by the students from a variety of pristine and compromised bodies of waters collected on field trips.

Credit awarded in introductory hydrogeology, aqueous chemistry, general biology, seminar, field methods, writing and public policy.
Total: 16 credits.
Program is preparatory for careers and future studies in environmental sciences, hydrology, chemistry and biology.

Self and Culture: Studies in Japanese and American Literature and Cinema
Faculty: Harumit Moruzzi
Enrollment: 24
Class Standing: This all-level program accepts up to 25 percent first-year students. Special Expenses: Approximately $30 for a field trip.
It is often said that American and Japanese cultures represent the mirror images of human values. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion. Certainly, the reality is not as simple as these stereotypes indicate; nevertheless, this dichotomized comparative cultural frame presents an interesting context in which we can explore many human issues. Thus, in this program we will explore the concept of self through the critical examination of American and Japanese literature, cinema and popular media.

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

Credit awarded in Japanese literature, American literature, cultural studies, film studies and expository writing.
Total: 16 credits.
Program is preparatory for careers and future studies in cultural studies, film studies and the humanities.

This program is also listed under Culture, Text and Language.

Students who register for a program but do not attend the first class meeting may be dropped.
Visualizing Ecology
Winter and Spring quarters
Faculty: Amy Cook, Lucia Harrison
Enrollment: 46
Class Standing: This is a Core program designed for first-year students.
Special Expenses: Approximately $250 for overnight field trip to the Friday Harbor labs on San Juan Island in late winter quarter; $150 for art supplies.
This program combines the study of visual art and ecology. We will explore the terrestrial and marine environments of the Pacific Northwest. Students will develop a basic understanding of ecological concepts, field identification of plants and animals, and methods of field ecology. They will gain skills in beginning drawing, printmaking, and book arts. Students will have a chance to express their ideas in expository and creative nonfiction essays. They will learn to represent ecological concepts visually as well as to use nature as inspiration for personal expression. The program combines on-campus lectures, seminars, labs, and work discussions as well as off-campus field work.
Students will participate in a three- to four-day field trip to the Friday Harbor labs in the San Juans. We will examine the range of terrestrial and marine environments on San Juan Island, including second-growth Douglas fir forests (high and low elevation), cedar swamp, salt marsh, meadow, and rocky and sandy intertidal beaches. During the field trip, we will visit several of these to give students an opportunity to observe and draw a variety of plants and animals and their interactions in their natural environment.
Credit awarded in ecology, field identification of plants and animals, field ecology, drawing, book arts and printmaking, expository writing and creative nonfiction writing.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in the humanities and social sciences.
This program is also listed under Society, Politics, Behavior and Change.

Climate Change, Action and Influence
Spring quarter
Faculty: Jerry Lassen, TBA
Enrollment: 48
Class Standing: This all-level program accepts up to 25 percent first-year students.
The American Civil War in Modern Memory
Spring quarter
Faculty: Jerry Lassen, TBA
Enrollment: 48
Class Standing: This all-level program accepts up to 25 percent first-year students.
The American Civil War of 1860-65, was the first modern war in which an economically mightier, more populous, and more technologically advanced section of the country would overwhelm the other in a grinding war of attrition. It was a defining moment in the history of the United States. Indeed, it was a world historical event of such magnitude that it is still difficult for us to understand it even with the benefit of retrospect. Had the Southern states won the war, the history of the world would surely have developed very differently. The victorious Northern states went on to establish the economic and political foundations of the United States as a world power.
The war is of such historical significance that it still fascinates historians and lay people alike. Each year there are a multitude of books and articles written about the war. In addition, there are a number of excellent movies and documentaries that have recently been produced. Through historical texts, films, and literature this program will explore the historical roots, the major causes, the long-term consequences and the enduring mystique of this great conflict.
Credit awarded in American history, American economic history and American literature.
Total: 16 credits.
Program is preparatory for careers and future studies in the humanities and social sciences.
This program is also listed under Society, Politics, Behavior and Change.

Modern Memory
Spring quarter
Faculty: Amy Cook, Lucia Harrison
Enrollment: 46
Class Standing: This is a Core program designed for first-year students.
Special Expenses: Approximately $125 for an overnight field trip during week three.
Fee is due during the first week of class.
Is it really getting hotter? How do we make sense of what different people are saying about global warming? If we need to do something about it, how could we better use what we know about climate change to impact people’s behavior?
Through this program, we will analyze and interpret data to see what all the commotion is about. We will learn what factors scientists believe are responsible for climate change. For example, we will use chemistry both to understand how greenhouse gases influence the climate and to examine what our personal contributions are to the rise in greenhouse gas concentrations.
We will also examine the issue from a psychological perspective by looking closely at the types of images and information about climate change that are presented in the public domain, such as advertisements, newspaper and magazine articles. We will learn about tools of persuasion, and develop some theories about the psychological factors that make climate change such a contested issue.
Finally, we will work in teams to decide what we should do about climate change and then design effective and persuasive strategies for informing the public.
Credit awarded in environmental science, psychology, and writing.
Total: 12 or 16 credits.
Program is preparatory for careers and future studies in environmental studies, psychology and public policy.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Designing Languages
Spring quarter
Faculty: Susan Fiksdal, Judith Cushing
Enrollment: 46
Class Standing: This is a Core program designed for first-year students.
Prerequisites: No previous expertise in mathematics, computing or linguistics is required.
Since the dawn of mathematics and philosophy, humans have studied the nature of language (linguistics) and used artificial languages as well as natural languages. Only relatively recently, however, have we begun to think of work in the sciences and mathematics as “language design,” and to apply linguistic concepts to mathematical and scientific parlance. This program will investigate such questions as: What skills are we using when we learn our native language? How should we teach a second language? Is mathematics a language? When we are learning programming or biology, are we learning a new language? What principles from the study of natural language provide exemplars for designing the “artificial” languages of science and mathematics?

Students will learn more about both natural and artificial languages. We will study theories of natural language acquisition and examine the challenges of learning both natural and artificial languages and how the latter differs from the former. Another focus will be the structure and function of natural languages; for example, principles of phonetics, phonology, morphology, syntax, semantics, and pragmatics. Students will learn to “speak” a computer language, Logo, and solve problems using that language. As part of an exploration of language design, students will be involved in a practicum, tutoring for two hours each week in a language they know, e.g., English, Spanish, ASL, math, or dance (?). We hope to work with students from a wide range of backgrounds who are interested in expanding their knowledge of all languages within a better understanding of natural language.

Credit awarded in introduction to linguistics, introduction to programming and computer graphics, and programming languages and language acquisition.
Total: 16 credits.

Program is specifically preparatory for careers and future studies in linguistics, languages, mathematics and computer science, but is appropriate for any student interested in learning more about language or science.

Faulkner and Friends
Spring quarter
Faculty: David Hitchens, Tom Grissom
Enrollment: 48
Class Standing: This all-level program accepts up to 25 percent first-year students.

William Faulkner was one of many significant writers who emerged from the American South to prominence in the 20th century. Faulkner was noted for his creative, original work with language, time, consciousness and the influence of history upon humans. Many others populate the pantheon of Southern writers, such as Eudora Welty, Carson McCullers, Flannery O’Connor, Peter Taylor, James Weldon Johnson, Jean Toomer, Robert Penn Warren, Richard Wright, Tennessee Williams, Ralph Ellison, James Agee, Walker Percy and Shelby Foote. Faulkner and his “friends” offer the discerning reader important insights into the relationship between culture and art, and the lasting impact of the struggle for racial equality in the region.

We will conduct a close study of Faulkner and other selected Southern authors to see how the past has affected art and continues to influence American culture. While exploring such issues, we will use history, economics, sociology, literature, literary analysis and popular culture to help us understand the Southern contribution to national letters and its place in the last century. Students will be challenged to read closely, write effectively and develop projects to refine their skills and contribute to the collective enrichment of the program. A program-wide symposium at the end of the quarter will provide a means of rounding out our work and will provide students with valuable experience in public speaking and presentation.

Credit awarded in U.S. social and intellectual history, American studies and American literature.
Total: 16 credits.

Faulkner and Friends is also listed under Culture, Text and Language.
Masculinities and Femininities in the U.S.: Sex Is Fun, but Gender Is a Drag

Spring quarter

Faculty: Toska Olson, Jan Kido

Class Standing: This all-level program accepts up to 25 percent first-year students.

Special Expenses: Approximately $50 for mandatory program retreat.

Internship Possibilities: With faculty involvement in extensive student-initiated research. Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.

Nature/Image

Spring quarter

Faculty: Susan Aurand

Enrollment: 23

Class Standing: This is a Core program designed for first-year students.

Special Expenses: Approximately $150–$200 for art supplies.

This program will focus on building skills at making images from our experiences of, and thoughts about, nature. Students will learn studio art skills in drawing, painting and other 2-D media, the natural history skills of observation and recording using a nature journal, and basic skills in scientific illustration. Over the course of the program, each student will build a body of images that investigates and responds to a particular aspect of nature; for example, a particular species, habitat or phenomenon. Each student will complete a research project on his/her selected topic. Together, we will study how artists, writers and scientists have thought about and depicted nature in various times and cultures, how our own culture represents nature now, and the politics of those representations. This study will inform our own work as observers in nature and as artists and writers responding to nature.

Program activities will include lectures, seminars and group time, studio workshops, writing workshops and individual conferences. All students will complete weekly writing assignments, readings, a research project, a nature journal and a body of work on an aspect of nature of their choice.

Credit awarded in 2-D studio art, art history, natural history, humanities and writing.

Total: 16 credits.

Program is preparatory for careers and future studies in art, art history, humanities, writing and ecology.

Popular Economics

Spring quarter

Faculty: Peter Bohmer

Enrollment: 24

Class Standing: This all-level program accepts up to 25 percent first-year students.

Economics is often mystified and used as a weapon to serve the powerful and the wealthy. The aim of this program is to make economics accessible; so our learning and teaching of it can be used to further economic equality and social justice rather than justify the status quo. We will study popular education as conceptualized by Paolo Freire; some of our learning will use this pedagogy. We will examine lesson plans that use popular economics methods and develop our own materials to share our learning with others.

Students will carefully study assumptions, logic, conclusions, public policy and social implications of neoclassical economics. In microeconomics, concepts such as scarcity, efficiency, demand and supply and opportunity cost will be analyzed. How labor markets function, and the determination of prices and output in differing market structures will be studied. In macroeconomics, concepts such as aggregate demand, investment, the consumption function the multiplier and fiscal and monetary policy will be studied. So will inflation, unemployment and economic growth. International trade will be introduced.

Political economy will be contrasted to neoclassical economics. We will analyze the nature and logic of capitalism. Concepts of power, the role of institutions and the need for historical and cultural specificity in determining economic behavior will be introduced. We will compare these approaches with regard to poverty, racial and gender discrimination, economic inequality, labor unions, globalization and health care.

This program will develop awareness about the values and assumptions inherent in the paradigms we study and in their own values. It will further quantitative reasoning and introduce students to economic history, changes and continuities in economic thought, and challenge them to consider alternative economic systems in the future.

Credit awarded in micro- and macroeconomics and political economy.

Total: 16 credits.

Program is preparatory for careers and future studies in political economy, economics, social sciences, organizing, social teaching and working for social justice.

This program is also listed under Society, Politics, Behavior and Change.
Puppet and Object Theater
Spring quarter
Faculty: Ariel Goldberger
Enrollment: 24
Class Standing: This all-level program accepts up to 25 percent first-year students.
Special Expenses: Approximately $50 for workshop materials; $40 for theater tickets; and project expenses depending on individual work.
The goal of this program is to investigate, through performance, the nature of experimental puppet theater and object theater. In this exciting community of artists and scholars, emphasis will be placed on imaginative risk-taking, experimentation and self-directed work. Participants will create their own scripts or storyboards, learn about construction and performance techniques, and design, direct and perform student-originated performances. Exploration of new and innovative materials and tools will be encouraged. The faculty will facilitate student-originated work, offer workshops and assist with technical questions.

The program will require weekly showing of works-in-progress to expose all participants to different artistic processes. Weekly presentations will focus on issues related to contemporary puppetry, technical issues and/or manipulation techniques. Depending upon student demand, a movement workshop will be offered. The work of established and emerging American and world puppeteers that work in an experimental theater, performing arts, performance, and design problems that focus primarily on the representation of gender, race, ethnicity, class and sexual orientation in the media. Activities will include training in the multi-camera TV studio, instruction in basic digital field production and editing, an introduction to media research techniques and a survey of visual design principles.

Credit awarded in puppet and object theater, performing arts, performance, design and other areas depending on student work.

Total: 16 credits.
Program is preparatory for careers in fields that require facility with collaborative processes, imagination, creative writing, research skills, artistic processes, intuitive and visual thinking, design and performing arts.

This program is also listed under Expressive Arts.

Ready Camera One
Spring quarter
Faculty: Sally Cloninger
Enrollment: 24
Class Standing: This program is designed for 50 percent first-year and 50 percent sophomore students.
Prerequisites: Two quarters of college-level work.
Special Expenses: Approximately $50 for video tape and supplies.
This program is designed for first- and second-year students interested in exploring visual literacy, video production and media criticism. Students will be introduced to both media deconstruction and media production skills through a series of lectures, workshops, seminars and design problems that focus primarily on student video. We will focus our work on the development of a critical perspective on contemporary media. In both theoretical discussions and production workshops we will consider the parameters and influences of television, video art, video activism, music videos and video documentaries.

We will investigate the politics of representation, i.e., who gets the camera, who appears on the screen and who has the power. Therefore, students who choose to enroll in this program should be vitally and sincerely interested in the issues and ideas concerning the representation of gender, race, ethnicity, class and sexual orientation in the media. Activities will include training in the multi-camera TV studio, instruction in basic digital field production and editing, an introduction to media research techniques and a survey of visual design principles.

Credit awarded in media studies, media literacy, communications and television production.

Total: 16 credits.
Program is preparatory for careers and future studies in media arts, humanities, social sciences and communications.

This program is also listed under Expressive Arts.

So You Want to Be a Psychologist?
Spring quarter
Faculty: Carrie Margolin
Enrollment: 24
Class Standing: This all-level program accepts up to 25 percent first-year students.
Prerequisites: Knowledge of statistics is helpful but not required.
Special Expenses: Membership in Western Psychological Association (WPA) plus WPA convention registration fees total approximately $65 (payable to WPA before March 31, 2005). Contact faculty at margolin@evergreen.edu for exact fees and deadline; shared hotel lodging at convention plus food, approximately $175.
Travel Component: Travel to WPA Annual Convention, Portland, Oregon, April 14-17, 2005.
This program is designed to be an exploration and preparation for those students planning a career in psychology or social work. We will cover typical activities of psychologists who work in academia, schools, counseling/clinical settings, social work agencies and applied research settings. We will look at the academic preparations necessary for these careers.

We will discuss ethical quandaries in psychology, and the ethics of human and animal experimentation. We will cover history and systems of psychology. Students will read original source literature from the major divisions of the field, covering both classic and contemporary journal articles and books by well-known psychologists. Library research skills, in particular the use of PsycINFO and Social Science Citation Indexes, will be emphasized. Students will gain expertise in the technical writing style of the American Psychological Association (APA). The class format will include lectures, guest speakers, workshops, discussions, films and a field trip.
There’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 will attend the annual convention of the Western Psychological Association, the western regional arm of the APA.

Credit awarded in history and systems of psychology, ethics of psychology, scientific writing (APA format) and general psychology.

Total: 16 credits.
Program is preparatory for careers and future studies in psychology and social work.

This program is also listed under Society, Politics, Behavior and Change.

Students who register for a program but do not attend the first class meeting may be dropped.
Sustainable Design:
Green Furniture
Spring quarter
Faculty: R. T. Leverich
Enrollment: 20
Class Standing: This all-level program accepts up to 25 percent first-year students.
Prerequisites: Sustainable Design; Green Means or two quarters of environmental design, 3-D design or sculpture and one quarter of ecology.
Faculty Signature: Students must present a portfolio containing a minimum one-page writing sample and photos of six to eight examples of 2-D and 3-D work at the Academic Fair, March 2, 2005.
For information contact Bob Leverich, leverich@evergreen.edu or The Evergreen State College, Lab II, Olympia, WA 98505.
Portfolios received by March 2 will be given priority. Portfolios will be accepted until the program fills.
Special Expenses: $250 for woodworking tools and supplies and approximately $125 for field trip to Eugene, Oregon.
Can a table that wastes wood in its construction be beautiful? Is an uncomfortable chair wasteful? Is it ethical to use sustainably harvested hardwoods for high-powered rifle stocks? This program will explore the challenges of designing furniture and functional woodworking projects using sustainable means and materials.
Students will study and do research in sustainable forestry practices, recycled and man-made wood products, furniture and industrial design history, and ergonomics. They'll use what they learn in an integrative wood studio where they will design and build one piece of furniture and one small production-run prototype. Students will be introduced to design and technical drawing, wood characteristics and selection, the care and safe use of hand and power tools, joint design and cutting, lamination and bending, assembly and gluing, sanding and finishing.
Work discussions, readings, seminars and writing assignments will address issues around materialism, reuse and recycling, craft and workmanship, user and designers, and sustaining work and life styles.
Credit awarded in informal logic, introduction to philosophy of science, introduction to ethics and expository writing.
Total: 16 credits.
Program is preparatory for careers and future studies in philosophy, science and law.
This program is also listed under Culture Text and Language and Scientific Inquiry.

Thinking Straight
Spring quarter
Faculty: David W. Paulsen
Enrollment: 24
Class Standing: This all-level program accepts up to 50 percent first-year students.
Do you want to work on improving your critical reasoning skills? This program will focus on techniques of understanding and criticizing arguments and theories. It will emphasize a cooperative, dialogic approach to deciding what to believe. Thinking Straight will cover standard topics in informal logic including argument reconstruction, assessment of validity and fallacies. It will also explore reasoning in two domains: science and ethics.
The core text will be Cederblom and Paulsen, "Critical Reasoning: Understanding and Criticizing Arguments and Theories," 5th edition. We will apply critical reasoning techniques to a number of contemporary, contentious issues found in a variety of texts including full books as well as newspaper editorials and columns, Internet documents, and journal articles. We will also discuss the extent to which standards of reasoning are general and how patterns of reasoning might differ in different, specific domains.
Credit awarded in informal logic, introduction to philosophy of science, introduction to ethics and expository writing.
Total: 16 credits.
Program is preparatory for careers and future studies in philosophy, science and law.
This program is also listed under Culture Text and Language and Scientific Inquiry.

Women's Voices and Images of Women: Studies in Literature and Cinema
Spring quarter
Faculty: Harumi Moruzzi, Stephanie Kozick
Enrollment: 48
Class Standing: This all-level program accepts up to 25 percent first-year students.
This interdisciplinary program is designed for students who are interested in the cross-cultural exploration of the concept of woman and her voice/selfhood.
The heterogeneity of women that we encounter in literature, art and cinema, as well as in our daily lives, often makes us wonder if there is any such an entity as the universal woman. Each woman seems to possess her individual identity, even when she appears to conform to the socially prescribed women's role. We will explore the concept of woman and her selfhood by examining the voices of women in literature, art and philosophy, while comparing them with the images of women presented in cinema and media. These explorations will be conducted through lectures, workshops, film viewing, book and film seminars and through critical writings.
Our study will adopt an international perspective that will add breadth and depth to our investigations of women as autonomous human beings living in substantial social contexts.
Credit awarded in human development, gender studies, cultural studies, literature, film studies and expository writing.
Total: 16 credits.
Program is preparatory for careers and future studies in human development, gender studies, cultural studies, film studies and literature.
This program is also listed under Culture Text and Language.

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

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

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

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

The faculty of Culture, Text and Language invite students to work with them to create living links between our past and our present, in order to become, in the words of Charles McCann, Evergreen’s first president, “undogmatic citizens and uncomplacently confident individuals in a changing world.”
America in the 20th Century  
Fall and Winter quarters  
Faculty: David Hitchens, Tom Grissom, Jerry Lassen  
Enrollment: 72  
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.  
The United States began the 20th century as a debtor country. The nation ended the century as a second-rate military and naval power and a debtor country. The United States also experienced the central phenomenon of mass culture: mass media, mass action, massive destruction and massive fortunes—all significant elements of life in the United States.  
This program will be a close study of the origins, development, expansion and elaboration of American cultural phenomena and will place those aspects of national life against our heritage to determine if the growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and scientific thought to help us understand the nation and its place in the last century. Students will be challenged to understand their place in the scope of national affairs; read closely, write effectively; and develop projects to refine their skills and contribute to the collective enrichment of the program. There will be program-wide symposia at the end of each quarter. Each symposium will provide a means of rounding out our work and will provide students with valuable experience in public speaking and presentation.  
Credit awarded in U.S. political and economic history, U.S. social and intellectual history, American economics and global connections, scientific thought and 20th-century physics and American literature.  
Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities, sciences and social science areas of inquiry, law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology and teaching.  
This program is also listed under First-Year Programs and Society, Politics, Behavior and Change.

Students who register for a program but do not attend the first class meeting may be dropped.

**American Places**  
Fall, Winter and Spring quarters  
Faculty: Sam Schragger, Kristina Ackley, Matt Smith  
Enrollment: 72  
Class Standing: This all-level program accepts up to 35 percent first-year students.  
Special Expenses: $200 for field trips in fall and spring quarters.  
Place absorbs our earliest notice and attention, it bestows on us our original awareness; and our critical powers spring up from the study of it and the growth of experience inside it. Sense of place gives equilibrium; extended, it is sense of direction too.—Eudora Welty  
This program will explore how places in America are created and experienced. We will learn how they have emerged at the intersection of geography and history, and how they are lived in, felt about, perceived, shaped, fought over, and transformed by persons and groups. As Welty says, we depend on being rooted in an actual place for our sense of who we are and what we can do. Yet in this age of unprecedented interchangeability of spaces, what happens to the distinctive character of places? In the face of the mobility, uprooting, and alienation endemic to American society, what connections to places do we have and can we hope to nurture?  
We will study dispossession and survival of Native American communities; experiences of place for African Americans and immigrant groups; place-based identities in the West, South, Midwest, and New England. We’ll look at the interplay of nature, economics, religion, and nationalism in urban and rural localities. We will examine how people infuse meaning into places through stories, literature, material culture, and collective practices. We’ll also examine moral implications of policies regarding place. We will conceive our subject broadly, to include not only Olympia and Chicago, Squaxin Island and Yosemite, but also homes and farms, classrooms and beauty salons.  
Students will develop skills as interpreters, writers, and researchers by studying scholarly and imaginative works and by conducting policy research and ethnographic fieldwork (observation, interviewing, documentation of social life). They’ll undertake an extended project on an American place of their choice, locally or elsewhere, in spring. Faculty will give strong support to upper-division students and seniors writing theses. The program is also recommended for students new to the Northwest who want to explore it at firsthand.  
Credit may be awarded in anthropology, literature, policy, U.S. history and community studies.  
Total: 16 credits each quarter.

**Contemporary Social Issues: Analyzing Critically, Arguing Persuasively**  
Fall and Winter quarters  
Faculty: Stephanie Coontz, Charles Pailthorpe  
Enrollment: 48  
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.  
Prerequisites: Students must be competent in the mechanics of writing and reading.  
Any student who demonstrates problems with grammar, sentence structure or syntax will need to participate in additional writing workshops.  
Special Expenses: Approximately $30 each quarter for travel expenses.  
This program will use sociological studies of controversial contemporary issues to aid students in analyzing and participating in current debates over social policy. Among the topics we may consider are such questions as the causes of poverty, what reforms are needed in the nation’s schools, how we should evaluate and respond to contemporary trends in marriage, divorce and single parenthood, and what areas of personal life and interpersonal relations are properly subject to regulation. Students will read, outline and evaluate a variety of viewpoints on these issues during fall quarter, preparing themselves to research and debate selected topics during winter quarter.  
This program stresses the development of critical tools of analysis, observation and argumentation, both written and oral. To hone those skills, we expect students to acquire and demonstrate competence in several different arenas, including: close textual analysis of authors’ assumptions, arguments, and use of evidence; ethnographic observations in the public schools; use of graphs and statistics; expository writing; and oral argumentation.  
Credit awarded in sociology, expository writing, history, debate, ethnography, social psychology, civics, sociology of education and family studies.  
Total: 16 credits each quarter.

Program is preparatory for careers and future studies in law, sociology, social psychology, public policy, education, political science and journalism.  
This program is also listed under First-Year Programs and Society, Politics, Behavior and Change.

Some programs may be cancelled and others added after this printing.  
For the most current information, see www.evergreen.edu/catalog.
This program is also listed under First-Year studies in visual art, printmaking, and writing.

Credit awarded in creative writing, editing, publishing, printmaking, bookbinding and history of the book.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in visual art, printmaking, book editing, design and production, and writing.

This program is also listed under First-Year Programs and Expressive Arts.

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Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Postmodernity and Postmodernism: Barth, Pynchon, Delillo, Murakami and World Cinema

Fall quarter
Facuty: Harumi Moruzzi
Enrollment: 25
Class Standing: Sophomore or above, transfer students welcome.
Special Expenses: Up to $30 for a field trip.
The 19th century was a heady century for the West and Japan that embraced the utopian notion of the perfectibility of human society through science and technology. By the beginning of the 20th century, however, this giddy sense of making human perfect was severely diminished by various iconoclastic ideas, such as Freudian psychoanalytical theory, Einstein’s theory of relativity and Heisenberg’s uncertainty principle. A bomb exploded in Hiroshima and Nagasaki. The experience of the Nazi holocaust and the atomic explosions in Hiroshima and Nagasaki.

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Postmodernism is strikingly similar to that of our time. It suffers from a sense of confusion, anarchy and dread, expressed in various art works in the early 1990s, is strikingly similar to that of our time. It suffers from a sense of confusion, anarchy and dread, expressed in various art works in the early 1990s.

The time, at the dawn of the 21st century, is generally and vaguely called the postmodern time or postmodernity. But, what is postmodernity? What is postmodernism? We will examine the state of our contemporary world, postmodernity, as manifested in the literary works of John Barth, Thomas Pynchon, Don DeLillo and Haruki Murakami, as well as in the films directed by Godard, Buñuel, and other contemporary filmmakers. We will explore the significance and implications of such literary and cinematic works through the various theoretical works of Baudrillard, Lyotard, Jameson, Habermas, and the like.

Credit awarded in literary theory, cultural theory, Japanese culture, Japanese literature, American literature, film studies, psychology and sociology.

Total: 16 credits.

This program is preparatory for careers and future studies in literature, cultural studies, film studies and sociology.

Religion, Race and Law in America
Fall and Winter quarters
Faculty: Lance Laird, Babacar M’Baye, José Gómez
Enrollment: 72
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.

Prerequisites: Two years of college, including some work in literature.
Special Expenses: Approximately $75 for theater tickets, depending on available performances.

During the 16th and 17th centuries, with the spread of the printing press, the Reformation’s emphasis on the written word, and a new scholarly interest in classical poetry, there was an explosion of new writing that resulted in what we now consider some of the richest literature in the western tradition. Many historians believe that people’s psychological experience also changed during this period with the formation of a new humanist sense of “self,” one that seems so natural to us today that we can hardly see it.

How did Shakespeare and his contemporaries reflect this shift toward modern subjectivity? Did the sudden outpouring of drama and the invention of the public stage affect or reflect this new “self”? Why were there such fervent protests against the new theater: what was so threatening about it, and perhaps about literature more broadly, during what we now call the early modern period? How did the regular cross-dressing of male actors on stage challenge and reflect the culture’s sense of gender identity?

There are some of the questions we’ll explore as we read Shakespeare, Marlowe, Spenser, Donne and several other Renaissance writers, as well as secondary historical sources on the Protestant Reformation, the rise of scientific thought, the culture of the royal court, and the rise of the public theater. Students should be prepared to engage and struggle with the unfamiliar language and ideas presented in a variety of early modern genres, including lyric and epic poetry, drama, and some early fiction. We will view and analyze adaptations of Shakespeare, some historical films about the culture out of which this rich literary tradition arose, and thematically related contemporary films about shifts in media technology and identity.

Students can continue in winter by enrolling in The Novel: Life and Form; it will explore what happens to fiction and the self from the 1800s to the present.

Credit awarded in literature, history and film.

Total: 16 credits.

Program is preparatory for careers and future studies in the humanities, social science, psychology, business, law and teaching.
Rhythmic Meditations
Fall, Winter and Spring quarters
Faculty: Mukti Khanna, Terry Setter, Sarah Williams
Enrollment: 48
Class Standing: Sophomore or above, transfer students welcome.
Special Expenses: $25 each quarter for art supplies; $25 each quarter for yoga workshop; $25 for drumming workshop. Internship Possibilities: With faculty approval.
This interdisciplinary, yearlong, intentional living laboratory will explore rhythm in relation to mind, consciousness and creativity. Half our work will take place in experientially based, all-program studio sessions. Individual and small group work including seminar and student-originated research projects will comprise the other half of each student’s credits.
This program will explore and is committed to alternative pedagogies including person-centered learning, open space technology, emotional and spiritual literacies, transformational education and somatic studies. Students will select an appropriate faculty and research focus each quarter.
Mukti Khanna studies transpersonal psychology, expressive arts therapy and image theater. She is interested in the relationship between personal transformation and social change.
Terry Setter studies music and its tribal, contemporary and historical practice. He is interested in studying rhythm, particularly drumming, within the context of the cultures and histories of those ready for advanced work.
Sarah Williams studies feminist theory, cultural studies and yoga. She is interested in exploring rhythms of the energetic body including vibrations of heart, thought and breath.
Credits awarded in cultural studies, psychology, women’s studies, somatic studies, music history, theory and composition and education.
Total: 12 or 16 credits each quarter.
Program is preparatory for careers and future studies in education, cultural studies, expressive arts, psychology, women’s studies, music and somatic studies.
The program is listed under Expressive Arts and Society, Politics, Behavior and Change.
Russia: Empires and Enduring Legacies
Fall, Winter and Spring quarters
Faculty: Patricia Krafcik, TBA
Enrollment: 48
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Join us on an extraordinary journey as we explore the diverse peoples, cultures, and histories of the region that was once demarcated by the borders of the Russian and Soviet empires. While we focus on the Russians, we will take a multicultural approach in our examination of other peoples who from ancient times have populated the vast expanses of Eurasian and Siberian steppelands and forests.
In Fall quarter, we will investigate Slavic, Turkic and Scandinavian contributions to early Russian society up to Russian imperial expansion in its 19th century zenith and the rise of the Russian Empire’s radical revolutionary intelligentsia. Winter quarter will emphasize the great transformations of 20th-century Russia—the Bolshevik Revolution, the Stalin terror and the anticipated collapse of the Soviet Union. Readings will include historical texts, epics and the literature of Pushkin, Gogol, Lermontov, Turgenev, Dostoevsky, Tolstoy, Chekhov, Solzhenitsyn, Akhmatova, Pasternak, Raspoutine and Petrovskaya.
Spring quarter provides an opportunity to pursue individual research and to explore in depth selected topics from Russia’s Eurasian culture through a series of workshops. These may be determined in part by the students and may include a study of the following: the cultures of distinctive ethnic groups, such as the Vikings, Mongols or Cossacks; Russian folklore; the Soviet Union in World War II; the Cold War; Soviet environmental practices; and the literature of one writer of the student’s choice.
Credit awarded in Russian history, literature, culture and writing. Upper-division credit will be awarded for upper-division work.
Total: 12 credits each quarter. Students may enroll in a separate and optional four-credit course in Beginning Russian through Evening and Weekend Studies. A similar program is expected to be offered in 2006–07. Program is preparatory for careers and future studies in the diplomatic service, international business, graduate studies in international affairs, and Russian studies. This program is also listed under First-Year Programs.
Telling the Truth
Fall and Winter quarters
Faculty: William Ray Arney, Sara Huntington

Course Description: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work. Telling the truth is a matter of craft. Students will learn an approach to writing and reading (and talking and editing) that is guided by the idea that writing is a persuasive act. They will develop skills through constant practice and will join in to master well-defined rhetorical techniques and forms. We will ground our work in the conflicting ideas of truth in Aristotle and Plato. We will explore standards of discourse in fiction, history, and science, examining how reason has become the most style most associated with truth, whether embedded in facts or narrative or synthetic analysis. We will confront the truth in different literary forms, from comedy and satire to science and sociology. Of every piece of writing, we will ask, How was this put together?

We will work against romantic notions of "voice"—which wrongly assume that there is a latent, essential self—and "inspiration"—which requires a heavy-breathing higher power—and against the Western metaphysics of truth. Students' writing will aim, simply, at telling the truth. In achieving mastery of rhetorical forms and developing their individual style, students will learn to fail well. They will know that telling the truth is hard work—more difficult than target practice, or other stochastic activities, and more than self-analysis, or other therapeutic indulgences—and that notable failures are valuable. Students in this program may, at times, feel good about their work, but that will happen only when they have done work that everyone knows is good—because they have told the truth. Successful students will never again have to write a single word that is not their own.

We're not kidding around here. We are offering an un-ironic invitation to students who want to know what it takes to write well and then to join serious conversations about truth, conversations that are guided by the idea that, even though it's not much, language is all we've got so it makes sense to use it well. If you're smart and determined, we want you to join in telling the truth. If you're longing for a life beyond relativistic maundering, sign up! How do human beings make sense of the complex and uncertain world in which we live? What conceptual frameworks do we use to impose order on our chaotic impressions?

In this program, we will present a series of case studies that explore different ways of apprehending the world. These cases will reveal how different ways of thinking ("disciplines") go about their work, often leading to quite different ways of seeing the same events. The approach is illustrated by a case study on the emergence of modern physics in the first half of the 20th century, leading to the creation of the atomic bomb. We will examine the underlying physics, the social and political context surrounding the development and deployment of the bomb, the ethics of science, and the significance of this event for art and literature. Other cases will include topics chosen from the natural sciences (e.g., Darwin and the theory of evolution), the social sciences (e.g., the development and application of intelligence testing) and philosophy (e.g., the conflict between love and duty in different cultures). In the fall and winter quarters, students will read significant works, participate in seminar discussions, write research papers, and develop scientific and quantitative skills. Three weeks will be devoted to each case study. Beyond talking about the disciplines, students will learn how scientists think and work by doing simple biological and physical experiments. Similarly, they will learn how historians approach their work by doing history. During the spring quarter, students will undertake a significant research project of their own choosing, using the methods of several disciplines. This project will be the culmination of each student's work in the program.

Credit awarded in history, literature, writing, history of science, science and other areas depending on the case studies selected.
Total: 16 credits per quarter.
Program is preparatory for careers and future studies in communications, law, public relations and campaign management.

Uncertain World, Uncertain Knowledge
Fall, Winter and Spring quarters
Faculty: Donald Morisato, John Cushing, Nancy Taylor
Enrollment: 72

Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.

How do human beings make sense of the complex and uncertain world in which we live? What conceptual frameworks do we use to impose order on our chaotic impressions?

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Credit awarded in history, literature, writing, history of science, science and other areas depending on the case studies selected.
Total: 16 credits per quarter.
Program is preparatory for careers and future studies in the humanities, social science and science.
This program is also listed under First-Year Programs and Scientific Inquiry.

Changing Minds, Changing Course
Winter quarter
Faculty: Virginia Hill
Enrollment: 25

Class Standing: Junior or senior, transfer students welcome.

Rhetoric and propaganda are nearly as old as language itself, yet now the mass media and the Internet extend a communicator's persuasive reach still more deeply into the lives of others, magnifying and distorting that influence. This program examines a wide range of planned influence attempts, from cults and brainwashing to political campaigns and Internet advertising, asking how communications media in concert with persuasive messages re-form the social landscape. We will study the psychology of persuasion, as well as the ways in which various communications media encourage or inhibit particular forms of discourse. We will also discuss how telecommunications policy and media ownership might affect the persuasion process. To better understand the interplay of media and mind changing, students will learn production techniques in print, video and the Internet, and they will closely analyze propaganda campaigns.

Credit awarded in persuasion and propaganda, mass media and society, public relations and campaign strategy. All upper-division credit.
Total: 16 credits.
Program is preparatory for careers and future studies in communications, law, public relations and campaign management.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
European Environmental History
Winter quarter
Faculty: Stacey Davis, Frederica Bowcutt
Enrollment: 50
Class Standing: Junior or senior, transfer students welcome.
Special Expenses: Approximately $30 for museum field trips.
This program will probe the complex and changing relationship between Western Europeans and their environment from the 17th century to the present, as seen through the lens of the larger social, cultural and artistic histories of those eras. Some of the subjects we will consider include: the impact of the early modern enclosure movement and increased land privatization across Europe; the importance of the Protestant reformation on Dutch land reclamation and the notion of humans' relationship to the sea; the link between 18th-century concepts of art, sociopolitical power and trends in garden design; the influence of both the Enlightenment and Romanticism on European attitudes towards nature; the larger environmental ramifications of European voyages of discovery and colonization; and the environmental impact of changes in scientific theory and methods, particularly in the 18th and 19th centuries. Finally, we will cap our quarter with a look at contemporary issues in scientific theory and methods, particularly in the 21st century, particularly the impact of both new European Union regulations and the popular rejection of genetically modified foodstuffs on Europeans' attitudes towards the environment today.
To aid our inquiries, we will read both secondary works of history and primary sources. We will study paintings, drawings and garden designs, and dip into poetry and period novels. Each student will complete intensive written assignments and give oral presentations. In addition, each student will write an extensive individual research paper using multiple scholarly sources.
Credit awarded in environmental history, European social and cultural history and art history.
Upper-division credit will be awarded for upper-division work.
Total: 16 credits.
Program is preparatory for careers and future studies in the humanities and the arts.
This program is also listed under Environmental Studies.

Nietzsche: Life, Times, Work
Winter quarter
Faculty: Marianne Bailey
Enrollment: 25
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: Core program and one year of humanities studies or two years college, during which students took at least three to four quarters of humanities courses.
Friedrich Nietzsche, artist-philosopher, first modernist and first postmodern philosopher, called himself a posthumous man, and said his readers were yet to be born. Nietzsche struggled physically to write; struggled financially to be published; and suffered the isolation of a self-exiled nomad. Born before his time, unread in his lifetime, his writings have influenced nearly every interesting mind since his death. A consummate stylist, Nietzsche saw philosophy as an art form; under his pen, philosophy danced over systematizing and rules of argumentation becoming essay, epigram, aphorism, parable, performance and puzzle.
Students in this program must be prepared for difficult readings, sustained hard independent work and high expectations. They will read, discuss and write about Nietzsche's major works. Each student will be responsible for the formal, oral presentation of a major Nietzsche interpreter and for a public reading and analysis of a passage from Nietzsche's work. Groups of students will create presentations/performances based on major concepts in Nietzsche's writings.
Credit awarded in philosophy, aesthetics and literature.
Total: 12 or 16 credits.
Program is preparatory for careers and future studies in the humanities and the arts.

The Novel: Life and Form
Winter quarter
Faculty: Thad Curtz, Hilary Binda
Enrollment: 50
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: Two years of college, including some work in literature.
From its beginning in the 1700s, the novel has aspired to give the effect of real life, to serve as a mirror of reality. For almost as long, perhaps because of this ambition, sophisticated readers and novelists have felt dissatisfied with its artificiality—its exhaustion and imminent death have been proclaimed again and again. Nonetheless, its aspirations and its features have made it the literary form in which central issues about how to live modern life—issues of morality and politics and money and love—have been most extensively explored. In fact, some argue that novels have helped invent and shape our changing impulses about those issues.
In this program, we'll trace the history of the form by reading a major novel a week, including works by Defoe, Austen, Dickens, Eliot, James and Woolf, as well as looking closely at technique in selections from others. Novels are often long, and we will also be paying some attention to their social and historical contexts; students should be prepared to read relatively large amounts each week. However, a good deal of our attention will be devoted to careful analysis of short passages. We'll expect to spend at least as much time looking at and carefully discussing the language through which the stories create their worlds as we talk about what happens to the "people" in them.
Credit awarded in literature, history and art history.
Total: 16 credits.
Program is preparatory for careers and future studies in the humanities, social sciences, psychology, business, law and teaching.
Self and Culture: Studies in Japanese and American Literature and Cinema
Winter quarter
Faculty: Harumi Moruzzi
Enrollment: 24
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Special Expenses: Approximately $30 for a field trip.

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

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

Credit awarded in Japanese literature, American literature, cultural studies, film studies and expository writing.
Total: 16 credits.

Program is preparatory for careers and future studies in cultural studies, film studies and the humanities.
This program is also listed under First-Year Programs.

OFFERINGS BEGINNING SPRING QUARTER

After Nietzsche: Arts, Literature and Philosophy in the Wanderer’s Shadow
Spring quarter
Faculty: Marianne Bailey
Enrollment: 25
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: Participation is based on prior reading of Nietzsche’s work, at least of Birth of Tragedy, Zarathustra, The Gay Science and Ecce Homo, or successful completion of winter quarter’s Nietzsche: Life, Time, Work.

Nietzsche’s writings have intrigued artists and writers since his death in 1900. Today, more than ever, he speaks to us and shapes intellectual discourse. His Birth of Tragedy from the Spirit of Music shaped both modernist experimentation in ritualized theater performance, and through the aesthetic tension of Apollinian and Dionysian forces, established a context for modernist aesthetic debate. His work placed the artist in the center of aesthetic metamorphosis; that is, the artist became a “work of art,” shaping 20th-century artists’ self-conception. Finally, his philosophical annexation of issues of styles and language, his “dancing philosophy” and his self-description as “artist-philosopher” made possible the postmodern theories most influential today. We will consider major writers marked by Nietzsche’s work, including Gide, Rilke, Mann, Hesse, Sartre, Yeats, Mishima, Bataille, Foucault, Deleuze, Derrida and Irigaray, as well as visual and performing artists.

Students will research and present a writer or artist of choice; they will demonstrate the relationship of that author to Nietzsche’s thought. In addition, they will also complete a body of creative or analytical work reflecting their encounter with Nietzsche, and with the works under study this quarter.

Credit awarded in philosophy, aesthetics and literature.
Total: 16 credits.

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

Business in Action
Spring quarter
Faculty: Cynthia Kennedy, Virginia Darney, William Bruner
Enrollment: 75
Class Standing: Sophomore or above, transfer students welcome.

This program will serve as both an introduction to business for students with little or no knowledge of the topic and as an opportunity to connect theory and practice for those who have studied business in the past. The program will begin with intensive examinations of business strategy and of the economics of business decisions. Then, all students will have an opportunity to put their business knowledge to the test in The Business Strategy Game, a remarkably realistic business simulation involving the manufacture of athletic shoes for world markets. We will also consider several alternative views of American business and the U.S. economic system as presented in literature and film.

Whether you are an aspiring capitalist, a critic of corporate capitalism or just curious about what makes the economy run, this program might be for you. You can expect to gain knowledge of business terminology, a grasp of the fundamentals of business practices, experience with business strategy, appreciation for business economics, and a sense of how businesses have been portrayed in American literature and film.

Credit awarded in business, economics and literature.
Total: 16 credits.

Program is preparatory for careers and future studies in business, economics and law.

This program is also listed under Society, Politics, Behavior and Change.

Spring Quarter

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
May racists burn crosses to express their supremacist views? May protesters burn flags to express their opposition to government policy? The First Amendment is most vulnerable to erosion when we fail to protect expression that some or many may find "unpopular," "offensive," "repugnant," "indecent," "subversive," "unpatriotic," "heretical," "blasphemous," etc. This program will be a comprehensive and critical examination of the wide range of issues implicated by the protection and censorship of expression.

We will use the case method to study every major free speech opinion issued by the courts. This intensive study focuses on the last 75 years, since it was not until well into the 20th century that the U.S. Supreme Court began to protect speech from governmental suppression. Our study of controversies will include the new challenges presented by hate speech, government-subsidized art, political campaign spending and new technologies such as the Internet.

Students will be expected to examine critically the formalist free speech paradigms that have evolved and to question the metaphor of the "free marketplace of ideas." Reading for the program will include court opinions, Internet resources and various books and journal articles that explore First Amendment theory and its application. Working in legal teams, students will develop appellate briefs on real free-speech cases decided recently by the U.S. Court of Appeals and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, hear arguments and render decisions.

Credit awarded in First Amendment Law: Free Speech, critical legal reasoning, legal research and writing and oral appellate advocacy. Total: 16 credits. Program is preparatory for careers and future studies in social science, constitutional law, education, journalism, public policy, political theory, history and political science.

Students who register for a program but do not attend the first class meeting may be dropped.

Image Conscious: The Emergence of the Self in Early Modern Europe
Spring quarter
Faculty: Stacey Davis, Hilary Binda
Enrollment: 50
Class Standing: Junior or senior, transfer students welcome.

Special Expenses: Approximately $50 for field trips and theater tickets.

What does it mean to be an individual? For most of us, our sense of ourselves as unique beings with special identities, goals and desires is one of the fundamental cornerstones of our existence. We spend much of our lives searching to define and redefine ourselves as individuals, looking to find, explain and explore that core of our being that sets us apart from the rest of the world. But, what if the notion of "self" we hold so dear was itself a creation of social and historical forces? This program explores the ways in which the modern sense of self emerged in Western Europe between the Reformation and the Enlightenment.

In an era rocked by earth-shattering changes in religion, literature, art, philosophy, science and society, common people and intellectuals alike developed a new "image consciousness" that went hand-in-hand with both the "emergence of subjectivity" and the "discovery of sexuality and sexual identity."

How do Shakespeare's plays highlight these new concerns about sexuality and identity? What does the very existence of the modern literary form owe to new ideas of the self? What does the new obsession with perspective in painting, with maps, grids and imperialism say about the rise of the "individual?" And how do new discoveries in science and new political and social realities tie into the early modern "image consciousness?"

We will trace the links between the religious, Reformation and new styles of drama, literature and art. Students will complete substantial research projects as a capstone to their studies. Readings might include Shakespeare's Cymbeline and The Winter's Tale, the poetry of John Donne, studies of Rembrandt, Rubens and Vermeer, and histories of gender and the body in early modern Europe. Students should expect to do close reading of works of literature and art and to weave a study of historical context into their investigations.

Credit awarded in literature, Renaissance studies, literary criticism, art history, intellectual history, philosophy and history of science and early modern European history. Total: 16 credits. Program is preparatory for careers and future studies in literature, art history, history and writing.

Faulkner and Friends
Spring quarter
Faculty: David Hitchens, Tom Grissom
Enrollment: 48
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.

William Faulkner was one of many significant writers who emerged from the American South in the 20th century. Faulkner was noted for his creative, original work with language, time, consciousness and the influence of history upon humans. Many others populate the pantheon of Southern writers, such as Eudora Welty, Carson McCullers, Flannery O'Connor, Peter Taylor, James Weldon Johnson, Jean Toomer, Robert Penn Warren, Richard Wright, Tennessee Williams, Ralph Ellison, James Agee, Walker Percy and Shelby Foote. Faulkner and his "friends" offer the discerning reader important insights into the relationship between culture and art, and the lasting impact of the struggle for racial equality in the region.

We will conduct a close study of Faulkner and other selected Southern authors to see how the past has affected art and continues to influence American culture. While exploring such issues, we will use history, economics, sociology, literature, literary analysis and popular culture to help us understand the Southern contribution to national letters and its place in the last century. Students will be expected to closely read and effectively develop projects to refine their skills and contribute to the collective enrichment of the program. A program-wide symposium at the end of the quarter will provide a means of reviewing our work and will provide students with valuable experience in public speaking and presentation.

Credit awarded in U.S. social and intellectual history, American studies and American literature. Total: 16 credits. Program is preparatory for careers and future studies in the humanities and social science areas of inquiry, law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology and teaching. This program is also listed under First-Year Programs.
slavery in Africa and the Americas
Spring quarter
Faculty: Babacar M'Baye, Michael Pfeifer
Enrollment: 50
Class Standing: Junior or senior, transfer students welcome.
Between 1619 and 1863, the “peculiar institution” of slavery profoundly shaped American culture, political institutions, and social institutions. Almost 244 years after the Dutch merchants brought the first African slaves to Virginia, African Americans transformed America’s institutions by making the Civil War into a war for freedom, thereby compelling the Union Army and President Abraham Lincoln to recognize their emancipation. Perhaps slavery’s most important legacy was how it shaped racial ideologies and racist notions and practices that have profoundly influenced American history. These ideologies and concepts of “race” are traceable to the transatlantic slave trade that radically transformed institutions and societies in the United States, Africa, the Caribbean, Europe, and other places in the world.
Taking a comparative approach, we will study the history of African slavery through cultural and social lenses by examining West African cultures and history. We will explore the rise of the transatlantic slave trade and the African experience of the Middle Passage, slavery in the northern and southern colonies, the formation of American racism, slavery in the American Revolution, slave folklore and cultural expression, slave resistance, the slave-holding class in Antebellum America, the abolitionist movement, and the process of the emancipation of the slaves. At times, we will also compare the experience of the African diaspora in slavery and emancipation in North America with that in the Caribbean and Latin America.
We will read intensively in historical studies, folklore, slave narratives, and oral history, travel narratives, and literary expression. Employing an approach that is thoroughly analytical and historically contextualized, we will discuss these readings and write about them. We will also listen to music that reflects the hybridity of African American and American cultures that resulted from the encounter of African and European American cultures in slavery.
Credit awarded in West African history, American history, African American literature, African American folklore and the history of American music. Upper-division credit will be awarded for upper-division work.
Total: 16 credits.
Program is preparatory for careers and future studies in the humanities, teaching, law, and other professions.

Student Originated Studies: American Studies and Humanities
Spring quarter
Faculty: David Marr
Enrollment: 25
Class Standing: Junior or senior or for sophomores prepared to carry out advanced study.
Faculty Signature: Students must draw up an Independent Learning Contract in consultation with David Marr. Contract proposals received between January 10 and March 1, 2005, will be given priority. For more information contact David Marr, (360) 867-6751, or The Evergreen State College, Lab II, Olympia, WA 98505 or marrd@evergreen.edu
Student Originated Studies (SOS) offers opportunities for advanced students to create their own course of study and research. Prior to the beginning of spring quarter, interested individual students or small groups of students consult with the faculty sponsor about their proposed projects. The project is then described in an Independent Learning Contract. The faculty sponsor will support students to do research in American literature, American history and American philosophy, as well as other area of the humanities.
Previous SOS projects by Evergreen students have centered on such topics as Utopia, the Blues, comedy and tragedy, George Orwell, the concept of ideology, American pragmatism, the Harlem Renaissance and the Emerson-Ellison axis in American thought.
Credit awarded will reflect the students’ individual course of study and research.
Total: 16 credits.
Program is preparatory for careers and future study in the humanities, American studies, teaching, law, business and the arts.

Thinking Straight
Spring quarter
Faculty: David W. Paulsen
Enrollment: 24
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Do you want to work on improving your critical reasoning skills? This program will focus on techniques of understanding and criticizing arguments and theories. It will emphasize a cooperative, dialogic approach to deciding what to believe. Thinking Straight will cover standard topics in informal logic including argument reconstruction, assessment of validity and fallacies. It will also explore reasoning in two domains: science and ethics. The core text will be Cederblom and Paulsen, Critical Reasoning: Understanding and Criticizing Arguments and Theories, 5th edition. We will apply critical reasoning techniques to a number of contemporary, contentious issues found in a variety of texts including full books as well as newspaper editorials and columns, Internet documents, and journal articles. We will also discuss the extent to which standards of reasoning are general and how patterns of reasoning might differ in different, specific domains.
Credit awarded in informal logic, introduction to philosophy of science, introduction to ethics and expository writing.
Total: 16 credits.
Program is preparatory for careers and future studies in philosophy, science and law.
This program is also listed under First-Year Programs and Scientific Inquiry.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Women's Voices and Images of Women: Studies in Literature and Cinema

Spring quarter
Faculty: Harumi Moruzzi, Stephanie Kozick
Enrollment: 48

Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.

This interdisciplinary program is designed for students who are interested in the cross-cultural exploration of the concept of woman and her voice/selfhood.

The heterogeneity of women that we encounter in literature, art and cinema, as well as in our daily lives, often makes us wonder if there is any such an entity as the universal woman. Each woman seems to possess her individual identity, even when she appears to conform to the socially prescribed women’s role. We will explore the concept of woman and her selfhood by examining the voices of women in literature, art and philosophy, while comparing them with the images of women presented in cinema and media. These explorations will be conducted through lectures, workshops, film viewing, book and film seminars and through critical writings. Our study will adopt an international perspective, which will add breadth and depth to our investigations of women as autonomous human beings living in substantial social contexts.

Credit awarded human development, gender studies, cultural studies, literature, film studies and expository writing.
Total: 16 credits.

Program is preparatory for careers and future studies in human development, gender studies, cultural studies, film studies and literature.
This program is also listed under First-Year Programs.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.

Students who register for a program but do not attend the first class meeting may be dropped.
Environmental Studies at Evergreen offers broadly interdisciplinary academic studies within and across three distinctive thematic areas. In any year, each of the three thematic areas will explore some of the specific topics listed in each category.

(I) Human Communities and the Environment—addresses environmental policy, ethics and human relations with, and ways of thinking about, the natural world. It includes community studies, political economy, geography, environmental economics, environmental health, history and planning.

(II) Natural History—focuses on observation, identification and interpretation of flora and fauna using scientific field methods as a primary approach to learning how the natural world works. It includes ecology, ornithology, mammalogy, herpetology, entomology, botany and mycology, with exploration of issues in biodiversity.

(III) Environmental Sciences—deals primarily with the study of the underlying mechanisms and structures of natural systems, both living and nonliving. Environmental sciences often involve significant laboratory and field work. They include chemistry, biology, geology, hydrology, oceanography, climatology, physiological ecology, evolutionary biology, forest ecology, biogeochemistry and marine biology.

Each of these thematic areas will always be offered for students who wish to focus on a particular theme, although there will also be significant overlap. Programs will be interdisciplinary among themes, as well as within a particular theme. Students should also consider offerings in political economy, physical science and mathematics.

Please note that if you intend to pursue graduate studies in environmental studies or science, a minimum of one full year of undergraduate study in biology, chemistry and statistics is recommended. Some graduate programs also require physics. These subjects may also be prerequisites to some of the upper-division environmental studies programs. Students should also consider gaining research experience by participating in Advanced Research in Environmental Studies, this can serve as a capstone to their academic work in this planning unit.

To help you pick your programs, the descriptions on the following pages list the significant content and credits in each of the three thematic areas. Additionally, all Environmental Studies faculty can advise you on your choice of program. The Environmental Studies coordinator will also be aware of changes and additions to the catalog that occur because of the two-year lag between the creation of the catalog and the actual offerings.

It is important to realize that program titles and content change from year to year. Every year we offer one or two versions of Introduction to Environmental Studies intended for second-year and transfer students and open to well-prepared first-year students. Ecological Agriculture and Marine Life are offered on an alternate-year basis. Temperate Rainforests and Tropical Rainforests are offered on an alternate basis with programs focused on the Pacific Northwest. Programs focusing on human communities and environmental policy are also offered every year, although the program titles change. The Masters in Environmental Studies (MES) program shares faculty with the undergraduate curriculum, and frequently MES electives, which are taught in the evenings, allow advanced undergraduates to enroll.
Advanced Research in Environmental Studies
Fall, Winter and Spring quarters
Faculty: Gerardo Chin-Leo, Martha Henderson Tubesing, Heather Heying, Lin Nelson, Ken Tabbutt, Erik V. Thuesen
Enrollment: 25
Class Standing: Junior or senior.
Prerequisites: Negotiated individually with faculty sponsor.
Faculty Signature: Students must contact individual faculty to work out arrangements. Graduate students must also get signature of MES director.
Special Expenses: There may be transportation costs involved in field work.
Rigorous quantitative and qualitative research is an important component of academic learning in Environmental Studies. Research design, data acquisition and interpretation, written and oral communication, collaboration and critical thinking skills will be developed in this program. These research skills are of particular importance for those students interested in pursuing a graduate degree, and can provide important experience for graduates in the job market. Several faculty in the Environmental Studies planning unit are currently engaged in research projects and want advanced students to participate in these investigations. The research, conducted by the student, would generally last multiple quarters and function as a capstone of their academic work at Evergreen. Students can take advantage of this program to write a senior thesis.
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.
Martha Henderson Tubesing studies the ways in which humans transform Earth’s surfaces. She is particularly interested in cultural and social ideas that become evident in landscapes. Students interested in cultural landscapes, ethnic studies, environmental history, land-use patterns and urban agriculture are encouraged to develop projects. Qualitative research methodologies will be taught.
Heather Heying studies the evolution, ecology and behavior of amphibians and reptiles. Students with a strong interest in field work and a background in relevant biological theory will have the opportunity to combine the theoretical with the empirical, while gaining experience in hypothesis generation, experimental design, field methods and data interpretation.

Lin Nelson is a social scientist who has worked with national and regional organizations doing research and advocacy on the linkages among environment, health and community. Students who would like to assist in developing case studies of environmental health in Northwest communities (with a focus on environmental justice and environment–labor connections) can contact her. A related area, for students with sufficient preparation, is the examination of Washington state’s plan to phase out selected persistent, bioaccumulative toxics.

Environmental Studies

Community Food Systems in Cuba and Costa Rica
Fall and Winter quarters
Faculty: Martha Rosemeyer, Martha Henderson Tubesing
Enrollment: 50
Class Standing: Junior or senior.
Prerequisites: Experience with agriculture or rural development is desirable. By the beginning of winter quarter, intermediate conversational Spanish is required.
Enrollment in fall quarter does not guarantee enrollment in winter quarter. Winter quarter enrollment is contingent upon a successful study abroad application submitted during fall quarter.
Special Expenses: Approximately $3,400 for airfare, living expenses and transportation to Cuba and Costa Rica.

Internship Possibilities: With faculty approval if students remain in Costa Rica at the end of the program.

Travel Component: Seven weeks during winter quarter in Cuba and Costa Rica.

Community food systems have been used to describe an ideal food system in which there is local production and consumption that maximizes human and ecosystem health. Cuba stands out as the world leader in tropical sustainable agriculture and urban production —Havana is reported to produce some 90 percent of the vegetables consumed in the city. Costa Rica provides the contrasting situation where food for urban subsistence is mainly produced in rural areas. What can we learn from the Cuban and Costa Rican experience in community food systems that can be applicable here? How does community food security contribute to development?

After studying Latin American tropical agriculture, geography, development, Spanish and community food systems during fall quarter, winter quarter we will travel to Cuba and Costa Rica for seven weeks to explore their experiences with urban and organic agriculture. Students will carry on their own research projects in Costa Rica. We will return to Olympia to finish our research writing the last two weeks of the quarter. The spring quarter Farm to Table program will allow us to compare Latin American community food systems with those of Olympia, Washington.

Credit awarded in topics in community food systems, urban agriculture, tropical cropping systems, Latin American geography and development.
Total: 16 credits each quarter.

Program is preparatory for careers and future studies in botany, ecology, entomology, environmental studies, marine science, zoology and taxonomy.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems
Fall, Winter and Spring quarters
Faculty: Debra Ray, Clyde Barlow, James Stroh
Enrollment: 45
Class Standing: Any senior or junior, transfer students welcome.
Prerequisites: One year of college chemistry and college algebra required; and trigonometry strongly recommended.
Special Expenses: Approximately $250 for one-week field trip to Sun Lakes in Eastern Washington.
Internship Possibilities: Under special circumstances with faculty approval.
Baseline assessment of natural systems and their environmental contamination requires accurate chemical and geological measurements. Students will study geology and chemistry of aquatic systems, using theoretical and experimental methods. This program will integrate chemical and physical applications of geology to aquatic systems. Instrumental techniques of chemical analysis will be developed in an advanced laboratory and technical writing will be emphasized.
During fall and winter quarters, topics in physical geography, hydrology, geomorphology, analytical chemistry, GIS, statistics and instrumental methods of chemical analysis will be addressed. Students will begin group projects working on the physical and chemical properties of aquatic waters, lakes, streams. Methods and procedures based on EPA guidelines will be developed to analyze for trace materials using atomic absorption spectrophotometry, inductively-coupled plasma spectroscopy, polarography, ion chromatography and GC-mass spectrometry. Computers and statistical methods will be used extensively for data analysis and simulation as well as for work on GIS.
Spring quarter will be devoted largely to project work and completing studies of statistics and analytical chemistry. Presentation of project results in both oral and written form will conclude the year.
Credit awarded in geochemistry*, geochemistry*, analytical chemistry*, Geographic Information Systems*, statistics*, chemical instrumentation* and group projects*. Students leaving at the end of fall quarter will receive lower-division credit. Students who satisfactorily complete at least fall and winter quarters will receive upper-division credit for both quarters.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in geology, hydrology, chemistry, environmental analysis and environmental fieldwork. This program is also listed under Scientific Inquiry.

Forests in Space and Time: Introduction to Environmental Studies
Fall and Winter quarters
Faculty: Paul Przybylowicz, Heather Heying
Enrollment: 48
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Special Expenses: Approximately $150 for overnight field trips in Washington and through Oregon and California to study western forests.
Why do forests look the way they do? What forces in current time and in history have shaped the forest ecosystems and the organisms within them? This program will examine these forces that operate on many different levels of scale—from landscape to organism. These include biotic factors such as the underlying geology and climatic influences, as well as biotic factors such as competition, succession and resource availability. In addition, we will consider evolutionary forces that shape organisms and their behavior, both in plants and animals, and attempt to explain current observations in terms of evolution and adaptations. A wide range of forest ecosystems—from tropical to boreal—will be used as examples to explore various processes. All of the world's forests have been impacted to varying degrees by humans. We will examine some of the underlying social and political forces that have shaped forests.
Credit awarded in forest ecology, evolution-ary biology, scientific writing and research, botany and zoology.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in field biology, evolution, ecology and other life sciences.
This program is also listed under First-Year Programs.

Introduction to Environmental Studies: Communities and Their Environment
Fall and Winter quarters
Faculty: Amy Cook, TBA
Enrollment: 48
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Prerequisites: High school algebra presumed.
Local communities can have a tremendous influence in the protection or development of their local environments, both urban and rural. This program will examine the range of ways that communities become involved in conservation and in doing so, explore the relationships among science, policy and community. Grassroots organizations generate a voice and are a vehicle for involvement; they are an important link between the individual and the community. This program will use a series of case studies to explore this topic, paying particular attention to grassroots organizations and their influence in environmental enhancement.
In fall quarter, the program will focus on biotic systems. Ecology and conservation biology will be the general themes. A variety of issues including salmon ecology and marine protected areas will be addressed. In winter quarter, the focus will shift to environmental chemistry and issues consistent with aqueous chemistry, biogeochemical cycles and atmospheric pollution. The cause of acid rain, global warming and nitrogen loading will be covered as will the policies regarding these problems and the role of community involvement.
This program is designed to introduce students to the principles of ecology, public policy and community development. Our studies will serve as a foundation for more advanced work in environmental studies. This is an excellent entry point for transfer students interested in gaining a broad, integrated introduction to environmental studies.
Credit awarded in ecology, conservation biology, community studies, introductory environmental science, environmental policy, community development, planning and environmental education.
This program is also listed under First-Year Programs.

* Indicates upper-division credit
Political Ecology of Land
Fall and Winter quarters
Faculty: Ralph Murphy, Carolyn Dobbs
Enrollment: 50
Class Standing: Sophomore or above, transfer students welcome.
This upper-division program will provide an interdisciplinary, in-depth focus on how land has been viewed and treated by humans historically and in contemporary times. We will pay special attention to the political, economic, social, cultural and environmental contexts of land use. We will also look at land ethics, concepts of land ownership and efforts to regulate land uses and protect lands that have been defined as worthy by society.
To understand the context, role and purposes of land policy and regulation, several social science disciplines will be explored. Selected aspects of the following topics will be used to evaluate human treatment of land primarily in the United States: history and economic development; the structure and function of American government and federalism; public policy formation and implementation; land-use planning and growth management; elements of environmental and land-use law and economics; fiscal analysis of state and local governments; and selected applications of qualitative and quantitative research methods. Taken together, these topics examine the diversity of ideas and skills for developing an in-depth analysis of land issues.
Our goal is to have students leave the program with a comprehensive understanding of the complexity of issues surrounding land. The program will include lectures, seminars, guest speakers, research workshops, field trips in Western Washington, and individual and group research projects and presentations.
Credit awarded in land-use planning and growth management*, policy analysis*, natural resource management*, statistics, principles of economics, American government and federalism, literature, case studies in environmental policy and implementation*, research methods and projects*. 
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in land use and environmental planning, policy development and fiscal analysis, environmental and natural resource management.
This program is also listed under Society, Politics, Behavior and Change.

Sustainable Design: Green Means
Fall and Winter quarters
Faculty: R. T. Leverich, TBA
Enrollment: 40
Class Standing: This all-level program will provide appropriate support for first-year students as well as supporting/encouraging students who are ready for advanced work.
Special Expenses: Approximately $150 each quarter for design studio equipment and supplies; $125 each quarter for overnight field trips.
What means do we use to shape the Earth and its living systems, to live, work and move about? Are these means ethical, sustainable and beautiful? Ecological design proposes means that are responsive and responsible to place and community, that reuse and renew materials and energy, and that draw lessons from natural systems and forms and longstanding human responses to them.
Students will study and do research in landscape ecology, energy systems and environmental design history, and bring lessons from these disciplines to an integrative design studio—the locus of activities for the program. Studio projects will address drawing and design fundamentals, thinking in three dimensions, site survey and analysis, programming, user involvement, ecological design responses, building science basics, energy use, and presentation skills. Projects may range in scale and focus, from a comic strip promoting safe disposal of hazardous household wastes to portable, self-sustaining shelters for disaster victims or from a strip-mine restoration plan to an energy conserving hairdryer. Students will augment their graphic means of study and expression with computer workshops. Work discussions, readings, seminars and writing assignments will address how we, as individuals and as communities, can design spiritually and physically sustaining means of coexisting with the living systems of our home planet.
Credit awarded in environmental design, ecology and natural sciences, visual art and expository writing.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in environmental studies, environmental design, architecture and the visual arts.
This program is also listed under First-Year Programs; Expressive Arts; and Scientific Inquiry.

Students who register for a program but do not attend the first class meeting may be dropped.
Teaching Gardens
Fall quarter
Faculty: Frederica Bowcutt
Enrollment: 12
Class Standing: Junior or senior.
Faculty Signature: Students must submit a portfolio of botanical illustrations or graphic arts work, a writing sample, and a letter of recommendation or evaluation from their last Evergreen program to Frederica Bowcutt, bowcuttf@evergreen.edu or The Evergreen State College, Lab II, Olympia, WA 98505. Portfolios received for field trips. Special Expenses: Approximately $150 for field trips.
We will link theory and praxis in the creation of an arboretum on Evergreen's campus. We will reflect on the following questions: How might we increase the educational value of the "green fringe" around our buildings? How might an arboretum or botanic garden look that fosters values such as social justice and multiculturalism? To develop a historical context for understanding arboreta, we will consider the relationship between people and gardens, including the influence of Buddhism on Asian garden design; the influence of Persian gardens on Europeans; the impact of Christianity on garden design and land use; the link between imperialism and Renaissance collections of plants; the influence of Romanticism on European attitudes towards nature; the larger environmental ramifications of European voyages of discovery and colonization; and the environmental impact of changes in scientific theory and methods, particularly in the 18th and 19th centuries. Finally, we will cap our quarter with a look at contemporary issues in the 21st century, particularly the impact of both new European Union regulations and the popular rejection of genetically modified foodstuffs on Europeans' attitudes towards the environment. To aid our inquiries, we will read both secondary works of history and primary sources. We will study paintings, drawings and garden designs, and dip into poetry and period novels. Each student will complete intensive written assignments and give oral presentations. In addition, each student will write an extensive individual research paper using multiple scholarly sources.
Credit awarded in environmental history, European social and cultural history and art history. Upper-division credit will be awarded for upper-division work. Total: 16 credits. Program is preparatory for careers and future studies in environmental studies, history, art history and cultural studies. This program is also listed under Culture, Text and Language.

European Environmental History
Winter quarter
Faculty: Stacey Davis, Frederica Bowcutt
Enrollment: 50
Class Standing: Junior or senior, transfer students welcome.
Faculty Signature: This program will probe the complex and changing relationship between Western Europeans and their environment from the 17th century to the present, as seen through the lens of the larger social, cultural and artistic histories of those eras. Some of the subjects we will consider include: the impact of the early modern enclosure movement and increased land privatization across Europe; the importance of the Protestant reformation on Dutch land reclamation and the notion of humans' relationship to the sea; the link between 18th-century concepts of art, sociopolitical power and trends in garden design; the influence of both the Enlightenment and Romanticism on European attitudes towards nature; the larger environmental ramifications of European voyages of discovery and colonization; and the environmental impact of changes in scientific theory and methods, particularly in the 18th and 19th centuries. Finally, we will cap our quarter with a look at contemporary issues in the 21st century, particularly the impact of both new European Union regulations and the popular rejection of genetically modified foodstuffs on Europeans' attitudes towards the environment. To aid our inquiries, we will read both secondary works of history and primary sources. We will study paintings, drawings and garden designs, and dip into poetry and period novels. Each student will complete intensive written assignments and give oral presentations. In addition, each student will write an extensive individual research paper using multiple scholarly sources.
Credit awarded in environmental history, European social and cultural history and art history. Upper-division credit will be awarded for upper-division work. Total: 16 credits. Program is preparatory for careers and future studies in environmental studies, history, art history and cultural studies. This program is also listed under Culture, Text and Language.

Introduction to Environmental Modeling
Winter quarter
Faculty: Robert Cole
Enrollment: 25
Class Standing: Sophomore or above.
Faculty Signature: This program will provide a broad survey of environmental and ecological systems that lend themselves to modeling methods. This rapidly expanding field is becoming an essential component of environmental restoration projects, wildlife management and enhancement, understanding biogeochemical cycles, designing sustainable resource economic systems, and developing better tools for ecological management. We will use a series of case studies to illuminate the process of building and modifying mathematical models of the environment. Topics will include population models such as competition and predation models; metapopulation analysis; energy flows; hydrologic phenomena; primary production; and pollution models. The tools we will develop can be applied to a wide variety of settings, including the study of chaos and chaotic behavior in biological and ecological systems. This program will be excellent preparation for any advanced environmental program.
In workshops, we will develop many of the mathematical tools and computer skills necessary to understand the models we'll investigate, such as calculus, which will be offered as a modular part of the program and the Stella modeling software. No prior background in computing is assumed. Students should, however, be willing to learn new software and apply new mathematical techniques to a variety of situations and case studies. Students will be expected to complete an independent or group project and present it to the class at the end of the quarter.
Credit awarded in environmental modeling, calculus, research topics in environmental modeling and mathematical ecology.
Total: 16 credits. Students who have completed a first course in calculus may enroll for 12 credits.
This program is preparatory for careers and future studies in environmental science, natural resource management, environmental policy, hydrology, medicine and the physical and biological sciences.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Marine Life: Marine Organisms and Their Environments
Winter and Spring quarters
Faculty: Erik V. Thuesen, TBA
Enrollment: 50
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: Two quarters of college chemistry with labs; two quarters of biological sciences with labs; and college-level algebra.
Special Expenses: Up to $150 per quarter for overnight field trips.

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

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

Credit awarded in biological oceanography, marine biology, invertebrate zoology, marine science laboratory and marine science research. Although circumstances may change, we anticipate that all credit will be designated upper-division science for those students completing both quarters of the program.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2006-07.

Program is preparatory for careers and future studies in marine science, environmental science and other life sciences.

Animal Behavior
Spring quarter
Faculty: Heather Huying
Enrollment: 25
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: One year of college-level biology; one year of college-level writing.

Students should also have background in evolutionary and ecological theory, or be prepared to quickly catch up with substantial readings from the texts, as described on the program Web site, that we will not be discussing in class.

Special Expenses: Approximately $125 for overnight field trips; and any expenses associated with independent research projects (in most cases $0-$100).

What do animals do? How do animals achieve these things? Why do animals do what they do? In this program, students will begin to answer these questions with extensive use of the existing literature, and by generating their own data in independent research projects. Animals hibernate, forage, mate, form social groups, compete, communicate, care for their young, and so much more. They do so with the tools of their physiology, anatomy, and, in some cases, culture, for reasons having to do with their particular ecology and evolutionary history. By focusing on the interplay between ecology and evolution, we can understand animal behavior.

In this program, we will begin with a review of animal diversity, and continue our studies of behavior from both a theoretical and an empirical perspective. Students will be expected to engage with the complex and often contradictory scientific predictions and results that have been generated in this field, as well as undertake their own, intensive field research. After studying the methods, statistical tests, and literature base frequently used in behavior research, students will generate their own hypotheses, and go into the field to test them over several weeks of research. Research will be written up into scientific papers and presented to the entire program in a mini-conference in the final week.

Some topics that we will focus on include mating systems, territoriality, female mate choice, competition, communication, parental care, game theory, plant/animal interactions and convergent evolution. Seminar readings will focus on one group of animals in particular: the primates, including Homo sapiens.

Credit awarded in behavioral ecology, evolution, zoology and biological anthropology. Upper-division credit will be awarded for upper-division work.

Total: 16 credits.

A similar program is expected to be offered in 2006-07.

Program is preparatory for careers and future studies in field biology, evolution, ecology and other life sciences.
Farm to Table: Topics in Local and Global Food Production
Spring quarter
Faculty: Martha Rosemeyer, Martha Henderson Tubbing
Enrollment: 48
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Special Expenses: $75 per student for field trip, food and other program expenses.
Internship Possibilities: With faculty approval.
This program offers students a flavorful buffet laden with local and global food systems topics. Students will explore the U.S. food system, grow food at Evergreen’s organic farm, investigate issues in agricultural and food system policy, compare Olympia food systems with urban food systems in Central America, and learn cooking skills at weekly program meals.
Students will participate in lectures, workshops, field trips, films, program meals and seminar. Students are expected to maintain a weekly activities journal, write several brief themes and complete a library research project resulting in an annotated bibliography and a seven- to ten-page paper.
Specific activities will include: local farm tours, visits to a farmers’ market and community supported agriculture farm’s, composting and organic gardening workshops, a food preservation workshop, a U.S. farm policy workshop and weekly meals involving students’ cooking, among others.
Credit awarded in topics of community food systems and sustainable agriculture.
Total: 16 credits.
Program is preparatory for careers and future studies in community and urban food systems, food system policy and sustainable agriculture.
This program is also listed under First-Year Programs.

Plant Ecology and Taxonomy
Spring quarter
Faculty: Frederica Bowcutt, TBA
Enrollment: 50
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: Introduction to plant biology, including evolution and morphology.
Faculty Signature: Interested students should submit a letter outlining their background in botany, interest in the program and class standing by the Academic Fair, March 2, 2005. Send letters to Frederica Bowcutt, The Evergreen State College, Lab II, Olympia, WA 98505 or bowcutt@evergreen.edu. Qualified students will be accepted into the program until the program fills.
Special Expenses: Approximately $250 for field trips.
We will examine the fundamentals of plant ecology and taxonomy. Lectures will loosely follow the textbook readings. Students will work in the laboratory learning how to use Hitchcock and Cronquist’s Flora of the Pacific Northwest, a technical key for identifying unknown plants. We will spend time in the field and laboratory discussing the diagnostic characters of plant families. Our seminar readings of scientific journal articles will focus on vegetation ecology. Students will learn basic vegetation sampling methods that they will apply to a field project. This project will allow students to develop data analysis and presentation skills, in addition to learning about field methods. Two multiple-day field trips, a requirement of the program, will give students an opportunity to learn about Pacific Northwest plant communities in the field.
Credit awarded in plant taxonomy*, plant ecology*, and vegetation of the Pacific Northwest*. Total: 16 credits.
Program is preparatory for careers and future study in conservation, ecological restoration, forestry, natural resource management, plant ecology or plant taxonomy.

Protected Areas?
Spring quarter
Faculty: Carolyn Dobbs
Enrollment: 25
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: At least two quarters in an intermediate- or advanced-level program in environmental studies.
The program will explore the histories of protected areas and issues of indigenous rights, use patterns within national parks and other protected areas, biodiversity and conservation, governance systems, transnational boundary issues, concepts and realities of ecotourism, and the role of domestic and international environmental organizations.
Class time will focus on lectures and discussions on these topics using books such as Continental Conservation by Michael Soule, et al., Preserving Nature in National Parks by Richard Sellars, American Indians and National Parks by Robert Keller, et al., Parks in Peril, edited by Katrina Brandon, Ecotourism and Sustainable Development by Martha Honey, Biodiversity and Conservation by Michael Jeffries, and Our National Parks by John Mait.
We will also have guest lectures by practitioners in the field such as representatives of Nature Conservancy, local land trusts, state agencies that administer protected areas and relevant federal agencies. Students will also develop at least two research projects. These will enable students to gain a fuller understanding of protected areas in other countries and to look in some depth at critical issues in the field such as indigenous rights and protected areas, community-based ecotourism, the relationship between endangered species protection and protected areas, or the impact of conflict and war on the protected areas.
Credit awarded in environmental studies*, protected areas*, biodiversity* and conservation*.
Total: 16 credits.
Program is preparatory for careers and future studies in environmental studies especially in areas of land-use planning and regulation, international conservation, ecotourism, biodiversity, comparative legal and administrative systems.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.

* Indicates upper-division credit
EXPRESSIVE ARTS

Affiliated Faculty:
Susan Aurand - Visual Art
Andrew Buchman - Music
Mario Caro - Art History
Arun Chandra - Music
Andrew Buchman - Music
Caryn Cline - Film/Media Studies
Sally Cloninger - Film/Video
Doranne Crable - Performance Studies, Literature
Joe Feddersen - Visual Art
Anne Fischel - Film/Video
Terry Setter - Music
Ju-Pong Lin - Film/Video
Jean Mandenberg - Visual Art/Architecture
Lucia Harrison - Visual Art
Ruth Hayes - Animation
Rose Jang - Theater
Robert Leverich - Visual Art/Architecture
Eugene Grodzik - Theater
Bob Haft - Visual Art,
Doranne Crable - Performance
Ruth Hayes - Animation
Lisa Sweet - Visual Art
Lisa Sweet - Visual Art
Gail Tremblay - Fiber Art, Creative Writing
Gail Tremblay - Fiber Art, Creative Writing
Jean Mandenberg - Visual Art!
Jean Mandenberg - Visual Art!
Ariel Goldberger - Scenic Design
Walter Eugene Grodzik - Theater
Bob Haft - Visual Art,
Phyllis M. Davis - Theater
Bob Haft - Visual Art,
Jean Mandenberg - Visual Art!
Jean Mandenberg - Visual Art!
Ariel Goldberger - Scenic Design
Walter Eugene Grodzik - Theater
Bob Haft - Visual Art,
Jean Mandenberg - Visual Art!
Jean Mandenberg - Visual Art!
Ariel Goldberger - Scenic Design
Walter Eugene Grodzik - Theater
Bob Haft - Visual Art,
Jean Mandenberg - Visual Art!
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Bob Haft - Visual Art,
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Jean Mandenberg - Visual Art!
Ariel Goldberger - Scenic Design
Walter Eugene Grodzik - Theater
Bob Haft - Visual Art,
Evolution of the Book
Fall and Winter quarters
Faculty: Bill Ransom, Joe Feddersen
Enrollment: 48
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Special Expenses: Up to $200 per quarter for printmaking tools, materials, lab fees and field trips.
Books—whether rolled, accordaned, sewn, stapled, folded, boxed or glued—remain, like traditional jewelry or clothing, objects of care and respect in most cultures. They were preceded by pictographs, petroglyphs, fabric designs, house pole carvings and hide paintings. We will investigate mnemonic devices that merge visual and written language into narratives and explore oral and written storytelling. We will develop the skills essential to the writing and making of a variety of books and the human effort to communicate visually.

Students can expect readings in visual art, writing, indigenous arts, book arts, storytelling and printmaking.

While devoting fall quarter to skill-building workshops in a variety of printmaking and writing techniques, we will reserve winter quarter to pursue individual projects of significant scope and substance.

Credit awarded in creative writing, editing, publishing, printmaking, bookbinding and history of the book.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in visual art, printmaking, book editing, design and production and writing.

This program is also listed under First-Year Programs and Culture, Text and Language.

Foundations of Performing Arts: Moving Moments
Fall, Winter and Spring quarters
Faculty: Rose Jang, Doranne Crable, Kabby Mitchell
Enrollment: 16
Class Standing: Sophomore or above, transfer students welcome.
Prerequisites: One year of interdisciplinary studies program experience or equivalent.
Special Expenses: $50 for theater and dance tickets each quarter.

All performing arts are made of “moments” on stage, and every moment of performance is an active, continuous state of presence and movement. We will analyze and experiment with the mental and kinesthetic ingredients behind the series of moving moments in a performance. By “foundations,” we refer to the building blocks of every performance. These are the artist’s mental and physical abilities and tools such as the spatial and architectural considerations of each performance. They refer to a solid understanding of history and theory in performance studies, which, combined with a genuine care for contemporary society and one’s community, make every moving moment on stage meaningful and identifiable for the audience.

We will study theater and dance as forms of artistic integrity as well as products of social and ethnographical phenomena. Through workshops and group projects, we will explore the body as the fundamental instrument for movement and performance. The ultimate goal is to strive for a close harmony between the body and the mind in the conscious arts-making process and to enhance every moving moment on stage.

Through readings, writings, lectures and films, we will explore the historical and theoretical progression of theater and dance in different contexts. We will study groundbreaking performing and movement artists of the past as well as those who are presently shaping the landscape of performance throughout the world. We will attend to issues of race, class and gender in our exploration, giving special consideration to unique moments when artists have been faced with censorship and discrimination.

Credit awarded in skill development in theater and dance, performing arts history and theory, multicultural studies, multicultural performance and expository and research writing.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2005–06.

Program is preparatory for careers and future studies in theater, dance, performing arts and multicultural studies.

Foundations of Visual Arts
Fall, Winter and Spring quarters
Faculty: Lisa Sweet, Jean Mandenberg, Joe Feddersen
Enrollment: 40
Class Standing: Sophomore or above, transfer students welcome.
Special Expenses: $50 studio use fee per student, each quarter.

This program offers an intensive introduction to the making of two-dimensional and three-dimensional art forms, in conjunction with the study of aesthetics and art history. This program is designed for students who have a passion for art, the ability to take risks, stamina and patience to work hard for long hours, openness to new ideas, and a willingness to share their work and support others’ learning. The program functions as a community of working artists, learning together and sharing ideas through intensive in-studio work.

In fall quarter, students will be assigned to either the two-dimensional component or the three-dimensional component for the quarter. In winter quarter, the groups will switch, so that by the end of winter, each student will have had an intensive introduction to drawing, 2-D and 3-D design. During all three quarters, students will write analytic papers and take exams about art history ideas and issues in contemporary art. Students will be expected to be in class and work in the studio at least 40 hours per week.

Students will develop a visual vocabulary, seeing skills and an understanding of 2-D and 3-D composition. Students will complete weekly studio projects in mixed media, woodworking, metalworking, printmaking and drawing-from-observation.

In spring quarter, students will have the opportunity to deepen the technical skills they developed throughout the program and apply them to the creation of an extensive, thematic body of work. Art history will be covered through student projects and lectures and emphasis will be placed on skills in color theory and the exploration of a range of careers in the arts through lectures and workshops. Preparation of artist portfolio will also be addressed.

Credit awarded in drawing, printmaking, 2-D and 3-D design, sculpture and art history.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2005–06.

Program is preparatory for careers and future studies in art education and the humanities.

Students who register for a program but do not attend the first class meeting may be dropped.
Local Knowledge: Community, Media Activism, Public Health and the Environment
Fall, Winter and Spring quarters
Faculty: Anne Fischel, Lin Nelson
Enrollment: 50
Class Standing: Junior or senior, transfer students welcome.
Faculty Signature: See faculty at the Academic Fair, May 12, 2004. For more information contact Anne Fischel, fischela@evergreen.edu or (360) 867-6416, or Lin Nelson, nelsonl@evergreen.edu or (360) 867-6056. Qualified students will be accepted until the program fills.
Special Expenses: Approximately $100 or more for research, local travel and media production expenses.
Internship Possibilities: Spring quarter with faculty approval.
Local Knowledge is a program in community-based work using video, oral history, participatory research and other forms of activist learning. It is offered every few years, and builds on work and relationships that faculty, students, staff and community members have developed. Our goal is to develop strategies for collaborating with local communities as they respond to change and crisis. We will learn how to research and analyze locally held knowledge and resources, support community initiatives and implement projects for sustainable community development.
In the fall, we will explore regional and national case studies, popular education, community-based research and environmental, public health and social justice issues. We will examine community projects creating economic, cultural and ecological sustainability. We will familiarize ourselves with community resources, visit archives, observe projects and develop relationships with community members. We will learn skills in video, media literacy, historical research, oral history and use of government documents. Through these studies we will build a base for collaborative community work.
In winter quarter, we will deepen skills in video production, oral history, research and community education and organizing. We will plan projects to implement in spring quarter. In spring, we will work on community-based, collaborative projects that put in practice the skills, knowledge and relationships we developed. The focus of our projects might include education, social justice, media, environment, public health, public art, food systems or public policy.
Credits awarded in environmental and labor studies, history, media analysis and media production.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in community development, public policy, media, and nonprofit and social justice organizations.
This program is also listed under Environmental Studies.

Mediaworks: Experiments with Movement, Light and Sound
Fall, Winter and Spring quarters
Faculty: Ruth Hayes, Laurie Meeker, TBA
Enrollment: 40
Class Standing: Junior or senior.
Prerequisites: Core or interdisciplinary studies program. Transfer students must complete at least one quarter of interdisciplinary studies.
Faculty Signature: Students must complete a written application available from Academic Advising by April 20, 2004. Applications received by May 12, 2004, will be given priority.
Special Expenses: Approximately $200-$300 each quarter for production supplies.
Internship Possibilities: Spring quarter with faculty approval.
What does it mean to make moving images in the information age? How do we critically engage the traditions of moving image practices while pushing beyond established forms? What responsibilities do filmmakers have to their subjects and audiences? In this foundation program, students will engage with these questions and gain skills in film/video history, theory, critical analysis and media production.
We will explore a variety of filmic modes and communication strategies including animation, documentary and experimental film/video, emphasizing the materiality and specific artistic properties of film, digital video and other sound and moving image media, as well as the various strategies artists and media producers have employed to challenge traditional or mainstream media forms.
In fall and winter quarters, students will acquire specific critical and technical skills as they work collaboratively to explore different ways to design moving image works, execute experiments in image-making and sound, and evaluate films and video tapes. Students will read significant amounts of media criticism and film theory and will learn to analyze visual material and the policies of representation through seminars, research and critical writing. Students will link this theoretical material to their production practices as they develop skills in drawing, animation, cinematography, digital video, audio and a variety of post-production techniques.
Artist statements and project proposals will be developed in preparation for the production of individual or collaborative projects in the spring.
Credits awarded in film theory and criticism, animation, cinematography, digital video production, audio production, documentary history and theory, experimental film/video history and independent projects in film and video.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in media, visual art and communication.
Rhythmic Meditations
Fall, Winter and Spring quarters
Faculty: Mukti Khanna, Terry Setter, Sarah Williams
Enrollment: 75
Class Standing: Sophomore or above, transfer students welcome.
Special Expenses: $25 each quarter for art supplies; $25 each quarter for yoga workshop; $25 for drumming workshop.
Internship Possibilities: With faculty approval.
This interdisciplinary, yearlong, intentional learning community will explore rhythm in relation to mind, consciousness and creativity.
Half of our work will take place in experientially based, all-program studio sessions. Individual and small group work including seminar and student-originated research projects will comprise the other half of each student’s credits.
This program will explore and is committed to alternative pedagogies including person-centered learning, open space technology, emotional and spiritual literacies, transformative education and somatic studies. Students will select an appropriate faculty and research focus each quarter.
Mukti Khanna studies transpersonal psychology, expressive arts therapy and image theater. She is interested in the relationship between personal transformation and social change.
Terry Setter studies music and its tribal, contemporary and historical practice. He is interested in studying rhythm, particularly drumming, in relation to human behavior.
Sarah Williams studies feminist theory, cultural studies and yoga. She is interested in exploring rhythms of the energetic body including vibrations of heart, thought and breath.
Credits awarded in cultural studies, psychology, women’s studies, somatic studies, music history, theory and composition and education.
Total: 12 or 16 credits each quarter.
Program is preparatory for careers and future studies in education, cultural studies, expressive arts, psychology, women’s studies, music and somatic studies.
The program is listed under Culture, Text and Language and Society, Politics, Behavior and Change.
Students who register for a program but do not attend the first class meeting may be dropped.
Shadowlands
Fall and Winter quarters
Faculty: Ariel Goldberger
Enrollment: 25
Class Standing: Sophomore or above.
Prerequisites: Approximately $50 per week for workshop materials fee and $40 for theater tickets each quarter. Other expenses depend on specific student projects.
The main goal of this exciting program is to explore the nature of the Shadow, the Shadow archetype and journeys through the mythic Shadowlands, while simultaneously building a learning community of scholars and artists engaged in multidisciplinary studies. Our exploration will include the following questions: What can we learn about, and from, mythic journeys through the Shadowlands? What is the Shadow aspect of the human psyche? What does the Shadow reveal about our psyche and its human condition? How can we reveal and explore some of its nature through artistic and scholarly projects?
In the fall, we will study the Shadow as it appears in literature, art, archetypal psychology and myth, through short projects and performances. Faculty and guests will offer demonstrations and workshops in shadow puppetry, design and technical issues. Students will develop skills in performance, shadow-puppet theater and other explorations of the artistic process. Individual and collaborative projects will offer opportunities for delving into individual interests related to the themes of the class. Exploration of experimental performance and innovative materials, techniques, imagery and tools will be a primary focus. As part of the program, we will go on field trips to see relevant theatrical and performance productions in Seattle and Portland.
In the winter these skills will be directed toward the production of a large-scale experimental Shadow puppetry performance. Expect a full workload and room for self-direction.
Credit awarded in archetypal psychology, cultural studies, expressive arts, experiential art, Jungian psychology, myth studies, performance studies, performance, theater, puppet theater and shamanism, depending on student's independent work.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in archetypal psychology, cultural studies, expressive arts, experiential art, Jungian psychology, myth studies, performance studies, performance, theater, puppet theater and shamanism, and any career that requires imagination, collaborative skills, resourcefulness and cross-disciplinary skills.

Student Originated Studies:
Media
Fall, Winter and Spring quarters
Faculty: Sally Cloninger, Ruth Hayes
Enrollment: 25
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: Mediapractices or one year of media production, media history and theory.
Faculty Signature: All students must submit a portfolio (see description below) and complete the written application available at Academic Advising or in the Program Office, COM 301. Portfolio/applications received by May 2004 will be given priority. For more information contact Sally Cloninger, cloninsj@evergreen.edu or (360) 867-6059, or Ruth Hayes, hayesr@evergreen.edu or (360) 867-6890, or The Evergreen State College, COM 301, Olympia, WA 98505. Portfolios and applications will be accepted until the program fills.
Special Expenses: Depends upon project. Internship possibilities: With faculty approval.
Students are invited to join this learning community of media artists interested in media production, design, writing, history or theory, and to collaborate with media faculty. Students will work with faculty during the first few weeks of fall quarter to design small group contracts, collaborative projects or critique groups that will be supported by this year's SOS program. In addition to the student-centered curriculum, we will explore different themes each quarter. In fall, our focus will be Building Media Communities. The theme for winter will be the Dynamics of Creative Processes. In spring, we will focus again on Building Media Communities in regard to audience and distribution.
This is not the place to do beginning studies in media. It should be seen as an opportunity for students who share similar skills and common interests to do advanced work that may have grown out of previous academic projects and programs. To be considered for this advanced program, you should have successfully completed Mediapractices (the entry-level program in media studies at Evergreen) or its equivalent (i.e., approximately one year of media skill training, media history and media theory), or completed another interdisciplinary media program at Evergreen, and submit a portfolio that includes copies of recent faculty evaluations and a VHS tape that contains two examples of your best work in film or video.
Credit awarded in media studies and production.
Total: 12 or 16 credits each quarter.
Program is preparatory for careers and future studies in media arts.

Student Originated Studies:
Visual and Media Arts
Fall and Winter quarters
Faculty: Paul Sparks
Enrollment: 25
Class Standing: Sophomore or above, transfer students welcome.
Prerequisites: One year, or the equivalent, of preparatory college work in the visual arts and/or media arts. For visual arts students this should include substantial work in drawing. These requirements may be waived for students with strong portfolio work.
Faculty Signature: With portfolio review. Students must submit expository writing samples prior to an interview. Preference will be given to students who interview on May 13 and 14, 2004. For more information, contact Paul Sparks, The Evergreen State College, Lab II, Olympia, WA 98505 or (360) 867-6024 or sparkp@evergreen.edu.
Portfolios and writing samples will be accepted until the program fills.
Special Expenses: Students should expect above-normal expenses for materials and supplies, as well as lab fees.
Student Oriented Studies: Visual and Media Arts is aimed at those individuals who are thinking about graduate school or hands-on professional work in one of the visual or media arts. This program combines several features typical of an intensive graduate-level studio workshop and of the traditional conservatory master class. Students will pursue self-defined project work in an environment that is characterized by intensive critique and demanding real-world standards in a PC-free environment. Expect a heavy workload. A capacity for tolerance and a sense of humor are desirable but not mandatory.
Credits may vary depending upon student work.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in the arts: digital imaging, painting, photography, sculpture and video.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Students who register for a program but do not attend the first class meeting may be dropped.
Ready Camera One  

Spring quarter  
Faculty: Sally Cloninger  
Enrollment: 24  
Class Standing: This program is designed for 50 percent first-year and 50 percent sophomore students.  
Prerequisites: Two quarters of college-level work  
Special Expenses: Approximately $50 for videotape and supplies.  
This program is designed for first- and second-year students interested in exploring visual literacy, video production and media criticism. Students will be introduced to both media deconstruction and media production skills through a series of lectures, workshops, seminars and design problems that focus primarily on studio video. We will focus our work on the development of a critical perspective on contemporary media. In both theoretical discussions and production workshops we will consider the parameters and influences of television, video art, video activism, music videos and video documentaries.  

We will investigate the politics of representation, i.e., who gets the camera, who appears on the screen and who has the power. Therefore, students who choose to enroll in this program should be vitally and sincerely interested in the issues and ideas concerning the representation of gender, race, ethnicity, class and sexual orientation in the media. Activities will include training in the multi-camera TV studio, instruction in basic digital field production and editing, an introduction to media research techniques and a survey of visual design principles.  

Credit awarded in media studies, media literacy, communications and television production.  
Total: 16 credits.  
Program is preparatory for careers and future studies in media arts, humanities, social sciences and communications.  
This program is also listed under First-Year Programs.

Seeing the Light  

Spring quarter  
Faculty: Bob Haft  
Enrollment: 20  
Class Standing: Sophomore or above, transfer students welcome.  
Prerequisites: Intermediate-level photography.  
Faculty Signature: Students must present an academic and photographic portfolio and schedule an interview. For more information contact Bob Haft, haft@evergreen.edu or (360) 867-6474.  

Academic and photographic portfolios will be accepted until the program fills. Special Expenses: Approximately $200–$300 for photo materials and $12 for museum admissions.  
This program is designed for intermediate- and advanced-level photography students. They will work with medium- and large-format as well as 35mm cameras. Students will study the work of historical and contemporary photographers, view and analyze films and read texts dealing with the history and critical analysis of the medium. In addition to classroom work, field trips will be taken to galleries and museums to view exhibits and/or collections of photographs of particular interest. There will be a series of assigned projects designed to further technical and aesthetic skills. As a final project, students will work in teams to produce a theme-centered document combining images and text. All the projects will be formally presented and critiqued.  

Credit awarded in intermediate photography, history of photography, aesthetics, art theory and criticism, and individual research projects.  
Total: 16 credits.  
Program is preparatory for careers and future studies in art history, photography and/or the humanities.

Sustainable Design: Green Furniture  

Spring quarter  
Faculty: R. T. Leverich  
Enrollment: 20  
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.  
Prerequisites: Sustainable Design: Green Means or two quarters of environmental design, 3-D design or sculpture and one quarter of ecology.  
Faculty Signature: Students must present a portfolio containing a minimum one-page writing sample and photos of six to eight examples of 2-D and 3-D work at the Academic Fair, March 2, 2005.  
For information contact Bob Leverich, leverichai@evergreen.edu or The Evergreen State College, Lab II, Olympia, WA 98505.  
Portfolios received by March 2 will be given priority. Portfolios will be accepted until the program fills.  
Special Expenses: $250 for woodworking tools and supplies and approximately $125 for field trip to Eugene, Oregon.  
Can a table that wastes wood in its construction be beautiful? Is an uncomfortable chair wasteful? Is it ethical to use sustainably harvested hardwoods for high-powered rifle stocks? This program will explore the challenges of designing furniture and functional woodworking projects using sustainable means and materials. Students will study and do research in sustainable forestry practices, recycled and man-made wood products, furniture and industrial design history, and ergonomics. They'll use what they learn in an integrative wood studio where they will design and build one piece of furniture and one small production-run prototype. Students will be introduced to design and technical drawing, wood characteristics and selection, the care and safe use of hand and power tools, joint design and cutting, lamination and bending, assembly and gluing, sanding and finishing.  
Work discussions, readings, seminars and writing assignments will address issues around materialism, reuse and recycling, craft and workmanship, user and designers, and sustaining work and life styles.  
Credit awarded in drawing, design history and theory, environmental design, and furniture design and construction.  
Total: 16 credits.  
Program is preparatory for careers and future studies in art, crafts, architecture and environmental design.  
This program is also listed under First-Year Programs.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
The world is so full of such marvelous things that humans are drawn to wonder at it and try to understand it. One result of that wonder is called science. The faculty of the Scientific Inquiry area are members of the scientific community, men and women who have devoted their professional lives to personal journeys of discovery as they investigate the world and help their students learn about it. We are committed to the ideal of science education in the context of liberal arts education, and science and mathematics are essential components of the modern liberal arts curriculum. We will help students—whatever their primary interests may be—understand the wonders of nature and also understand science as a force in our technological society.

Because science and technology are so central to our world, citizens must be scientifically informed so they can make informed decisions and participate intelligently in a democratic society. At the same time, scientists must consider the social implications and consequences of their work; and they must know how science has impacted society in the past. Thus, our studies of science itself are combined with studies of the history of science and with philosophical, social and political issues.

Some programs in this area allow you to learn basic science as part of your general liberal arts education whereas others are designed to help prepare you for a career in science or technology, or in an applied field such as medicine or computer networking. In all of our offerings, however, we emphasize the application of science, and you will use the scientific principles you learn to solve real-world problems.

Whether you are a first-year student, or more advanced, you will find a program that fits with your academic plan. You may choose to follow a pathway of a typical science major, or you may simply want to explore the wonder and application of science in a broader context. Programs in Scientific Inquiry are mostly repeating: either every year, or alternate years. These repeating programs are listed below.

Your interest or emphasis may be in biology, chemistry, computer science, math or physics, and there are several programs that offer beginning, intermediate and advanced work in all of these areas. You should refer to the individual catalog descriptions for more details.

By engaging in laboratory and group problem-solving exercises, you will learn to think like a scientist: to apply theories to experimental situations, to collect data and analyze them in the light of underlying theory, and to use data to test hypotheses. You will do much of your work with the same high quality, modern analytical instruments used in research laboratories, and using some of the best modern software available. In addition, you will read current scientific journal articles and learn to write technical reports and papers.

Advanced students working in this area have many opportunities to do scientific research, as part of an ongoing faculty research program. Research students have presented their work at scientific meetings and have become authors on technical papers. Alumni of Scientific Inquiry programs have an excellent record of success in graduate and professional schools, and in their chosen fields. The possibilities are limited only by your energy and ambition.

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*Indicates upper-division credit
Computability: The Scope and Limitations of Formal Systems Fall, Winter and Spring quarters Faculty: Sheryl Shulman, Brian Walter Enrollment: 50
Class Standing: Sophomore or above, transfer students welcome. Prerequisites: Mathematical or equivalent programming language, data structures, discrete math. Some of these prerequisites may be waived for students with a strong mathematical background.
Faculty Signature: Students must successfully complete a take-home entrance exam. To obtain the text, contact Sheryl Shulman, The Evergreen State College, SE 3127, Olympia, WA 98505, or http://grace.evergreen.edu/~sheri or sheri@evergreen.edu. Qualified students will be accepted until the program fills.
This program is designed for advanced computer science students or students with an interest in both mathematics and computer science. Topics in mathematics, such as mathematical logic and theory of computation, will be covered because they have strong connections to computer science. In addition, we will study the properties of algorithms, including analyzing what kinds of problems are intractable.
Students will study several programming languages representing different paradigms, including Prolog and C++. We will conclude the study of programming languages with an in-depth comparison of the properties and capabilities of languages in the four paradigms: functional, logic, imperative and object-oriented. Students will also participate in a coordinated program of theory investigation that will vary from year to year, depending on student and faculty interests. We will select one of the following: formal language and its application in compiler writing; systems and OS programming; network protocols and their applications in providing network services; and selected math topics. Technical reading seminars will include current literature on selected topics such as type theory, programming language design, and philosophy related to math and computer science, operating and distributed systems theory and database systems.
Credit will be awarded in mathematical or symbolic logic, computer programming, formal language theory, theory of computability and other topics as covered during the year. Upper-division credit will be awarded for upper-division work. Total: 4 to 16 credits each quarter.
A similar program is expected to be offered in 2006-07. Program is preparatory for careers and future studies in mathematics, computer science and teaching.

Data to Information: Computer Science and Mathematics Fall, Winter and Spring quarters Faculty: Neal Nelson, TBA Enrollment: 50
Class Standing: Sophomore or above, transfer students welcome. Prerequisites: High school algebra proficiency assumed. First-year students with confidence in their ability to do high school algebra are encouraged to contact the faculty.
Faculty Signature: Entry may require an entrance exam or other assessment of proficiency in high-school-level algebra and problem solving. For information contact Neal Nelson, (360) 867-6738 or neal@evergreen.edu or The Evergreen State College, SE 3127, Olympia, WA 98505. Qualified students will be accepted until the program fills.
Special Expenses: Approximately $300 per quarter for supplies and unusually expensive textbooks.
This is an entry-level program in computing and mathematics with a strong emphasis on individual and collaborative problem solving. The goal of the program is to lay a firm foundation for more advanced work in computer science. This program covers standard material in a core computer science curriculum, concentrating on mathematical abstractions and fundamental algorithmic and data modeling concepts. There is an intense hands-on laboratory component where students develop their own logic, programming and design skills.
The primary focus is problem solving, and real-world problems often do not have clear-cut textbook solutions. Throughout the program, students will learn to search out the necessary information and develop the necessary skills to effectively solve mathematical and technical problems.
The program is organized around four, year-long and interwoven themes: computational organization covering computing hardware and systems; introductory programming and data structures; various topics in discrete mathematics; and a seminar exploring social, historical or philosophical topics of science, technology and society.
Credit awarded in digital logic, computer architecture, programming, data structures and algorithms, discrete mathematics and social and historical implications of technology. At most, four credits will be upper-division science. Total: 16 credits each quarter. A similar program is expected to be offered in 2005-06. Program is preparatory for careers and future studies in computer-related fields, science and mathematics.

Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems Fall, Winter and Spring quarters Faculty: Jeff Kelly, Clyde Barlow, James Stroh Enrollment: 45
Class Standing: Junior or senior, transfer students welcome. Prerequisites: One year of college chemistry and college algebra required; and trigonometry strongly recommended. Special Expenses: Approximately $250 for one-week field trip to Sun Lakes in Eastern Washington. Internship Possibilities: Under special circumstances with faculty approval.
Baseline assessment of natural ecosystems and their environmental contamination require accurate chemical and geological measurements. Students will study geology and chemistry of ecosystems, using theoretical and experimental methods. This program will integrate chemical and physical applications of geology to aquatic systems. Instrumental techniques of chemical analysis will be developed in an advanced laboratory and technical writing will be emphasized.
During fall and winter quarters, topics in physical geology, hydrology, geochemistry, analytical chemistry, GIS, statistics and instrumental methods of chemical analysis will be addressed. Students will begin group projects working on the physical and chemical properties of natural water systems, especially lakes, bogs and streams. Methods and procedures based on EPA guidelines will be developed to analyze for trace materials using atomic absorption spectroscopy, inductively-coupled plasma spectrometry, polarography, ion chromatography and GC-mass spectrometry. Computers and statistical methods will be used extensively for data analysis and simulation as well as for work on GIS.
Spring quarter will be devoted largely to project work and completing studies of statistics and analytical chemistry. Presentation of project results in both oral and written form will conclude the year.
Credit awarded in geochemistry*, geohydrology*, analytical chemistry*, Geographic Information Systems*, statistics*, chemical instrumentation* and group projects*. Students leaving at the end of fall quarter will receive lower-division credit. Students who satisfactorily complete at least fall and winter quarters will receive upper-division credit for both quarters. Total: 16 credits each quarter. Program is preparatory for careers and future studies in geology, hydrology, chemistry, environmental analysis and environmental fieldwork.
This program is also listed under Environmental Studies.
Health and Human Development
Fall and Winter quarters
Faculty: Carrie Margolin, Jan Ott, TBA
Enrollment: 75
Class Standing: Sophomore or above, transfer students welcome.
Special Expenses: $50 per quarter for retreat expenses.

Health and Human Development will build a background in human biology and psychology affording students the knowledge to make conscious choices in their own lifestyles. We'll look at life-span human development: in the fall from prenatal to adolescence, and in the winter, adulthood through aging to mortality. Concurrently, we'll cover development and aging from a biological perspective.

In the fall, we will explore our life choices in the areas of nutrition, exercise, living spaces and environment to see which are healthy, and which could use improving. Students will learn research methodology and design and descriptive and inferential statistics, as well as nutrition and the biological organ systems that are involved in nutrient processing. In winter, students will begin a research-based examination of healthy choices by choosing a diet and/or exercise regime to measure change. We will continue to study the human body, learning more about organ systems.

We will also look at the aging processes, exploring those that cannot be changed and those that can, through lifestyle modifications.

The program format will include workshops, lectures, films, seminars, guest presentations and group and individual projects. We will focus on clarity in oral and written communication, quantitative skills, the ability to work across significant differences and the development of an aesthetic sensibility.

Credit awarded in human biology (without lab), developmental psychology, nutrition, research methodology and descriptive and inferential statistics. All credit is lower-division.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in biology, psychology, the health professions, human services and education.
This program is also listed under Society, Politics, Behavior and Change.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.

Introduction to Natural Science
Fall, Winter and Spring quarters
Faculty: Nancy Murray, Paula Schofield, TBA
Enrollment: 72
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Prerequisites: High school algebra proficiency assumed.

This program will offer students a conceptual and methodological introduction to biology, chemistry, math and physics. As an organizing theme, we will examine the cycles and transformations of matter and energy, at a variety of scales, in both living and non-living systems. As appropriate, we will use quantitative methods to gain additional insights into these processes.

In addition to studying current scientific theories, we will examine the methods used to generate these theories and consider the historical, societal and personal factors that influence our thinking about the natural world. We will also examine the impacts on societies of changes in science and technology. During spring quarter, small student-groups will be able to conduct an independent, scientific investigation designed in collaboration with the faculty. Program activities will include lectures, small group problem-solving workshops, laboratories, field trips and seminars. Students will learn to describe their work through scientific writing and public presentations.

The program is designed for students who want to take their first year of college science. Students who simply want to get a general feel for science will find this program quite demanding and should consult the faculty before the program begins. Overall, we expect students to end the program in the spring with a working knowledge of scientific and mathematical concepts, with the ability to reason critically and to solve problems, and with hands-on experience in natural science.

Credit awarded in biology, chemistry, mathematics, physics and scientific writing.
Total: 16 credits fall and winter quarters; 12 or 16 credits spring quarter.
A similar program is expected in 2005-06.
Program is preparatory for careers and future studies in physical and biological sciences, medicine and health sciences and environmental sciences.
This program is also listed under First-Year Programs.

Matter and Motion
Fall, Winter and Spring quarters
Faculty: Rob Knapp, Rebecca Sunderman
Enrollment: 50
Class Standing: Sophomore, transfer students welcome.
Prerequisites: Strong critical thinking skills; proficiency in pre-calculus and trigonometry (extremely important); willingness to sustain heavy academic workload. High school physics and chemistry helpful but not required.

This program is designed for students with a keen desire for a strong background in physics, chemistry and mathematics of the kind needed for serious work in the physical and biological sciences. The program's work will include lectures, readings (both technical and general), calculators, labs, reports and seminar discussion.

We will cover standard introductory topics in differential and integral calculus, university physics and university chemistry. We will attend to conceptual understanding as well as calculational skill and practice in framing and solving problems. In addition to work in the science subjects, the program will involve structured and exploratory laboratories, which will teach standard scientific techniques as well as successful ways of defining questions and pursuing understanding of unfamiliar physical systems. Seminar readings and discussions will investigate the human dimensions of discovery and cultural patterns within the physical sciences, together with the abilities and limitations of scientific contributions to human affairs. Readings may be from classics in history/philosophy of science, literature, journal articles or other sources.

Detailed information about texts, schedules and arrangements will be available after May 15, 2004 on the program Web page: http://192.211.16.13/curricular/mandm2002/home.htm.

Credit awarded in general chemistry, university physics, calculus and history, philosophy and cultural studies of science.
Total: 16 credits each quarter.
A similar program will probably be available in 2005-06.
Program is preparatory for careers and future studies in medicine, engineering, physics, mathematics, chemistry, environmental science and philosophy of science.

Students who register for a program but do not attend the first class meeting may be dropped.
Methods of Applied Mathematics
Fall, Winter and Spring quarters
Faculty: David McAvity
Enrollment: 25
Class Standing: Sophomore or above.
Prerequisites: One year of college-level calculus.

One of the goals of scientific inquiry is to understand the processes of nature on a quantitative basis. In pursuit of this goal, theorists create models to represent the order they observe, and, in turn, devise mathematical methods for interpreting and solving these models. This program will provide a thorough yet engaging introduction to such mathematical methods and the associated techniques of model building. Differential equations, ordinary, partial and non-linear, will be an important component of the program. We will study both the derivation of these equations from physical and biological models and their solution, using analytical, numerical and computational methods.

In addition, we will study linear algebra and its various applications in physics and economics. We will study the calculus of variations with applications to finding optimal curves and surfaces. We will also consider non-linear systems and their role in cyclical, chaotic and self-organising behavior. Spring quarter we will focus on continuous and discrete mathematical methods in biology—exploring models of population dynamics, competition, evolution and the origins of life. In addition to the theoretical work, we will also discuss questions of a more philosophical and historical nature: Is mathematics discovered or created? Can mathematical models represent reality? What are the historical and cultural origins of our mathematical models?

Students will attend lectures, seminars and computer labs. They will also be expected to give presentations each quarter.

Credit awarded in ordinary differential equations*, partial differential equations*, calculus of variations*, linear algebra, numerical methods*, nonlinear systems*, mathematical biology*, computer modeling* and history and philosophy of mathematics. Up to 44 credits of upper-division work in biochemistry, cell biology, chemistry, biology, engineering and economics.

*Indicates upper-division credit

Molecule to Corporation
Fall quarter
Faculty: Andrew Brabban
Enrollment: 25
Class Standing: Sophomore or above, transfer students welcome.
Prerequisites: One year of general biology and general chemistry.

Over the centuries, human society has surged forward during times of great innovation that we have termed “revolutions,” specifically the agricultural, industrial and chemical revolutions. Today, we are in a time that people in the future will call the technological revolution, comprising biotechnology and computers. As active participants in the biotechnology revolution, we need to prepare ourselves with the tools of the future.

In this program, we will focus on the practical applications of modern molecular biology and biochemistry. Based predominantly in the lab, the students will learn the theoretical principles and gain extensive hands-on experience using all of the relevant techniques needed to work in this technically and intellectually challenging field. Within the program we will also examine many sectors of the global biotechnology industry, and examine the science, ethical issues and financing involved with each industry. Student presentations will be a significant portion of the class, such as an analysis of a U.S. biotech corporation, including research and development, corporate finance, stock market position, patents, sales, market share, new technologies and outlook.

Seminar readings will be primary literature in the field of biotechnology.

It is expected that many incoming students will have taken Molecule to Organism and, although this is not a prerequisite, those who have not will need to make an extra effort to learn the basic techniques used in working with micro-organisms.

Students will be evaluated based on their laboratory techniques, lab reports, class presentations, examinations and homework assignments.

Credit awarded in molecular methods*, protein biochemistry* and biotechnology*.

Total: 16 credits.

Program is preparatory for careers and future studies in biotechnology, biology, chemistry and health sciences.

Molecule to Organism
Fall, Winter and Spring quarters
Faculty: Stu Matz, Jim Neitzel, TBA
Enrollment: 75
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: One year of college-level chemistry; college-level biology preferred.

Internship Possibilities: Spring quarter with faculty approval.

This program explores the composition of organisms to gain insight into how they function. It's intended for students who plan to continue studies in chemistry, laboratory biology, field biology and the medical sciences. This program will include organic chemistry and upper-division work in biochemistry, cell biology, molecular biology and physiology in a yearlong sequence.

Molecule to Organism integrates two themes: one at the "organismal" level and one at the "molecular" level. In the organismal theme, we will start with cell and molecular biology and proceed to studying whole organisms. We will examine structure and function relationships at all levels, including some anatomy and physiology.

In the molecular theme, we will examine organic chemistry, the nature of organic compounds, and reactions that carry this theme into biochemistry and the fundamental chemical reactions of living systems. As the year progresses, the two themes will merge through studying the cellular, molecular and biochemical processes in physiology and neurobiology.

Most aspects of this program will contain a significant laboratory component. Students will write papers and maintain a laboratory notebook.

All laboratory work and approximately one half of the non-laboratory work will be spent working in a collaborative problem-solving groups. The program will also contain reading and discussions of topics of current and historical scientific interest and controversy.

A similar program is expected to be offered in 2005-06.

Program is preparatory for careers and future studies in biology, chemistry, health/medical sciences, environmental sciences and teaching.
Physical Systems
Fall, Winter and Spring quarters
Faculty: E. J. Zita
Enrollment: 25
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: Successful completion of at least one year of high school college preparatory mathematics, including calculus (integration and differentiation); and good writing skills.
Special Expenses: Textbooks typically total $500, renewal for the first week of class, to be used all year.

How do physicists explore and describe the physical world, from the realm of our immediate senses of classical physics to the very small and diverse physical theories into a coherent body of knowledge. Required mathematical methods will be developed as needed, in the context of their use in the physical sciences.

The central role of mathematics in describing science is one of the core intellectual issues in this program. Quantitative problem solving will be emphasized. Physics topics typically include classical mechanics, quantum mechanics, electromagnetism, astrophysics and topics in contemporary physics. Mathematical topics typically include multivariable calculus, differential equations, vector calculus and linear algebra. Computers will be used as appropriate for numerical solutions, graphing and qualitative insight into physical processes.

Students will be responsible for library research and laboratory experiments on topics of special interest, and for some peer instruction. Faculty and student presentations may include lectures, seminars, hands-on workshops and group problem-solving workshops. Required seminars on history, literature, philosophy and/or cultural studies of science will stimulate ongoing consideration of the context and meaning of scientific knowledge systems and practices.

Credit awarded in physics, mathematics, numerical methods, philosophy and history of science. Upper-division credit will be awarded for upper-division work.

Total: 16 credits each quarter.
A similar program is expected to be offered in 2006-07.
Program is preparatory for careers and future studies in physical sciences, engineering and applied mathematics, and/or philosophy, history and cultural studies of science.

Science Seminar
Fall, Winter and Spring quarters
Faculty: E. J. Zita
Enrollment: 20
Class Standing: Sophomore or above.
Prerequisites: Good writing skills assumed.
Each quarter, any student is welcome to join this seminar to learn about the history and philosophy of science and math; we assume no background in mathematics or physics. We will read, discuss and write about the diverse works of science and math. We will explore observations and ideas about the nature, history and philosophy of science, as well as the methods of physics and mathematics. We will investigate questions such as: How is knowledge created or discovered? How can new ideas develop into testable theories? How does scientific understanding change? Past topics have included chaos, quantum mechanics, infinity and cosmology. Past readings have ranged from Kuhn's classic, The Structure of Scientific Revolutions, to lighter works such as The Physics of Star Trek and Alice in Quantamland. Readings and themes vary each quarter. Details for each quarter are available online at http://192.211.16.13/z/ztascesem.htm.
The learning goals include improved critical thinking, deeper qualitative understanding of science, and improved communication skills, both oral and written. Quantitative investigations are possible for interested students, but are not required.

Seminar students work together with beginning to advanced science students to prepare key points and questions before each seminar. Students earn four or eight credits by participating in one or two seminars each week and completing short essays and online assignments. Students are encouraged to work with Writing Center tutors and attend occasional writing workshops.

Credit awarded in history and philosophy of science and math.
Total: 4 or 8 credits each quarter.
Program is preparatory for careers and future studies in the sciences, mathematics and physics.

Sustainable Design: Green Means
Fall and Winter quarters
Faculty: R. T. Leverich, TBA
Enrollment: 40
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Prerequisites: Good writing skills assumed.
Special Expenses: Approximately $150 each quarter for design studio equipment and supplies; $125 each quarter for overnight field trips.

What means do we use to shape the Earth and its living systems, and to live, work and move about? Are these means ethical, sustainable and beautiful? Ecological design proposes means that are responsive and responsible to place and community, that reuse and renew materials and energy, and that draw lessons from natural systems and forms and longstanding human responses to them.

Students will study and do research in landscape ecology, energy systems and environmental design history, and bring lessons from these disciplines to an integrative design studio—the locus of activities for the program. Studio projects will address drawing and design fundamentals, thinking in three dimensions, site survey and analysis, programming, user involvement, ecological design responses, building science basics, energy use, and presentation skills. Projects may range in scale and focus, from a comic strip promoting safe disposal of hazardous household wastes to portable, self-sustaining shelters for disaster victims, or from a strip-mine restoration plan to an energy conserving hairdryer. Students will augment their graphic means of study and expression with computer workshops. Work discussions, readings, seminars and writing assignments will address how we, as individuals and as communities, can design spiritually and physically sustaining means of coexisting with the living systems of our home planet.

Credit awarded in environmental design, ecology and natural sciences, visual art and expository writing.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in environmental studies, environmental design, architecture and the visual arts.
This program is also listed under First-Year Programs, Environmental Studies and Expressive Arts.

Some programs may be cancelled and others added after this printing.
For the most current information, see www.evergreen.edu/catalog.
Undergraduate Research in Scientific Inquiry
Fall, Winter and Spring quarters
Faculty: Clyde Barlow, Dharshi Bopagedera, Andrew Brabban, Judith Cushing, Jeff Kelly, Rob Knapp, Betty Kutter, Stu Matz, Donald Morisato, Nancy Murray, Jim Nettzel, Neal Nelson, Paula Schofield, Sheryl Shulman, E. J. Ziza
Enrollment: 25
Class Standing: Junior or senior.
Prerequisites: Negotiated individually with faculty.
Faculty Signature: Contact individual faculty to make arrangements.

A number of faculty in this planning group are engaged in research projects that offer collaborative research opportunities for advanced students. These provide an important aspect of advanced work in the sciences that take advantage of faculty expertise, Evergreen’s flexible structure and excellent equipment. In general, students begin by working in apprenticeship with faculty and laboratory staff and gradually take on more independent projects within the context of the specific program. These projects generally run 12 months a year; a signature is required from the faculty with whom students will be working.

Clyde Barlow and Jeff Kelly work with physical and biological applications of spectroscopy to study physiological processes at the organ level, with direct applications to health problems. Students with backgrounds in biology, chemistry, physics, mathematics or computer science can obtain practical experience in applying their backgrounds to biomedical research problems in an interdisciplinary laboratory environment.

Dharshi Bopagedera would like to engage students in three projects. (1) FTIR spectroscopy of free radicals (2 students): This project is for advanced chemistry students who are interested in using infrared spectroscopy to understand molecular properties of free radicals synthesized in situ in a microwave discharge. (2) An interdisciplinary study of drinking water in the South Puget Sound (2 students): This is an ongoing study to investigate the quality of drinking water in the Puget Sound area. We will analyze the water and explore the connections between the minerals found in drinking water and the geological properties of the land. Students who have completed general chemistry with laboratory can carry out this project. (3) Science in Local Schools (2 students): We will work with local schoolteachers to develop science lab activities that will enhance the science curriculum in local schools. About four science labs will be taken to local schools each quarter. Students who have an interest in teaching science and who have completed general chemistry with laboratory would be ideal for this project.

Andrew Brabban (biotechnology) is interested in developing biological technologies for agriculture, industry and health care that improve the efficiency of a modern process, or generally improve the quality of life for society. Current student projects include technologies to produce pharmaceutical synths, reduce the incidence of E. coli 0157:H7 in the human food chain (in collaboration with Betty Kutter and Dr. Callaway, Texas A&M University) and the role of DNA as an environmental pollutant (in collaboration with LOTT sewage treatment plant). Students will use techniques and receive credit in molecular biology, biochemistry, organic chemistry and microbiology.

Judith Bayard Cushing studies how scientists use distributed computing and data to conduct research. She would like to work with students who have a background in computer science or molecular biology, forest ecology, chemistry or physics, and a strong motivation to explore new computing paradigms, such as object-oriented systems and multi-platform computing.

Rob Knapp studies thermal and electric energy flows in buildings, as a contribution to ecologically conscious design of homes and workplaces. A National Science Foundation grant has provided instrumentation to measure heat loss, air flows, solar gains and related aspects of conventional and alternative buildings, by which to compare different approaches to energy conservation and renewable resource use. Students with backgrounds in physics, electronics or computer modeling can help with these explorations.

Betty Kutter (molecular biology) and Jim Nettzel (biochemistry) study Bacteriophage T4, which has been a key model organism in molecular genetics for more than 50 years. Its infection of E. coli leads to rapid cessation of host DNA, RNA and protein synthesis. These faculty members are working to clone and over-express the many host-lethal genes that purify and characterize their protein products, determine their specific functions, look at ways in which they can be used to better understand bacterial metabolism, and examine the infection process under a variety of environmental conditions. Evergreen is the center for genomic analysis and database development for these phages, and work with phage ecology and potential uses as antibiotics.

Stu Matz (biology) uses a variety of anatomical, molecular and developmental techniques to analyze the organization of various regions of the brain in order to understand the behavior of aquatic organisms. Currently, he is investigating the Pacific salmon brain. In the past, he has worked with zebrafish, cichlid fish and aquatic salamanders.
Plastics. Biomedical polymers are widely used in purification. Polymers, and in biological procedures used to analyze how patterning occurs. Maternally encoded signaling pathways establish the anterior-posterior and dorsal-ventral axes. Individual student projects will use a combination of genetic, molecular biological and biochemical approaches to investigate the spatial regulation of this complex process.

Neal Nelson and Sheryl Shulman are interested in working with advanced computer topics and current open-ended problems. Their topics include simulations of advanced architectures for distributed computing; advanced programming languages and compiler support for languages such as those that support parallel architectures; and embedded systems/microcontrollers and hardware modeling. Students should have a strong computer science background and successfully have completed the program Data to Information or the equivalent.

Paula Schofield (polymer chemistry, organic chemistry) is interested in the fields of biodegradable and biomedical polymers. Efforts to use biodegradable materials have been initiated to reduce the environmental impact of plastic wastes. Several of these biodegradable materials are polyesters, and they have attracted much industrial attention as “green thermoplastics.” Biomedical polymers are widely used as replacements for heart valves, tissue, hip joints and blood vessels. Polyurethanes show potential as replacements for small diameter blood vessels, particularly required by patients suffering from vascular disease resulting from complications of diabetes. Suitable replacement vessels could prevent the thousands of amputations performed each year in the United States.

Today, research and development on biodegradable and biomedical polymers are expanding in both polymer and biological sciences. Students with a background in organic chemistry and biology will gain experience in the preparation and characterization of suitable polymers, and in biological procedures used to monitor biodegradation and biocompatibility. Techniques students will use include SEM, DSC, GPC, FTIR, FTNMR and enzyme isolation and purification.

E. J. Zita (physics) studies the structure and dynamics of magnetic stars such as the Sun. Like plasmas (ionized gases) in fusion energy research labs, stars can create and respond to electromagnetic fields. For example, the changing magnetic fields near the surface of the Sun can heat the solar atmosphere and increase the Sun’s luminosity. One would expect the Sun’s gas to cool as it moves away from the surface; nevertheless, the solar corona can be millions of degrees hotter than the photosphere. A NASA grant funds investigations into this puzzle and for collaborations with scientists in Boulder, Colorado, and abroad. Students can help Zita do analytic calculations of magnetic dynamics or compare numerical models with extensive datasets from ground- and space-based observations.

Credit will be awarded in areas of student work, e.g., lab biology* and chemistry*, computer science*, health sciences*, teaching and environmental sciences*, physics* and astronomy lab biology*. Total: 4 to 16 credits each quarter.

A similar program is expected to be offered in 2005-06. This program is preparatory for careers and future study in chemistry, biology, computer science, health science, environmental sciences, physics, astronomy and teaching.

E. J. Zita (physics) studies the structure and dynamics of magnetic stars such as the Sun. Like plasmas (ionized gases) in fusion energy research labs, stars can create and respond to electromagnetic fields. For example, the changing magnetic fields near the surface of the Sun can heat the solar atmosphere and increase the Sun’s luminosity. One would expect the Sun’s gas to cool as it moves away from the surface; nevertheless, the solar corona can be millions of degrees hotter than the photosphere. A NASA grant funds investigations into this puzzle and for collaborations with scientists in Boulder, Colorado, and abroad. Students can help Zita do analytic calculations of magnetic dynamics or compare numerical models with extensive datasets from ground- and space-based observations.

Credit will be awarded in areas of student work, e.g., lab biology* and chemistry*, computer science*, health sciences*, teaching and environmental sciences*, physics* and astronomy lab biology*. Total: 4 to 16 credits each quarter.

A similar program is expected to be offered in 2005-06. This program is preparatory for careers and future study in chemistry, biology, computer science, health science, environmental sciences, physics, astronomy and teaching.

Credit will be awarded in areas of student work, e.g., lab biology* and chemistry*, computer science*, health sciences*, teaching and environmental sciences*, physics* and astronomy lab biology*. Total: 4 to 16 credits each quarter.

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Credit will be awarded in areas of student work, e.g., lab biology* and chemistry*, computer science*, health sciences*, teaching and environmental sciences*, physics* and astronomy lab biology*. Total: 4 to 16 credits each quarter.

A similar program is expected to be offered in 2005-06. This program is preparatory for careers and future study in chemistry, biology, computer science, health science, environmental sciences, physics, astronomy and teaching.

Credit will be awarded in areas of student work, e.g., lab biology* and chemistry*, computer science*, health sciences*, teaching and environmental sciences*, physics* and astronomy lab biology*. Total: 4 to 16 credits each quarter.
Mathematical Origins of Life
Spring quarter
Faculty: David McAvity
Enrollment: 25
Class Standing: Sophomore or above.
Prerequisites: College-level algebra is required.

What are the origins of life? The human race has been pondering this question since the dawn of civilization. The question and answer are multifaceted and have religious, philosophical and scientific implications. The diversity and complexity of life that inhabits the Earth would seem to require that the answer be a complex one; yet recent developments in science indicate that complex order can and does emerge from random processes and simple rules. In this program, we will investigate the mathematical basis of the origins of life. First, it will be important to understand how ordered structures can emerge from random process. We will examine the self-organising behavior of inorganic matter occurring in chemical oscillations and other reaction diffusion processes. We will also study cellular automata and how they model self-replicating structures. An essential component of understanding the origins of life is to understand its evolution. We will examine the mathematical aspects of evolution including the evolution of macro-molecules and the genetic code, the game theoretic modeling of animal behavior and the dynamics of population genetics.

In this interdisciplinary program, students must have an interest in pursuing connections between biology and mathematics. No previous background in biology is required, but the program will be enriched by the presence of students with such a background. The program will consist of lectures, workshops, computer modeling labs and seminars. Students will be expected to complete an independent project with the aim of creating mathematical models of biological processes.

Credit awarded in mathematical biology*, computer modelling* and philosophies of life.

Total: 8 or 12 or 16 credits. A background in calculus is required to enroll for 16 credits. Upper-division credit will be awarded for upper-division work.

Program is preparatory for careers and future studies in mathematics and biology.

Thinking Straight
Spring quarter
Faculty: David W. Paulsen
Enrollment: 24
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.

Do you want to work on improving your critical reasoning skills? This program will focus on techniques of understanding and criticizing arguments and theories. It will emphasize a cooperative, dialogic approach to deciding what to believe. Thinking Straight will cover standard topics in informal logic including argument reconstruction, assessment of validity and fallacies. It will also explore reasoning in two domains: science and ethics. The core text will be Cederblom and Paulsen, Critical Reasoning: Understanding and Criticizing Arguments and Theories, 5th edition. We will apply critical reasoning techniques to a number of contemporary, contentious issues found in a variety of texts including full books as well as newspaper editorials and columns, internet documents, and journal articles. We will also discuss the extent to which standards of reasoning are general and how patterns of reasoning might differ in different, specific domains.

Credit awarded in informal logic, introduction to philosophy of science, introduction to ethics and expository writing.

Total: 16 credits.

Program is preparatory for careers and future studies in philosophy, science and law.

This program is also listed under First-Year Programs and Culture Text and Language.
At Evergreen, the Society, Politics, Behavior and Change area weaves together the various social science disciplines that enable us to better understand society and the way in which society operates in local, regional, national and international arenas. In so doing, we place a particular emphasis on:

**Society:** Many of our programs examine how social groups, such as races, genders, religions and classes, interact to construct a complex society. We also study how that society and other social forces affect the experiences and opportunities of the individuals and groups within.

**Politics:** Many of our programs consider how societies and governments are organized to allow collective decision-making. Our study of politics focuses on political economy, the interplay of politics and economics, with an emphasis on the international political economy and its implications for race, gender and class in U.S. society.

**Behavior:** Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty have particular strengths in the areas of cognitive, clinical and social psychology, and our senior-level multicultural counseling program is unique in the state.

**Change:** Our programs study strategies for bringing about social change. We examine historical examples of successful social change and ongoing struggles to improve society, and to consider positive alternatives for the future.

Our management programs study the role of organizations in society, and the ways in which various types of organizations, including for-profit, nonprofit, public and entrepreneurial ventures, may be structured and financed. Recognizing that Puget Sound has proved to be a rich laboratory for the study of economics and social change, our management programs often integrate the study of leadership development, international business and ocean transportation with our maritime studies program.

Many of our programs examine society from a multicultural perspective that seeks to understand and show respect for peoples with different ethnic and cultural heritages and to build bridges between them. As part of our work, we identify the factors and dynamics of oppression and pursue strategies for mitigating such oppression.

Our area includes faculty from the following disciplines: anthropology, economics, history, public policy, public administration, labor studies, management, political science, international affairs, philosophy, sociology, health sciences, psychology, teaching and learning.

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

Several of the faculty members in this area teach regularly in the Master in Teaching Program or the Master of Public Administration program. All our faculty work collaboratively to develop our undergraduate curriculum.
This program is also listed in First-Year journalism, history, economics, sociology, anthropology and teaching. Total: 16 credits each quarter.

Future studies in the humanities, sciences programs and Culture, Text and Language. Contributing to the collective enrichment of the and developing projects to refine their skills and no history, U.S. social and intellectual credit awarded in U.S. political and economic public speaking and presentation. This program will use sociological studies of controversial contemporary issues to aid students in analyzing and participating in current debates over social policy. Among the topics we may consider are such questions as the causes of poverty, what reforms are needed in the nation’s schools, how we should evaluate and respond to contemporary trends in marriage, divorce and single parenthood, and what areas of personal life and interpersonal relations are properly subject to regulation. Students will read, outline and evaluate a variety of viewpoints on these issues during fall quarter, preparing themselves to research and debate selected topics during winter quarter.

This program stresses the development of critical tools of analysis, observation and argumentation, both written and oral. To hone those skills, we expect students to acquire and demonstrate competence in several different areas, including: close textual analysis of authors’ assumptions, arguments, and use of evidence; ethnographic observations in the public schools; use of graphics and statistics; expository writing; and oral argumentation.

Credit awarded in sociology, expository writing, history, debate, ethnography, social psychology, civics, sociology of education and family studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in law, sociology, social psychology, public policy, education, political science and journalism.

This program is also listed under First-Year Programs and Culture, Text and Language.

Students who register for a program but do not attend the first class meeting may be dropped.

Contemporary Social Issues: Analyzing Critically, Arguing Persuasively
Fall and Winter quarters
Faculty: Stephanie Coontz, Charles Palilthorp
Enrollment: 48
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Prerequisites: Students must be competent in the mechanics of writing and reading. Any student who demonstrates problems with grammar, sentence structure or syntax will need to participate in additional writing workshops.

Special Expenses: Approximately $30 each quarter for travel expenses.
This program will use sociological studies of controversial contemporary issues to aid students in analyzing and participating in current debates over social policy. Among the topics we may consider are such questions as the causes of poverty, what reforms are needed in the nation’s schools, how we should evaluate and respond to contemporary trends in marriage, divorce and single parenthood, and what areas of personal life and interpersonal relations are properly subject to regulation. Students will read, outline and evaluate a variety of viewpoints on these issues during fall quarter, preparing themselves to research and debate selected topics during winter quarter.

This program stresses the development of critical tools of analysis, observation and argumentation, both written and oral. To hone those skills, we expect students to acquire and demonstrate competence in several different areas, including: close textual analysis of authors’ assumptions, arguments, and use of evidence; ethnographic observations in the public schools; use of graphics and statistics; expository writing; and oral argumentation.

Credit awarded in sociology, expository writing, history, debate, ethnography, social psychology, civics, sociology of education and family studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in law, sociology, social psychology, public policy, education, political science and journalism.

This program is also listed under First-Year Programs and Culture, Text and Language.

Health and Human Development
Fall and Winter quarters
Faculty: Carrie Margolin, Jan Ott, TBA
Enrollment: 75
Class Standing: Sophomore or above, transfer students welcome.
Special Expenses: $50 per quarter for retreat expenses.
This program will use sociological studies of controversial contemporary issues to aid students in analyzing and participating in current debates over social policy. Among the topics we may consider are such questions as the causes of poverty, what reforms are needed in the nation’s schools, how we should evaluate and respond to contemporary trends in marriage, divorce and single parenthood, and what areas of personal life and interpersonal relations are properly subject to regulation. Students will read, outline and evaluate a variety of viewpoints on these issues during fall quarter, preparing themselves to research and debate selected topics during winter quarter.

This program stresses the development of critical tools of analysis, observation and argumentation, both written and oral. To hone those skills, we expect students to acquire and demonstrate competence in several different areas, including: close textual analysis of authors’ assumptions, arguments, and use of evidence; ethnographic observations in the public schools; use of graphics and statistics; expository writing; and oral argumentation.

Credit awarded in sociology, expository writing, history, debate, ethnography, social psychology, civics, sociology of education and family studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in law, sociology, social psychology, public policy, education, political science and journalism.

This program is also listed under Scientific Inquiry.
Latin America in a Global Free Market
Fall, Winter and Spring quarters
Faculty: Joumana Abou-El-Haj
Enrollment: 25
Class Standing: Sophomore or above, transfer students welcome.
Special Expenses: Approximately $15 for program materials and $2,850 one-way travel to Chile. A non-refundable deposit of $150 must be paid by February 15, 2005.
Travel Component: Optional four weeks in Chile. Rich and industrialized nations from the North assert that the new world order is bringing democracy, progress and welfare to many nations in the "global village." Many world events in the 21st century seem to indicate that the new global model is forming a deep crisis and confrontation between North and South. Terrorism, drug production and trafficking, massive illegal immigration, regional conflicts and deep environmental degradation are challenged.
We will study the effects of international transformations on Latin America since the Cuban Revolution and President Kennedy's Alliance for Progress Program up to the current neoliberal economic and political order. We will also study different Latin American sociopolitical and economic formations and their impact on the regional economic development. The insertion of Latin America into the new world economy will be analyzed. Comparative analyses of regional and international trade agreements and negotiations will be made to observe their effects on eradication of poverty, human rights issues, ecological concerns, unemployment and protection of democracy.
We will research the economies of Mexico, Canada, Argentina, Brazil, Chile and the United States. Spring quarter, interested students will have the option to travel to Chile to study, in depth, one of the economic models most praised by international agencies and governments. Students will complete research projects and produce short documentaries.
Credit awarded in political economy, international trade, social communication, research methods, television production, sociology and economics.
Total: 12 (plus 4-credit beginning/intermediate Spanish through Evening & Weekend Studies) or 16 credits each quarter.
Program is preparatory for careers and future studies in the social sciences, Latin American, cultural or media studies and television production.

Multicultural Counseling: An Innovative Model
Fall, Winter and Spring quarters
Faculty: Heesoon Jun
Enrollment: 25
Class Standing: Senior.
Prerequisites: At least one quarter at Evergreen with 95% attendance in programs covering general principles in psychology, human biology, research methods and statistics as well as issues of diversity and inclusiveness.
Faculty Signature: Application procedure will be posted on the faculty's Web page, http://academic.evergreen.edu/homepages/home.asp by March 29, 2004. Applications received by May 3, 2004, will be given priority. Qualified students will be accepted until the program fills.
Internship Possibilities: 15 hours per week required during winter and spring quarters will provide opportunities for students to apply their classroom learning in a practical setting.
One of the program goals will be to increase the multicultural counseling competency through a non-hierarchical and non-dichotomous approach to education. The program will allow students to examine the efficacy of existing psychological paradigms and techniques for a diverse population. Students will learn to interpret research articles and to incorporate research findings into their counseling practice. Students will work with ethics, psychological counseling theories, multicultural counseling theories and psychotherapy. We will use a range of instructional strategies such as lectures, workshops, films, seminars, role-playing, group discussions, video-taping, field trips, guest lectures and internship case studies.
Credit awarded in psychological counseling, multicultural counseling theory and skill building, abnormal psychology, development mental psychology, personality theories, psychological research interpretation, studies of oppression and power, ethics in the helping professions, and internship. Total: 16 credits each quarter.
Program is preparatory for careers and future studies in psychological counseling, clinical psychology, social work, school counseling, cross-cultural studies, research psychology, allopatic and complementary medicine, and class, race, gender and ethnicity studies.

Organizing for Democracy: Problems and Possibilities in the 21st Century
Fall and Winter quarters
Faculty: Peter Bohmer, Dan Leahy, Jeannie Hahn
Enrollment: 72
Class Standing: This all-level program will offer students as seniors as well as sophomores and juniors as opportunities to travel to Chile to study, in groups and social movements, that have fought for meaningful democracy to our lives and to our country? This program will examine how individuals and groups learn a democratic practice and organize for a democratic life and society. We will focus on how to develop strategies, build organizations, exercise tactics and confront obstacles to a just democracy.
We will study key areas of U.S. society such as wealth, economic inequality and the economy, gender relations, media, government, education and youth and foreign policy. We will look at what a democratic outcome would mean in each of these areas and how we as individuals and in groups and social movements can work to make this a reality. We will examine the relationship among the fall elections, the candidates and democracy.
We will learn how to organize for a democratic society. We will read about and view films on individuals and social movements that have worked for and are working for social change and justice. We will learn how each of us can make a difference, have our voices heard, and become actively involved in our community and society. There will be workshops on topics such as how to build democratic, inclusive, effective and sustainable organizations; organize protest and resistance; do relevant research; change public policy; develop effective strategies and tactics; do fundraising; and deal with repression and the media. Students will develop writing, speaking and other relevant skills useful for organizing by selecting a community organizing project to work on in fall and winter quarters.
Credit awarded in U.S. history, political economy, social movements, writing and organizing for social justice. Total: 16 credits each quarter.
Program is preparatory for careers and future studies in teaching, working for social justice, organizing, social work, political economy, social science and media studies.
This program is also listed under First-Year Programs.
Political Ecology of Land
Fall and Winter quarters
Faculty: Ralph Murphy, Carolyn Dobbs
Enrollment: 50
Class Standing: Sophomore or above, transfer students welcome.
This upper-division program will provide an interdisciplinary, in-depth focus on how land has been viewed and treated by humans historically and in contemporary times. We will pay special attention to the political, economic, social, cultural and environmental contexts of land use.
We will also look at land ethics, concepts of land ownership and efforts to regulate land uses and protect lands that have been defined as worthy by society.
To understand the context, role and purposes of land policy and regulation, several social science disciplines will be explored. Selected aspects of the following topics will be included to evaluate human treatment of land primarily in the United States: history and economic development; the structure and function of American government and federalism; public policy formation and implementation; land-use planning and growth management; elements of environmental and land-use law and economics; fiscal analysis of state and local governments; and selected applications of qualitative and quantitative research methods. Taken together, these topics examine the diversity of ideas and skills required for developing an in-depth analysis of land issues.
Our goal is to have students leave the program with a comprehensive understanding of the complexity of issues surrounding land. The program will include lectures, seminars, guest speakers, research workshops, field trips in Western Washington, and individual and group research projects and presentations.
Credit awarded in land-use planning and growth management*, policy analysis*, natural resource management*, statistics, principles of economics, American government and federalism, literature, case studies in environmental policy and implementation*, research methods and projects*.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in land use and environmental planning, policy development and fiscal analysis, environmental and natural resource management.
This program is also listed under Environmental Studies.

Political Economy, Social Change and Globalization
Fall and Winter quarters
Faculty: Alan Nasser, Priscilla Bowerman
Enrollment: 50
Class Standing: Sophomore or above.
We will study the political, economic and philosophical developments that set the stage for the global spread of Thatcherism/Reaganism. These developments contributed to the present dominance of Neoliberal Globalization.
We will study Hobbes, Locke, Adam Smith, John Stuart Mill, Rousseau and Marx, their place in the history of capitalism, and their notions of freedom, liberty, equality and the state. This classical tradition was transformed over time by two world wars, the Great Depression, a global American empire, a robust period of economic growth, the rejection of the welfare state, and the current period of economic crisis and permanent war. How did this come about? Where might it go?
We will scrutinize the workings of the International Monetary Fund, the World Bank, the World Trade Organization, and their effect upon relations between the poor and rich countries. We conclude with an examination of a working model of a democratic socialist market economy. Students can expect a heavy workload.
Credit awarded in classical liberal political philosophy, the Marxian critique of classical liberalism, the origins of capitalism, the rise and fall of the welfare state, the theory and practice of neoliberal globalization and the theory and practice of democratic socialism.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in politics, economics, philosophy, labor studies, sociology, teaching and the social sciences.

Power in American Society
Fall quarter
Faculty: Larry Mosqueda
Enrollment: 25
Class Standing: Sophomore or above, transfer students welcome.
This program focuses on the issue of power in American society. In the analysis we will investigate the nature of economic, political, social, military, ideological and interpersonal power. The interrelationship of these dimensions will be a primary area of study. We will explore these themes through lectures, films, seminars, a journal and short papers.
The analysis will be guided by the following questions, as well as others that may emerge from the discussions: What is meant by the term "power"? Are there different kinds of power and how are they interrelated? Who has power in American society? Who is relatively powerless? Why? How is power accumulated? What resources are involved? How is power utilized and with what impact on various sectors of the population? What characterizes the struggle for power? How does domestic power relate to international power? How is international power used? How are people affected by the current power structure? What responsibilities do citizens have to alter the structure of power? What alternative structures are possible, probable, necessary or desirable?
In this 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. This is a serious class for serious people. There will be a good deal of reading and some weeks will be more complex than others. Please be prepared to work hard and to challenge your and others' thinking.
Credit awarded in U.S. history, U.S. government, U.S. foreign policy and political economy.
Total: 16 credits.
Program is preparatory for careers and future studies in government, public policy, history and advanced political economy.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Religion, Race and Law in America
Fall and Winter quarters
Faculty: Lance Laird, Babacar M'Baye, José Gómez
Enrollment: 72
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting and encouraging those ready for advanced work.
Prayer in the classroom, federal agents inside ways that shifting constructs of religion, race and the Patriot Act all have raised issues of what it means to live in a religiously plural, secular democratic nation. This program will introduce students to the historical religious diversity in what is now the United States and examine the ways that shifting constructions of religion, race and liberty have interacted dynamically in shaping culture, literature and politics. We will follow the major constitutional conflicts that have arisen from making real the First Amendment's guarantees of both freedom of religion and freedom from religion. To examine the entanglement of government and religious entities in a variety of contexts, students will analyze landmark cases, prepare legal briefs and present oral arguments.
We will also examine the historic and present role of religion among ethnic and racial groups and analyze the interaction of religion, racism and the movements for abolition, civil rights, social justice and equality under the law. Particular attention will be devoted to religion in the African American community and to American Muslims within the larger networks of American religious and racial history. Through documentary, literary and ethnographic study, students will consider how American culture, law and racial classifications shape the practice and public presence of both dominant and non-dominant religious traditions. They will consider how these forces shape the various narratives of American national identity.
Credit awarded in Constitutional Law, American religious history, legal advocacy, ethnography, comparative religion, American literature, and expository and argumentative writing.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in religion, public policy, law, ethnic studies, literature, American studies and cultural anthropology.
This program is also listed under First-Year Programs and Culture, Text and Language.

Rhythmic Meditations
Fall, Winter and Spring quarters
Faculty: Mukti Khanna, Terry Setter, Sarah Williams
Enrollment: 75
Class Standing: Sophomore or above, transfer students welcome.
Special Expenses: $25 each quarter for art supplies; $25 each quarter for yoga workshop; $25 for drumming workshop.
Internship Possibilities: With faculty approval.
This interdisciplinary, yearlong, intensive learning community will explore rhythm in relation to mind, consciousness and creativity. Half our work will take place in experientially based, all-program studio sessions. Individual and small group work including seminar and student-originated research projects will comprise the other half of each student's credits.
This program will explore and is committed to alternative pedagogues including person-centered learning, open space technology, emotional and spiritual literacies, transformative education and somatic studies. Students will select an appropriate faculty and research focus each quarter.
Mukti Khanna studies transpersonal psychology, expressive arts therapy and image theater. She is interested in the relationship between personal transformation and social change.
Terry Setter studies music and its tribal, contemporary and historical practice. He is interested in studying rhythm, particularly drumming, in relation to human behavior.
Sarah Williams studies feminist theory, cultural studies and yoga. She is interested in exploring rhythms of the energetic body including vibrations of heart, thought and breath.
Credits awarded in cultural studies, psychology, women's studies, somatic studies, music history, theory and composition and education.
Total: 12 or 16 credits each quarter.
Program is preparatory for careers and future studies in education, cultural studies, expressive arts, psychology, women's studies, music and somatic studies.
The program is listed under Culture, Text and Language and Expressive Arts.

500 Years of Globalization
Winter and Spring quarters
Faculty: Jeanne Hahn
Enrollment: 25
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: Previous study in political economy, political science and history.
Faculty Signature: With interview and writing sample; transcript or evaluations when available. Contact Jeanne Hahn for an interview, hahnj@evergreen.edu or (360) 867-6014. Qualified transfer students will be accepted until the program fills.
The world is undergoing unprecedented flux and transformation; some argue we are in the midst of a passage to a qualitatively different world. How do we understand this, historically and in the present? What is the future of the nation-state in the face of the hypermobility of capitalism, the re-emergence of nationalism, the increasing disparity and similarity between "first" and "third" worlds, and the United States post-1991 attempts to assert global dominance? Is the public sphere disappearing in the face of privatization and neoliberal policy? These are big questions; every person on earth has a stake in the answers.
Winter will focus on a study of the evolution of the international political economy to understand the historical process by which over the past 500 years (Europeans and later Euro-Americans) created capitalism and the nation-state, rewrote the world map through imperialism, established the rules of the international system and initiated the process by which the rest of the world generally became poor and powerless. We will then assess the rapidly changing international political economy and geostrategic developments. We will explore the relationship between transnational corporations and multilateral institutions, investigate the neo-liberal agenda as expressed through public policies in the First World and structural adjustment programs in the Third World, explore changing structures of power through an examination of state-market and regional trading bloc relationships. We will look directly at the rise of revolutionary (often religious) nationalism, resistance strategies and the nature of global social change. Students will write frequently, engage in a major research project, and analyze world developments through the daily New York Times and one foreign newspaper.
Credit awarded in globalization, world history, political economy, geography, sociology and world-systems analysis.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in graduate work, law school, education and informed citizenship.
A Few Good Managers Wanted  
Winter and Spring quarters  
Enrollment: 25  
Faculty: John Filmer  
Class Standing: Junior or senior, transfer students welcome.  
Prerequisites: Internet access and one year of work experience; microeconomics, statistics or business mathematics desirable.  
Faculty Signature: For information about obtaining a faculty signature or program information contact John Filmer at trsdale5@mindspring.com or (360) 867-6159.  
Internship Possibilities: Spring quarter with faculty approval.  
As an effective manager your services will be in demand. Organizations, be they governments, businesses or nonprofits, fail or succeed according to their ability to adapt to fluid economic, legal, cultural, political and economic realities. Strong, competent management leads to strong successful organizations. You will be introduced to the management tools, skills and concepts you need to develop effective strategies for managing these transitions resulting in organizational success.  
Tools and skills are not enough. Management is a highly interdisciplinary profession where generalized, connected knowledge plays a critical role. Knowledge of the liberal arts/humanities or of technological advances may be as vital as skill development in finance, law, organizational dynamics or the latest management theory. As an effective leader/manager you must develop the ability to read, comprehend, contextualize and interpret the flow of events impacting your organization. You will learn communication skills, critical reasoning, quantitative analysis and the ability to research, sort out, comprehend and digest voluminous amounts of material that separate the far-thinking and effective organizational leader/manager from the administrator. Class work will typically include lectures, book seminars, projects, case studies and field trips. Expect to read a lot, study hard and be challenged to think clearly, logically and often. Your competence as a manager is in the balance.  
Credit awarded in managerial skill development, economic development, organizational leadership, international management, marketing, small business management, communications, project management and public relations.  
Total: 8, 12 or 16 credits each quarter to accommodate part-time students.  
Program is preparatory for careers and future studies in public administration, nonprofit organizational management and business management.

OFFERINGS BEGINNING SPRING QUARTER

The American Civil War in Modern Memory  
Winter quarter  
Faculty: Larry Mosqueda  
Enrollment: 25  
Class Standing: Sophomore or above, transfer students welcome.  
This program focuses on the issue of power in American society. In the analysis we will investigate the nature of economic, political, social, military, ideological and interpersonal power. The interrelationship of these dimensions will be a primary area of study. We will explore these themes through lectures, films, seminars, a journal and short papers.  
The analysis will be guided by the following questions, as well as others that may emerge from the discussions: What is meant by the term “power”? Are there different kinds of power and how are they interrelated? Who has power in American society? Who is relatively powerless? Why? How is power accumulated? What resources are involved? How is power utilized and with what impact on various sectors of the population? What characterizes the struggle for power? How does domestic power relate to international power? How is international power used? How are people affected by the current power structure? What responsibilities do citizens have to alter the structure of power? What alternative structures are possible, probable, necessary or desirable?  
In this 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. This is a serious class for serious people. There will be a good deal of reading and some weeks will be more complex than others. Please be prepared to work hard and to challenge your and others’ thinking.  
Credit awarded in U.S. history, U.S. government, U.S. foreign policy and political economy.  
Total: 16 credits.  
Program is preparatory for careers and future studies in government, public policy, history and advanced political economy.

The American Civil War in  

Winter quarter  
Faculty: Jerry Lassen, TBA  
Enrollment: 48  
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.  
The American Civil War of 1860-65, was the first modern war in which an economically mightier, more populous, and more technologically advanced section of the country would overwhelm the other in a grinding war of attrition. It was a defining moment in the history of the United States. Indeed, it was a world historical event of such magnitude that it is still difficult for us to understand it even with the benefit of retrospect. Had the Southern states won the war, the history of the world would surely have developed very differently. The victorious Northern states went on to establish the economic and political foundations of the United States as a world power.  
The war is of such historical significance that it still fascinates historians and lay people alike. Each year there are a multitude of books and articles written about the war. In addition, there are a number of excellent movies and documentaries that have recently been produced. Through historical texts, films and literature this program will explore the historical roots, the major causes, the long-term consequences and the enduring mystique of this great conflict.  
Credit awarded in American history, American economic history and American literature.  
Total: 16 credits.  
Program is preparatory for careers and future studies in the humanities and social sciences.  
This program is also listed under First-Year Programs.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Business in Action
Spring quarter
Faculty: Cynthia Kennedy, Virginia Darney, William Bruner
Enrollment: 75
Class Standing: Sophomore or above, transfer students welcome.
This program will serve as both an introduction to business for students with little or no knowledge of the topic and as an opportunity to connect theory and practice for those who have studied business in the past. The program will begin with intensive examinations of business strategy and of the economics of business decisions. Then, all students will have an opportunity to put their business knowledge to the test in The Business Strategy Game, a remarkably realistic business simulation involving the manufacture of athletic shoes for world markets. We will also consider several alternative views of American business and the U.S. economic system as presented in literature and film.

Whether you are an aspiring capitalist, a critic of corporate capitalism or just curious about what makes the economy run, this program might be for you. You can expect to gain knowledge of business terminology, a grasp of the fundamentals of business practices, experience with business strategy, appreciation for business economics, and a sense of how businesses have been portrayed in American literature and film.

Credit awarded in business, economics and literature.
Total: 16 credits.
Program is preparatory for careers and future studies in business, economics and law.
This program is also listed under Culture, Text and Language.

Environmental Economics and Natural Resource Policy
Spring quarter
Faculty: Ralph Murphy
Enrollment: 25
Class Standing: Sophomore or above, transfer students welcome.
Prerequisites: One quarter of microeconomics is strongly recommended.
This program surveys the applications of environmental economics to a variety of environmental problems including natural resource allocation; management and stewardship; pollution control and abatement; public policy analysis; selected aspects of environmental law; and market failure theory and practice. Specific case studies will provide opportunities to develop in-depth understandings and applications of environmental economic theory. Possible case studies include wetland protection and mitigation; restoration of Pacific salmon stocks in the Pacific Northwest; forest management issues, water resource allocation/reform; the economic context and cultural identity of natural resource dependent communities and regulatory reform theory and practice. Field trips will offer practical application and demonstrations of the work we do in class. Research projects will allow students to explore topics of interest from the perspective of selected environmental economic concepts. The program will conclude with a critical evaluation of the opportunities and limitations of environmental economics in environmental problem solving.
Credit awarded in microeconomics, environmental economics, environmental policy and environmental law.
Total: 16 credits.
Program is preparatory for careers and future studies in environmental studies, public policy analysis, public sector regulatory agencies, non-governmental organizations, advocacy groups, the private sector and consulting companies.
This program is also listed under Environmental Studies.

Marxist Theory
Spring quarter
Faculty: Larry Mosqueda
Enrollment: 25
Class Standing: Junior or senior, transfer students welcome.
Prerequisites: Equivalent of Political Economy and Social Change program or one year of political science, sociology or history.
Faculty Signature: Faculty will assess students' ability to write at the college-level. Students should submit a past social science research paper and set up an interview appointment in February, 2005, to receive priority. Dr. Mosqueda will notify students of acceptance before the Academic Fair, March 2, 2005. Qualified students will be accepted until the program fills.

I am not a Marxist — Karl Marx
Sit down and read. Educate yourself for the coming conflicts — Mary Harris (Mother) Jones
If one believes the current mass media, one would believe that Marxism is dead, and that the "end of history" is upon us. As Mark Twain is reported to have said upon news account of his demise, "The reports of my death are greatly exaggerated." The same, of course, is true for Marxist Theory.

Few Americans have read more than The Communist Manifesto, if that. Very few "educated" people have a clear understanding of Marx's concept of alienation, dialectics, historical materialism, or his analysis of labor or revolutionary change.
In this program, we will examine the development of Marx's thought and Marxist Theory. We will read and discuss some of Marx's early and later writings as well as writings of Lenin and others. We will also explore concrete examples of how "dialectics" and "materialism" can be applied to race and gender issues. At the end of the program students should have a solid foundation for further study of Marxist analysis.
Credit awarded in Marxist Theory* and theories of social and political change*.
Total: 16 credits.
Program is preparatory for careers and future studies in political science, political theory and history.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.

Students who register for a program but do not attend the first class meeting may be dropped.

*Indicates upper-division credit
Mascularities and Femininities in the U.S.: Sex Is Fun, but Gender Is a Drag

Spring quarter
Faculty: Josie Olson, Jan Kido
Enrollment: 48
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Special Expenses: Approximately $50 for mandatory program retreat.
Internship Possibilities: With faculty approval.
This program is an exploration of gender, masculinity and femininity as expressed in various cultures and communities in the United States. Media representations of gender, masculinity and femininity and their implications for cross-cultural communication will be part of this exploration. We will examine questions such as:
How do gender and gender expectations have on interpersonal and intercultural communication? During the quarter, we will study cross-cultural variation in women’s and men’s experiences and opportunities within several different social institutions. We will study media making; the construction and maintenance of reality through the use of “signs” such as images, sounds, words, gestures and objects. Lectures, workshops, and seminar readings will provide students with a common set of knowledge about gendered experiences in the United States. Peer research presentations will provide students with information about gender in cultures other than their own.
As part of this program, students will be involved in extensive student-initiated research with a heavy emphasis on public speaking and advanced group work. They will be encouraged to produce a research paper that represents their best thinking and writing on an issue related to gender studies.
Credit awarded in areas such as sociology, cultural studies, public speaking, inter-cultural communication and library research.
Total: 12 or 16 credits.
Program is preparatory for careers and future studies in the humanities and social sciences.
This program is also listed under First-Year Programs.

Popular Economics
Spring quarter
Faculty: Peter Bohmer
Enrollment: 24
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Economics is often mystified and used as a weapon to serve the powerful and the wealthy. The aim of this program is to make economics accessible; so our learning and teaching of it can be used to further economic equality and social justice rather than justify the status quo. We will study popular education as conceptualized by Paolo Freire; some of our learning will use this pedagogy. We will examine lesson plans that use popular economics methods and develop our own materials to share our learning with others.
Students will carefully study assumptions, logic, conclusions, public policy and social implications of neoclassical economics. In microeconomics, concepts such as scarcity, efficiency, demand and supply and opportunity cost will be analyzed. How labor markets function, and the determination of prices and output in differing market structures will be studied. In macroeconomics, concepts such as aggregate demand, investment, the consumption function the multiplier and fiscal and monetary policy will be studied. So will inflation, unemployment and economic growth. International trade will be introduced.
Political economy will be contrasted to neoclassical economics. We will analyze the nature and logic of capitalism. Concepts of power, the role of institutions and the need for historical and cultural specificity in determining economic behavior will be introduced. We will compare these approaches with regard to poverty, racial and gender discrimination, economic inequality, labor unions, globalization and health care.
This program will develop awareness about the values and assumptions inherent in the paradigms we study and in their own values. It will further quantitative reasoning and introduce students to economic history, changes and continuities in economic thought, and challenge them to consider alternative economic systems in the future.
Credit awarded in micro- and macro-economics and political economy.
Total: 16 credits.
Program is preparatory for careers and future studies in political economy, economics, social sciences, organizing, social teaching and working for social justice.
This program is also listed under First-Year Programs.

So You Want to Be a Psychologist?

Spring quarter
Faculty: Carrie Margolin
Enrollment: 24
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Prerequisites: Knowledge of statistics is helpful but not required.
Special Expenses: Membership in Western Psychological Association (WPA) plus WPA convention registration fees total approximately $45 (payable to WPA before March 31, 2005). Contact faculty at margolin@evergreen.edu for exact fees and deadline; shared hotel lodging at convention plus food, approximately $175.
Travel Component: Travel to WPA Annual Convention, Portland, Oregon, April 14–17, 2005.
This program is designed to be an exploration and preparation for those students planning a career in psychology or social work. We will cover typical activities of psychologists who work in academia, schools, counseling/clinical settings, social work agencies and applied research settings. We will look at the academic preparations necessary for these careers.
We will discuss ethical quandaries in psychology, and the ethics of human and animal experimentation. We will cover history and systems of psychology. Students will read original source literature from the major divisions of the field, covering both classic and contemporary journal articles and books by well-known psychologists. Library research skills, in particular the use of PsycINFO and Science and Social Science Citation Indexes, will be emphasized. Students will gain expertise in the technical writing style of the American Psychological Association (APA). The class format will include lectures, guest speakers, workshops, discussions, films and a field trip.
There’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 will attend the annual convention of the Western Psychological Association, the western regional arm of the APA.
Credit awarded in history and systems of psychology, ethics of psychology, scientific writing (APA format) and general psychology.
Total: 16 credits.
Program is preparatory for careers and future studies in psychology and social work.
This program is also listed under First-Year Programs.
U.S. Foreign Policy: Terrorism and the New American Empire

Spring quarter
Faculty: Alan Nasser
Enrollment: 25
Class Standing: Junior or senior.
Prerequisites: Background in political economy and/or 20th-century American history preferred but not required.
Faculty Signature: Students should submit copies of all their faculty evaluations and samples of all their most recent writing to Alan at the Academic Fair, March 2, 2005. Transfer students should bring transcripts and writing samples to the fair, or, if this is not possible, send them to Alan Nasser, The Evergreen State College, SE 3127, Olympia, WA 98505. Priority will be given to applications received by March 2, 2005. For further information call (360) 867-6759.
Qualified students will be accepted until the program fills.

From the United States' beginning, dominant groups have imagined the country to have a grand destiny. Woodrow Wilson portrayed the United States as a model of "freedom and democracy" for the entire world. Later administrations attempted to export this model globally, often aggressively. A prime example of this is the Cold War. The ensuing rivalry between the United States and the Soviet Union was one of the powerful forces shaping both international and intranational policy over the course of the 20th century.

We will see how the U.S. elite was led to re-assert American global dominance more aggressively than ever after the collapse of the Soviet Union, the move to the political right here, the onset of global economic stagnation, and the terrorist attacks of September 11, 2001. The result was the new foreign policy of the Bush administration. The test case for these policies was the 2003 U.S.-led invasion and occupation of Iraq. We will analyze in detail the origins and possible consequences, abroad and at home, of the above developments.

Credit awarded in introduction to the Cold War, 20th-century international relations, 9/11, terrorism and the new American empire.
Total: 16 credits.
Program is preparatory for careers and future studies in government, political science, international relations, political economy and history.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.

Students who register for a program but do not attend the first class meeting may be dropped.
NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLES STUDIES

Native American and World Indigenous Peoples Studies (NAWIPS) programs focus on the indigenous peoples of the Pacific Northwest, the Americas and the world. The college offers on-campus interdisciplinary programs, and a reservation-based program that responds to the educational goals of local tribal communities. All Native American programs at Evergreen can be accessed through the NAWIPS Web site at www.evergreen.edu/nativeprograms.

On-campus, yearlong coordinated study programs begin with a focus on the basic principles and concepts of the unique treaty relationship between Tribal Nations and the U.S. government. Students explore a continuum from pre-Columbian times to the global effects of colonialism and the political and cultural revitalization movements of the contemporary era, with particular attention given to the tribes of the Pacific Northwest. These programs are grounded in a recognition of the vitality and diversity of contemporary indigenous communities.

Off campus, the reservation-based program emphasizes community-determined education within the tribal communities where the classes are held. Students are encouraged to value local knowledge and its place in their academic work.

Learning continues through student involvement in the activities of the Longhouse Education and Cultural Center and the Northwest Indian Applied Research Institute.

The Longhouse Education and Cultural Center represents a living, cultural link to the tribal communities of the Pacific Northwest. The purpose and philosophy of the Longhouse are centered on service and hospitality to students, the college, indigenous communities and the community at large. The functions of the facility are to provide classroom space, house the NAWIPS programs, serve as a center for multicultural and cross-cultural interaction, and host conferences, cultural ceremonies, performances, exhibits and community gatherings. The Longhouse is one of six public service centers at Evergreen. The primary public service work of the Longhouse is to administer the Native Economic Development Arts Program (NEDAP). The program promotes education, cultural preservation and economic development for Native artists and tribes in the Pacific Northwest.

The Northwest Indian Applied Research Institute (NIARI) responds to concerns identified by tribal communities. The results of student-generated research are realized through workshops, conferences, community interaction and a Web site, http://niari.evergreen.edu. NIARI works with the tribes—if they choose—to implement those results.
American Places
Fall, Winter and Spring quarters
Faculty: Sam Schrager, Kristina Ackley, Matt Smith
Enrollment: 72
Class Standing: This all-level program will offer appropriate support for first-year students as well as supporting/encouraging those ready for advanced work.
Special Expenses: $200 for field trips in fall and spring quarters.
Place absorbs our earliest notice and attention, and the growth of experience inside it. Sense of our critical powers spring up from the study of it and the growth of experience inside it. Sense of place gives equilibrium; extended, it is sense of direction too.
—Eudora Welty
This program will explore how places in America are created and experienced. We will examine how they have emerged at the intersection of geography and history, and how they are lived in, felt about, perceived, shaped, fought over, and transformed by persons and groups. As Welty says, we depend on being rooted in an actual place for our sense of who we are and what we can do. Yet in this age of unprecedented interchangeability of spaces, what happens to the distinctive character of places? In the face of the mobility, uprooting, and alienation endemic to American society, what connections to places do we have and can we hope to nurture?
We will study dispossession and survival of Native American communities; experiences of place for African Americans and immigrant groups; place-based identities in the West, South, Midwest, and New England. We’ll look at the interplay of nature, economics, religion, and nationalism in urban and rural localities. We will examine how people infuse meaning into places through stories, literature, material culture, and collective practices. We’ll also examine moral implications of policies regarding place. We will conceive our subject broadly, to include not only Olympia and Chicago, Squaxin Island and Yosemite, but also homes and farms, classrooms and beauty salons.

Students will develop skills as interpreters, writers, and researchers by studying scholarly and imaginative works and by conducting policy research and ethnographic fieldwork (observation, interviewing, documentation of social life). They’ll undertake an extended project on an American place of their choice, locally or elsewhere, in spring. Faculty will give strong support to upper-division students and seniors writing theses. The program is also recommended for students new to the Northwest who want to explore it at firsthand.
Credit may be awarded in anthropology, literature, policy, U.S. history and community studies.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in the humanities and the social sciences.
This program is also listed under First-Year Programs and Culture, Text and Language.

Native American and World Indigenous Peoples Studies

Tribal: Reservation-Based/Community-Determined
Fall, Winter and Spring quarters
Faculty: Michelle Aguilar-Wells, Jeff Antononis-Lapp, Frances Rains, TBA
Enrollment: 112
Class Standing: Junior or senior; Northwest Indian College Bridge students.
Faculty Signature: Students must be living on or working for one of the reservation sites. For information contact Michelle Aguilar-Wells, aguilarm@evergreen.edu or (360) 276-4598, or Jeff Antononis-Lapp, lappp@evergreen.edu or (253) 735-6447, ext. 120, or the Program Secretary Office, (360) 867-6600. Qualified students will be accepted until the program fills.
Special Expenses: Travel expenses related to at least four weekend visits to the Olympia campus each quarter.
Leadership in the 21st century, the theme of this program, is designed for Indian students seeking a liberal arts degree. This reservation-based and community-determined program seeks tribal members and other students who work or live on a reservation. The program emphasizes community building at each of the reservation sites. Interactive workshops, student-led seminars, student-centered conferences to present program material and student-designed newsletters are ways program information will be presented. Students and tribal officials design the curriculum by asking what an educated member of an Indian nation needs to know to contribute to the community. The interdisciplinary approach allows students to participate in seminars and modules while also studying in their individual academic interest areas.
Within the framework of the identified curriculum, the premise is that an "educated person" needs to have skills in research, critical thinking, analysis and communication. Program material is taught using a tribal perspective and issues related to tribal communities are often the topics of discussion. Scholarship, academic gain and critical thinking skills are assessed as part of student evaluations.
Credit awarded in history, political science, federal Indian policy, leadership studies and writing.
Total: 12 or 16 credits each quarter.
Program is preparatory for careers and future studies in human services, tribal government and management, law, natural resources, community development, Native American studies, cultural studies and K-12 education.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
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 frame of reference that values family, community, collaboration, inclusivity, hospitality and academic excellence. Recognizing the importance of personal and professional growth, research and scholarship, and commitment to community and public service, the Tacoma program seeks to provide a catalytic climate for intellectual, cultural and social growth.

FEATURES AND BENEFITS

- Situated in an inner-city environment
- Faculty and student diversity
- Flexible class schedule
- Day and evening classes
- A curriculum that integrates students' life experiences and goals
- An emphasis on diverse cultural perspectives and experiences
- Opportunities to engage in dialogues across and beyond differences
- Personalized academic support and evaluation processes
- A tradition of employer satisfaction with graduates
- High graduate school placement rate

Who Should Apply

Working adult learners from Western Washington 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 and environmental studies is welcome in this program. Prerequisites for success include a willingness to be open-minded, to challenge and expand one’s knowledge base and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma program, call (253) 680-3000.

Director: Dr. W. J. Hardiman
Affiliated Faculty:
Eddy Brown
W. J. (Joye) Hardiman
Lowell (Duke) Kuehn
Willie Parson
Gilda Sheppard
Tyrus Smith
Artee Young
Transformational Literacies
Fall, Winter and Spring quarters
Faculty: Willie Parson, Eddy Brown, Duke Kuehn, Gilda Sheppard, Artee Young, Tyrus Smith, Joye Hardiman, TBA
Enrollment: 225
Class Standing: Junior or senior.
Prerequisites: Formal admission to the Tacoma program. Prospective students must attend an intake interview. For information about admission and the application process call (253) 680-3000.
Special Expenses: Approximately $25-$50 lab fee.
Internship Possibilities: With program coordinator and faculty advisor approval.
This program is intended for students who are preparing for professional advancement, graduate or professional school and community leadership. It will address multiple ways of thinking, learning and doing, and is designed for those students interested in research and application experiences that focus on issues and challenges within their professional lives and communities.
In fall quarter, students will research and critically examine multiple intelligence, the social construction of knowledge and theories, and approaches to various literacies. These include but are not limited to the following types of interdisciplinary literacies: linguistic, media, logical-statistical, sociological, environmental, technological and legal.
In winter quarter, based upon work done in the fall, students will identify, explore and develop topics for further research and study using their acquired knowledge and literacies in situations designed to transform themselves and their communities.
In spring quarter, students will use various communications media to demonstrate the transformations that can occur through merging and applying multiple intelligence, literacy studies, professional competencies and community advocacy.
Credit awarded in urban education, community and environmental studies, law and public policy, science and social science research, research methodology, literature, humanities, composition, media literacy, computer studies, multimedia and statistics.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in education, law and public policy, media arts, organizational development, community development, social and human service and environmental studies.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.

Students who register for a program but do not attend the first class meeting may be dropped.
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, expected.


Theresa A. Aragon, Management, 1999; 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.


Susan M. Aurand, Art, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

Marianne Bailey, Languages and Literature, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Françoiphone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, Germany.


Hiliary Binda, English Literature, 2001; B.A., Women’s Studies, Brown University, 1989; M.A., Tufts University, 1997; Ph.D., Tufts University, 2001.


Andrew Brabban, Molecular Biology, 2001; B.S., Microbial Biotechnology, University of Liverpool, U.K., 1989; Ph.D., Genetics and Microbiology, University of Liverpool, U.K., 1992.


Paul R. Butler, Geology and Hydrology, 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.


Arun Chandr, Music Performance, 1988; B.A., Composition and English Literature, Francesca College, 1978; M.M., Guitar Performance, University of Illinois, Urbana/Champaign, 1983; D.M.A., Composition, University of Illinois, Urbana/Champaign, 1989.

Gerardo Chin-Leo, Marine Biology, 1991; B.A., Reed College, 1982; M.S., Marine Studies (Oceanography), University of Delaware, Lewes, 1985; Ph.D., Oceanography, University of Delaware, Lewes, 1988.


Sally J. Cloninger, Film and Television, 1978; B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

Robert Cole, Physics, 1981; B.A., Physics, University of California, Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.


Amy Cook, Fish Biology, 2001; B.S., The Evergreen State College, 1990; Ph.D., Biological Sciences, University of California, Irvine, 1998.


Thad B. Curtis, Literature, 1972; B.A., Philosophy, Yale University, 1965; M.A., Literature, University of California Santa Cruz, 1969; Ph.D., Literature, University of California, Santa Cruz, 1977.


Thomas Grisson, Physics, 1985: B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.


A. Joye Hardiman, Literature and Humanities, 1975; Director, Tacoma Campus, 1990-present; B.A., Literature, State University of New York, Buffalo, 1968; Graduate studies, Literature, State University of New York, Buffalo, 1968-70; Ph.D., Applied Literary Studies and Urban Education, The Union Institute, 1986.

Lucia Harrison, Public Administration, 1981; Director, Graduate Program in Public Administration, 1980-93; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin, Madison, 1976; Ph.D., Educational Administration, University of Wisconsin, Madison, 1979.


Martha Henderson Tubbsings, Geography, 1955; B.S., Social Sciences, Western Oregon State College, 1974; M.S., Geography, Indiana State University, 1978; Ph.D., Geography, Louisiana State University, 1988.

Heather E. Heying,Vertebrate Natural History, 2002; B.A., Anthropology, University of California, Santa Cruz, 1992; Ph.D., Biology, University of Michigan, Ann Arbor, 2001.


Kevin Hogan, Environmental Science, 2001: B.S., Biology, Michigan State University, 1979; M.S., Botany, University of Illinois, 1982; Ph.D., Plant Biology, University of Illinois, 1986.


Jeffrey J. Kelly, Chemistry and Biochemistry, 1972; Director of Laboratory Computing, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California, Berkeley, 1968.


Steven M. Niva, Middle Eastern Studies, 1999; B.A., Foreign Affairs, Middle East Politics and Political Philosophy, University of Virginia, 1988; Ph.D., Political Science, Columbia University, 1999.


Janet Ott, Biology, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.

Charles N. Paulthorp, Philosophy, 1971; Academic Dean, 1968–92; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

Alan R. Parker, Native American Policy, 1997; B.A., Philosophy, St. Thomas Seminary, 1964; J. D., University of California, Los Angeles, 1972.


Willie L. Parson, Microbiology, 1971; Academic Dean, 1974–78; B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.

David Paulsen, Philosophy and Computing, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.


John H. Perkins, Biology, History of Technology and Environment, 1980; Director of Graduate Program in Environmental Studies, 1999–present; Academic Dean, 1980–86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.

Gary W. Peterson, Northwest American Studies, 1999; B.A., Human Services, Western Washington University, 1992; M.S.W., University of Washington, 1995.


Brian Price, History, 1987; Academic Dean, 2001–03; B.A., American and English Literature, University of East Anglia, England, 1977; M.A., History and American Studies, Purdue University, 1980; Ph.D., Economic and Labor History, Purdue University, 1987.


Frances V. Rain, Native American Studies/Reservation-Based Program, 2002; B.S., Elementary Education/American Indian Education, Indiana University, Bloomington, 1978; M.S., Elementary Education/Mathematics, 1987; Ph.D., Curriculum and Instruction/Curriculum Theory/Multicultural Education/Elementary Education, Indiana University, Bloomington, 1995.


Esvala Romano, Spanish Language and Culture, 1992; B.A., Language and Linguistics, Catholic University of Argentina, Buenos Aires, 1983; Graduate Research Student (Kenkyusyo), Traditional Japanese Theater, Kabuki, Sophia University, Tokyo, 1986–87; Ph.D., Hispanic Language and Literatures, University of California, Santa Barbara, 1992.

Martha Roseney, 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.


David Rutledge, Philosophy, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California, Berkeley, 1986.


Pawla Schofield, Organic Chemistry, 1988; B.S., Chemistry, Manchester Metropolitan University, 1990; Ph.D., Polymer Chemistry, University of Liverpool, 1995.

Samuel A. Schrag, Folklore, 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and FolkLife, University of Pennsylvania, 1983.


Leonard Schwartz, Creative Writing, 2003; B.A., Creative Writing and Literature, Bard College, 1984; M.A., Philosophy, Columbia University, 1986.

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## 2004–2005
### ACADEMIC CALENDAR

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No classes on Martin Luther King Day, Presidents’ Day, Independence Day, Memorial Day and Labor Day holidays.
* Subject to change

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### 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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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.

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